

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 2 NVQ Diploma in Hairdressing (QCF)

**Edexcel Level 2 NVQ Diploma in Hairdressing
(Combined Hair Types) (QCF)**

Edexcel Level 2 NVQ Diploma in Barbering (QCF)

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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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Contents

Qualification titles covered by this specification	1
Key features of the Edexcel Level 2 NVQ Diplomas in Hairdressing, Hairdressing (Combined Hair Types) and Barbering	3
What is the purpose of these qualifications?	3
Who are these qualifications for?	3
What are the benefits of these qualifications to the learner and employer?	4
What are the potential job roles for those working towards these qualifications?	4
What progression opportunities are available to learners who achieve these qualifications?	4
What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Hairdressing (QCF)?	5
What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Hairdressing (Combined Hair Types (QCF)?	6
What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Barbering (QCF)?	7
How are the qualifications graded and assessed?	8
Assessment strategy	8
Types of evidence	9
What do you need to offer these qualifications?	10
Centre recognition	10
Approvals agreement	10
Quality assurance	10
What resources are required?	11
Unit format	12
Units	13
Unit 1: Ensure Responsibility for Actions to Reduce Risks to Health and Safety	15
Unit 2: Give Customers a Positive Impression of Yourself and your Organisation	19
Unit 3: Advise and Consult with Clients	25
Unit 4: Shampoo, Condition and Treat the Hair and Scalp	31

Unit 5: Change Hair Colour	43
Unit 6: Style and Finish Hair	57
Unit 7: Set and Dress Hair	69
Unit 8: Cut Hair Using Basic Techniques	81
Unit 9: Advise and Consult with Clients with African Type Hair	89
Unit 10: Shampoo and Treat Hair and Scalp for African Type Hair	97
Unit 11: Style and Finish African Type Hair	107
Unit 12: Relax Hair	119
Unit 13: Cut Hair Using Basic Barbering Techniques	133
Unit 14: Cut Facial Hair to Shape Using Basic Techniques	143
Unit 15: Dry and Finish Men's Hair	151
Unit 16: Fulfil Salon Reception Duties	161
Unit 17: Promote Additional Services or Products to Customers	171
Unit 18: Develop and Maintain your Effectiveness at Work	177
Unit 19: Plait and Twist Hair	183
Unit 20: Perm and Neutralise Hair	191
Unit 21: Attach Hair to Enhance a Style	203
Unit 22: Attach Hair to Enhance a Style (African-Type Hair)	215
Unit 23: Perm African Type Hair	227
Unit 24: Create Basic Patterns in Hair	243
Unit 25: Change Men's Hair Colour	253
Further information	268
Useful publications	268
How to obtain National Occupational Standards	268
Professional development and training	269
Annexe A: Progression pathways	271
The Edexcel qualification framework for the Hair and Beauty sector	271
Annexe B: Quality assurance	273
Key principles of quality assurance	273
Quality assurance processes	273
Annexe C: Centre certification and registration	275
What are the access arrangements and special considerations for the qualifications in this specification?	275

Annexe D: Assessment strategies	277
Assessment Strategy for Hairdressing NVQs	277
Assessment Strategy for Hairdressing - African Hair Type NVQs	299
Assessment Strategy for Barbering NVQs	321
Assessment Strategy for Barbering African Hair Type NVQs	342

Qualification titles covered by this specification

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

Edexcel Level 2 NVQ Diploma in Hairdressing (QCF)

Edexcel Level 2 NVQ Diploma in Hairdressing (Combined Hair Types) (QCF)

Edexcel Level 2 NVQ Diploma in Barbering (QCF)

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 NVQ Diploma in Hairdressing (QCF)	500/7924/4	01/01/2010
Edexcel Level 2 NVQ Diploma in Hairdressing (Combined Hair Types) (QCF)	500/9064/1	01/08/2010
Edexcel Level 2 NVQ Diploma in Barbering (QCF)	500/7927/X	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 January 2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 2 NVQ in Hairdressing	100/3239/3	01/08/2003	31/01/2010
Edexcel Level 2 NVQ in Barbering	100/3241/1	01/08/2003	31/01/2010

Key features of the Edexcel Level 2 NVQ Diplomas in Hairdressing, Hairdressing (Combined Hair Types) and Barbering

These qualifications:

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

These qualifications have been approved as components required for the Level 2 Hairdressing and Barbering Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are job-ready qualifications for junior level which recognise the skills, knowledge and understanding of learners and allows them to gain a qualification in the workplace that relates to their job area and promotes good working practice. The standards on which these NVQs are based have been developed and are owned by HABIA, the Standards Setting Body for this industrial sector. These qualifications are at the minimum standard required to work effectively in a salon.

The Edexcel Level 2 NVQ Diploma in Hairdressing (QCF) gives learners knowledge and skills essential for the Hairdressing sector.

The Edexcel Level 2 NVQ Diploma in Hairdressing (Combined Hair Types) (QCF) allows learners to take some units specialising in African hair types.

The Edexcel Level 2 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 forming good working relationships with clients and awareness of health and safety, as well as 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?

The qualification provides the opportunity to progress to the Edexcel Level 3 NVQ Diploma in Hairdressing, the Edexcel Level 3 NVQ Diploma in Hairdressing (Combined Hair Types), or the Edexcel Level 3 NVQ Diploma in Barbering. Candidates may also progress into employment.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 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.

Candidates must achieve a minimum of 54 credits, consisting of 8 mandatory units (48 credits) and a minimum of 6 optional credits.

Mandatory units

Credit value required: Minimum 48, Maximum 48.

A/601/5867 - Ensure Responsibility for Actions to Reduce Risks to Health and Safety

L/601/0933 - Give Customers a Positive Impression of Yourself and Your Organisation

D/600/1265 - Advise and Consult with Clients

L/600/1214 - Shampoo, Condition and Treat the Hair and Scalp

D/600/1038 - Change Hair Colour

F/600/1002 - Style and Finish Hair

Y/600/1216 - Set and Dress Hair

H/600/1039 - Cut Hair Using Basic Techniques

Optional units

Credit value required: Minimum 6.

Y/600/1264 - Fulfil Salon Reception Duties

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

M/600/1268 - Develop and Maintain Effectiveness at Work

L/600/1004 - Plait and Twist Hair

D/600/1217 - Perm and Neutralise Hair

D/600/1007 - Attach Hair to Enhance a Style

What is the qualification structure for the Edexcel Level 2 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 minimum 62-credit qualification consisting of 9 mandatory units (56 credits) and optional units consisting of a minimum of 6 credits.

Mandatory units

Credit value required: Minimum 56.

A/601/5867 - Ensure Responsibility for Actions to Reduce Risks to Health and Safety

D/600/1038 - Change Hair Colour

F/600/1002 - Style and Finish Hair

Y/600/1216 - Set and Dress Hair

H/600/1039 - Cut Hair Using Basic Techniques

R/600/1232 - Advise and Consult With Clients With African Type Hair

M/600/1240 - Relax Hair

T/600/1031 - Shampoo and Treat Hair and Scalp for African Type Hair

J/600/1048 - Style and Finish African Type Hair

Optional units

Credit value required: Minimum 6.

L/601/0933 - Give Customers a Positive Impression of Yourself and Your Organisation.

Y/600/1264 - Fulfil Salon Reception Duties

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

M/600/1268 - Develop and Maintain Effectiveness at Work

D/600/1217 - Perm and Neutralise Hair

J/600/1227 - Attach Hair to Enhance a Style

Y/600/1247 - Perm African Type Hair

What is the qualification structure for the Edexcel Level 2 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.

Candidates must achieve a minimum of 37 credits, consisting of 6 mandatory units (28 credits), and optional units consisting of a minimum of 9 credits, at least one unit must be from optional Group B.

Mandatory units

Credit Value required: Minimum 28, Maximum 28.

A/601/5867 - Ensure Responsibility for Actions to Reduce Risks to Health and Safety

D/600/1265 - Advise and Consult with Clients

L/600/1214 - Shampoo, Condition and Treat the Hair and Scalp

H/600/1221 - Cut Hair Using Basic Barbering Techniques

J/600/1275 - Cut Facial Hair to Shape Using Basic Techniques

M/600/1044 - Dry and Finish Men's Hair

Optional units

Credit Value required: Minimum 9

Optional Group A

D/600/1217 - Perm and Neutralise Hair

L/600/1228 - Create Basic Patterns In Hair

F/600/1016 - Change Men's Hair Colour

Optional Group B

L/601/0933 - Give Customers a Positive Impression of Yourself and Your Organisation

Y/600/1264 - Fulfil Salon Reception Duties

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

M/600/1268 - Develop and Maintain Effectiveness at Work

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.

Learners' essential knowledge and understanding for the NVQ Certificate and Diploma Hairdressing and Barbering units is assessed through the use of externally set tests. These tests are written by Edexcel, and administered and assessed by Edexcel approved centres. The tests are available to Edexcel approved centres in the form of a CD ROM on request from NVQ@Edexcel.com. The CD ROM contains instructions to centres to ensure that the test papers are secure. For the Hairdressing and Barbering NVQs at Level 2 and 3, assessment must take place through written question papers.

What do you need to offer these qualifications?

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

Each qualification is designed to support learners working in the 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: Ensure Responsibility for Actions to Reduce Risks to Health and Safety

Unit code:	G20
Unit reference number:	A/601/5867
QCF level:	3
Credit value:	4
Guided learning hours:	38

Unit summary

The aim of this unit is to provide candidates with the knowledge/understanding/skills to understand their health and safety responsibilities in the workplace.

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:
All evidence must be derived from performance in the workplace with no exceptions. Therefore, **no simulated working conditions** have been specified in this Assessment Strategy as the outcomes can be demonstrated by a combination of other assessment methods drawn from:
 - direct observation of the candidate in the workplace
 - witness testimony by colleagues and line managers of the candidate's successful performance of activities in the workplace
 - documentary and other product-based evidence
 - a personal report by the candidate endorsed by colleagues
 - questions
 - discussion
 - professional discussion.

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Give Customers a Positive Impression of Yourself and your Organisation

Unit code:	G17
Unit reference number:	L/601/0933
QCF level:	2
Credit value:	5
Guided learning hours:	33

Unit summary

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learner's behaviour counts when dealing with a customer.

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 within this unit. (Guidelines for the assessment of a realistic working environment can be found in the Client Service Assessment Strategy for NVQ 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 their assessor to be confident that they are competent.
- 4 Learners must provide evidence of creating a positive impression with clients:
 - during routine delivery of client service
 - during a busy period for your salon

- during a quiet period for your salon
 - when people, systems or resources have let them down.
- 5 Learners need to prove that they have dealt with clients who:
- have different needs and expectations
 - appear angry or confused
 - behave unconventionally.
- 6 Learners' evidence must show that they respond to clients using their salon's procedures and guidelines.
- 7 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.
- 8 They must prove that they communicate with clients effectively by providing evidence that they:
- use appropriate spoken or written language
 - apply the conventions and rules appropriate to the method of communication they have chosen.

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 Establish rapport with customers	<ul style="list-style-type: none"> 1.1 meet their organisation's standards of appearance and behaviour 1.2 greet their customer respectfully and in a friendly manner 1.3 communicate with their customer in a way that makes them feel valued and respected 1.4 identify and confirm their customer's expectations 1.5 treat their customer courteously and helpfully at all times 1.6 keep their customer informed and reassured 1.7 adapt their behaviour to respond to different customer behaviour 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Respond appropriately to customers	2.1 respond promptly to a customer seeking help 2.2 choose the most appropriate way to communicate with their customer 2.3 check with their customer that they have fully understood their expectations 2.4 respond promptly and positively to their customer's questions and comments 2.5 allow their customer time to consider their response and give further explanation when appropriate			
3 Communicate information to customers	3.1 quickly find information that will help their customer 3.2 give their customer information they need about the services or products offered by their organisation 3.3 recognise information that their customer might find complicated and check whether they fully understand 3.4 explain clearly to their customers any reasons why their expectations cannot be met			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to give customers a positive impression of themselves and the organisation</p>	<p>4.1 describe their organisation's standards for appearance and behaviour</p> <p>4.2 explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately</p> <p>4.3 identify their organisation's rules and procedures regarding the methods of communication they use</p> <p>4.4 explain how to recognise when a customer is angry or confused</p> <p>4.5 identify their organisation's standards for timeliness in responding to customer questions and requests for information</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Advise and Consult with Clients

Unit code:	G7
Unit reference number:	D/600/1265
QCF level:	2
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready qualification which is competency based. This unit is about the important skill of consulting with clients to determine their ideas and requirements. Being able to make suitable recommendations based on this information and the results of carrying out analysis of the hair, skin and scalp is an essential part of this unit.

Evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner will need to demonstrate in their everyday work that they have met the standard for developing client consultancy skills.
- 3 The assessor will observe the learner's performance on at least three occasions. These will cover consultations for three different technical units.
- 4 The learner must show that they:
 - have consulted with new and regular clients
 - have adapted their advice to take into account the factors limiting or affecting services
 - have used all the means of identifying clients' wishes
 - have identified or can describe suspected infections and infestations needing reporting.
- 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
1 Be able to identify what services clients want	<p>1.1 ask relevant questions in a way the client will understand and provide the client sufficient time to express their wishes</p> <p>1.2 use visual aids to present clients with suitable ideas to help them reach a decision</p> <p>1.3 clarify own understanding of the client's wishes and encourage the client to ask about areas of which they are unsure</p> <p>1.4 identify and clearly confirm the client's wishes for services and products</p>			
2 Be able to analyse the hair, skin and scalp	<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 may limit or affect services and the choice of products and refer to the clients previous records, when available</p> <p>2.3 promptly identify and report any problems which cannot be dealt with to the relevant person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to advise clients and agree services and products	3.1 make recommendations that are suitable for the client 3.2 agree services, products and outcomes that are acceptable to the client and meet their needs and state the likely cost and duration of the agreed services 3.3 communicate with the client in a manner that maintains goodwill, trust and confidentiality 3.4 keep the client records up-to-date, accurate, easy to read and complete			
4 Understand salon and legal requirements	4.1 describe own responsibilities under the Data Protection legislation and the salon rules for maintaining confidentiality 4.2 describe own legal responsibilities for describing the features and benefits of products and services 4.3 describe the salon procedures and manufacturers' instructions in relation to conducting tests			
5 Understand salon services products and prices	5.1 describe the services and products available for use in the salon 5.2 explain the salon's pricing structure 5.3 explain how to calculate the likely charge for services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to perform hair, skin and scalp analysis</p>	<p>6.1 describe why it is important to identify factors that may limit or affect services and products which can be used</p> <p>6.2 describe how</p> <ol style="list-style-type: none"> 1 lifestyle 2 adverse hair, skin and scalp conditions 3 incompatibility of previous services and products used <p>may limit or affect the services and products that can be offered to clients</p> <p>6.3 describe the indications of suspected infections and infestations and disorders visible to the naked eye</p> <p>6.4 explain how and when tests are carried out on hair, their importance and the potential consequences of failing to do so</p> <p>6.5 describe the basic structure of hair and skin, the growth cycle of hair and the characteristics of different hair types and textures</p> <p>6.6 describe the general factors that contribute to healthy hair (eg health, environment, chemicals)</p> <p>6.7 describe the likely causes of adverse hair and scalp conditions visible to the naked eye</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand methods of communication	7.1 explain why effective communication is important for the salon's business 7.2 explain the importance of confidentiality and what might happen if this is not observed 7.3 explain how to adapt own contributions to suit different situations 7.4 explain how to communicate effectively and responding appropriately (ask questions to show interest) 7.5 explain how to move the discussion forward			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Shampoo, Condition and Treat the Hair and Scalp

Unit code:	GH8
Unit reference number:	L/600/1214
QCF level:	2
Credit value:	4
Guided learning hours:	36

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about the skill of shampooing, conditioning and treating the hair and scalp using appropriate massage techniques and products for a variety of hair and scalp conditions. Providing aftercare advice is also included.

This unit applies to both hairdressing and barbering salons.

Evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for shampooing, conditioning and treating the hair and scalp.
- 3 The Assessor will observe these aspects of the learner's performance on at least three occasions.
- 4 The learner must show that they have:
 - adapted their shampooing techniques for three out of the five* hair conditions:
 - a chemically damaged
 - b heat damaged
 - c environmentally damaged
 - d product build up
 - e normal

- adapted their shampooing techniques for three out of the five* scalp conditions:
 - a dandruff affected
 - b oily
 - c dry
 - d product build up
 - e normal
- used all the shampooing massage techniques:
 - a effleurage
 - b rotary
- dealt with all hair lengths:
 - a above shoulders
 - b below shoulders
- considered all the contra-indications:
 - a skin and scalp disorders and diseases
 - b cuts and abrasions
 - c product allergies
 - d recent scar tissue
 - e recent injuries to the treatment area
- used all the conditioning products:
 - a surface
 - b penetrating
 - c scalp treatment
- used all of the conditioning massage techniques:
 - a effleurage
 - b petrissage
- adapted their conditioning massage techniques for three out of the five* hair conditions:
 - a chemically damaged
 - b heat damaged
 - c environmentally damaged
 - d product build up
 - e normal
- adapted their conditioning massage techniques for three out of the five* scalp conditions:
 - a dandruff affected
 - b oily

- c dry
 - d product build up
 - e normal
- given all the advice:
- a correct combing and brushing techniques
 - b frequency of use of shampoos and conditioning products
 - c suitable shampoos and conditioning products and how to use them.

* 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 the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use effective and safe working methods when shampooing, conditioning and treating the hair and scalp</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 client and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of cross-infection - make effective use of the working time - ensure the use of clean resources - minimise the risk of harm or injury to self and clients <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues</p> <p>1.7 identify the condition of the hair and scalp using suitable visual, verbal and manual checks</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 refer any unrecognised hair or scalp condition(s) to the relevant person(s)</p> <p>1.9 use tools and equipment that are safe and fit for purpose</p> <p>1.10 identify and report products that need re-ordering to the relevant person (s)</p> <p>1.11 complete the service is completed in a commercially viable time</p> <p>1.12 remove waste immediately at the end of the service</p> <p>1.13 produce up to date client records at the end of the service</p>			
<p>2 Be able to shampoo hair and scalp</p>	<p>2.1 use products, tools and equipment suitable for the client's hair and scalp condition</p> <p>2.2 adapt shampooing massage techniques to meet the needs of the client:</p> <ul style="list-style-type: none"> - comfort - hair length and density - hair condition and scalp condition <p>2.3 adapt the water temperature and flow to meet the client's hair, scalp and comfort needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 clean the client's hair and scalp of shampoo and remove excess water</p> <p>2.5 comb through the hair prior to the next part of the service, without causing damage to the hair and scalp</p>			
<p>3 Be able to condition and treat the hair and scalp</p>	<p>3.1 use client questioning to identify contra-indications to hair and scalp services and record the client's responses</p> <p>3.2 apply conditioning products to meet the needs of the client's hair and scalp, following the salon's and manufacturers' instructions</p> <p>3.3 adapt conditioning massage techniques to meet the needs of the client's hair and scalp condition, following manufacturer's instructions</p> <p>3.4 monitor and time the development of the conditioning product, applying heat at the correct temperature</p> <p>3.5 remove the conditioning product and excess water, avoiding disturbance to the direction of the cuticle</p> <p>3.6 comb through the client's hair prior to the next part of the service, without causing damage to the hair and scalp</p> <p>3.7 provide the client with suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know the salon and legal requirements</p>	<p>4.1 describe the salon's requirements for client preparation</p> <p>4.2 describe the salon's expected service times for shampooing, conditioning and treating the hair and scalp</p> <p>4.3 describe when and how to complete client records</p> <p>4.4 state the person(s) to whom unrecognised hair and scalp conditions should be reported</p> <p>4.5 state the person(s) to whom low levels of resources should be reported</p> <p>4.6 state personal responsibilities in relation to shampooing and conditioning services under current legislation and regulations:</p> <ul style="list-style-type: none"> - Data Protection legislation - Control of Substances Hazardous to Health Regulations - Electricity at Work Regulations 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely, effectively and hygienically when shampooing, conditioning and treating the hair and scalp</p>	<p>5.1 describe the types of protective clothing and products that should be available for clients and themselves</p> <p>5.2 describe types of personal protective equipment available and their importance</p> <p>5.3 define the condition contact dermatitis and how to avoid developing it whilst carrying out shampooing and conditioning services</p> <p>5.4 describe how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>5.5 outline the safety considerations which must be taken into account when shampooing, conditioning and treating the hair and scalp</p> <p>5.6 describe why it is important to keep the work area clean and tidy</p> <p>5.7 compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>5.8 describe why it is important to position tools and equipment for ease of use</p> <p>5.9 outline the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.10 outline the importance of reporting unrecognised hair and scalp conditions</p> <p>5.11 outline the importance of thoroughly rinsing hair to remove shampoos and conditioning products at the end of the service</p> <p>5.12 describe how and why it is important to check electrical equipment used to aid conditioning and treatment processes</p> <p>5.13 clarify the importance and legal significance of questioning clients to identify contra-indications to hair and scalp services and of recording client responses</p>			
<p>6 Know basic science for shampooing, conditioning and treating the hair and scalp</p>	<p>6.1 describe the direction in which the hair cuticle lies and its importance when disentangling wet hair</p> <p>6.2 describe how to identify hair and scalp conditions and their causes</p> <p>6.3 describe how and why contra-indications can affect the scalp massage service</p> <p>6.4 describe how shampoo and water act together to cleanse the hair</p> <p>6.5 describe how the pH value of the products used affects the current state of the hair</p> <p>6.6 describe the effects of water temperature on the scalp and structure of the hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know products, equipment and their use	<p>6.7 describe how the 'build up' of products can affect the hair, scalp and the effectiveness of other services</p> <p>6.8 compare how the formulations of shampoos and conditioning products vary to suit different hair conditions</p> <p>6.9 describe how heat affects the hair during the conditioning treatment</p> <p>6.10 describe how shampoos and conditioning products affect the hair and scalp</p> <p>6.11 outline the purpose and benefits of scalp massage</p>			
	<p>7.1 describe available shampooing and conditioning products and equipment</p> <p>7.2 outline the importance of following manufacturers' instructions when using shampooing and conditioning products in the salon</p> <p>7.3 describe when and how to use shampoos and conditioning products to treat different hair and scalp conditions</p> <p>7.4 state when the shampooing process should be repeated</p> <p>7.5 describe the consequences of using incorrect shampooing and conditioning products</p> <p>7.6 describe how to use equipment during conditioning and treatment processes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Know shampooing, conditioning and treatment techniques</p>	<p>8.1 describe the use of rotary, effleurage and petrissage massage techniques when shampooing and conditioning different hair lengths and densities</p> <p>8.2 describe when and how to apply conditioning products</p> <p>8.3 outline the importance of removing conditioning products</p> <p>8.4 outline the importance of removing excess water from the hair at the end of the service</p> <p>8.5 outline the importance of de-tangling the hair from point to root</p> <p>8.6 outline the importance of using shampoos and conditioning products cost effectively</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know how to communicate and provide aftercare advice for clients	9.1 describe how to give advice and recommendations to clients 9.2 describe how to use combs and brushes from point to root 9.3 describe how often to shampoo, condition and treat the hair, according to hair and scalp condition and lifestyle 9.4 describe beneficial and unsuitable products for client home use			

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

Unit 5: Change Hair Colour

Unit code:	GH9
Unit reference number:	D/600/1038
QCF level:	2
Credit value:	11
Guided learning hours:	105

Unit summary

This is a job ready unit which is competency based. This unit is about changing hair colour using semi-permanent, quasi-permanent, permanent and lightening products. This unit covers the ability to colour a full head, regrowth and the creation of highlight and lowlight effects. The ability to take into account a variety of factors and any contra-indications is required.

Evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for changing hair colour.
- 3 The assessor will observe the learner's performance on at least seven occasions, each on different clients. These observations must include:
 - one regrowth application of permanent colour
 - one full head application of permanent colour
 - two applications of woven highlights and/or lowlights. One of these must be carried out on a full head.
- 4 The learner must show that they have:
 - used three of the four* types of products:
 - a semi-permanent
 - b quasi-permanent
 - c permanent
 - d lighteners
 - questioned clients on all the areas of contra-indications:
 - a history of previous allergic reaction to colouring products
 - b other known allergies

- c skin disorders
- d incompatible products
- e medical advice or instructions
- f evident hair damage
- carried out all the tests:
 - a skin
 - b incompatibility
 - c porosity
 - d elasticity
 - e colour test
- taken into account all the factors:
 - a temperature
 - b existing colour of hair
 - c percentage of white hair
 - d test results
 - e strength of hydrogen peroxide
 - f hair porosity
 - g hair length
 - h hair density
 - i skin tone
- used all the colour application techniques:
 - a full head application of quasi-permanent
 - b regrowth application of permanent colour
 - c full head application of permanent colour
 - d pulled through highlights and/or lowlights covering at least 20% of the head
 - e woven highlights and/or lowlights
- given all the types of advice:
 - a suitable aftercare products and their use
 - b how lifestyle can affect durability of colour
 - c use of heated styling equipment
 - d 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 learners 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 qualification/unit provides evidence towards Assessor and Verifier units.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when colouring and lightening hair</p>	<p>1.1 protect the client's clothing, skin and hair effectively throughout the service</p> <p>1.2 position 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 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 clients and colleagues</p> <p>1.7 use products and equipment identified as a result of consultation with the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 identify and report promptly any products that need ordering to the relevant person(s)</p> <p>1.9 complete the service within a commercially viable time</p> <p>1.10 complete client records accurately</p>			
<p>2 Be able to prepare for colouring and lightening services</p>	<p>2.1 identify any contra-indications to colouring and/or lightening services by questioning the client and recording the responses accurately</p> <p>2.2 conduct the necessary tests following manufacturers' instructions and recognised industry procedures</p> <p>2.3 record the outcomes of tests accurately on the client's record card</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 recommend a service based on an accurate evaluation of the client's hair and its potential to achieve the effect required and inform the client of the likely cost, duration and expected outcome of the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.6 select products, tools and equipment based on the results of necessary tests, consultation with the client and relevant factors influencing the service</p> <p>2.7 prepare materials and products to meet the application requirements and manufacturers' instructions</p>			
<p>3 Be able to colour and lighten hair</p>	<p>3.1 confirm the desired effect with the client prior to the application of products</p> <p>3.2 section the hair cleanly and evenly to assist the accurate application of products</p> <p>3.3 apply products accurately taking into account relevant factors influencing the service</p> <p>3.4 use colour application techniques suitable for achieving the desired look and following manufacturers' instructions</p> <p>3.5 time the development of products following manufacturers' instructions</p> <p>3.6 confirm the required result has been achieved by conducting strand tests at suitable times throughout the process</p> <p>3.7 massage the hair and scalp to emulsify the colour prior to removal, following manufacturers' instructions</p> <p>3.8 leave the hair and scalp free of products and materials after the desired effect is achieved</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.9 identify any problems during the service and resolve them within the limits of own authority</p> <p>3.10 refer problems which cannot be resolved promptly to the relevant persons(s)</p> <p>3.11 achieve the desired effect to the satisfaction of the client</p> <p>3.12 give the client suitable aftercare advice on the maintenance of the hair colour</p>			
<p>4 Understand salon and legal requirements</p>	<p>4.1 describe the salon's requirements for client preparation</p> <p>4.2 state the salon's expected service times for basic colouring work</p> <p>4.3 describe how to complete client records effectively</p> <p>4.4 state the salon's and legal requirements for disposal of waste materials</p> <p>4.5 outline the limits of own authority for resolving colouring and lightening problems</p> <p>4.6 state the person to whom problems that cannot be resolved should be reported to</p> <p>4.7 explain own responsibilities under current Data Protection legislation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.8 outline own responsibilities under the current Electricity at Work Regulations.</p> <p>4.9 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of colouring and lightening products</p>			
<p>5 Understand how to work safely, effectively and hygienically when colouring hair</p>	<p>5.1 describe contact dermatitis and how to avoid developing it whilst carrying out colouring services</p> <p>5.2 list the protective equipment that should be available</p> <p>5.3 explain why it is important to use personal protective equipment</p> <p>5.4 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>5.5 state why it is important to position tools and equipment for ease of use</p> <p>5.6 outline the dangers associated with the inhalation of powder lighteners</p> <p>5.7 describe the precautions that must be taken when using powder and other lighteners</p> <p>5.8 state why it is important to keep the work area clean and tidy</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.9 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>5.10 explain the importance of maintaining personal hygiene</p> <p>5.11 explain why it is important to check electrical equipment used to aid the colouring and lightening process</p> <p>5.12 compare the methods of cleaning, disinfecting and sterilisation used in salons</p> <p>5.13 explain the importance of identifying any contra-indications to colouring and or lightening services</p> <p>5.14 explain why it is important to record client responses to questioning and the legal significance of questioning and recording of client's responses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the purpose of colour tests and the testing procedures	<p>6.1 describe the types and purposes of tests for hair colouring</p> <p>6.2 explain the importance of following manufacturers' instructions for skin testing</p> <p>6.3 describe when and how tests should be carried out and the expected results</p> <p>6.4 explain how the results of tests can influence the colouring and lightening service</p> <p>6.5 explain the potential consequences of failing to carry out tests</p> <p>6.6 outline the courses of action to take in the event of adverse reactions to tests (eg what type of reactions that must reported to another, more senior people)</p> <p>6.7 explain why it is important to record test results</p>			
7 Understand the basic science for colouring and lightening services	<p>7.1 describe the principles of colour selection, including the International Colour Chart (ICC)</p> <p>7.2 describe how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten</p> <p>7.3 compare the effect of different colouring and lightening products on the hair structure</p> <p>7.4 explain how the different strengths of hydrogen peroxide influence colouring and lightening</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 describe how porosity levels can affect the choice and application of products and the results of the colouring process</p> <p>7.6 outline how the factors can affect the choice of colouring and lightening products and application techniques</p> <p>7.7 explain the effects of temperature on the application and development of colouring and lightening products</p> <p>7.8 describe how to dilute hydrogen peroxide to form different strengths of solutions</p> <p>7.9 explain the importance of restoring the hair's pH balance after the colouring and lightening process</p> <p>7.10 explain why it is important to avoid disturbing areas still processing when removing products from developed areas</p> <p>7.11 explain why it is important to emulsify colour prior to removal</p> <p>7.12 explain why it is important to leave the hair and scalp free of colouring and lightening products</p> <p>7.13 describe how and why contra-indications can affect the delivery of colouring services to clients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand colouring products, equipment and their use</p>	<p>8.1 outline the types of colouring and lightening products available, including temporary colours</p> <p>8.2 explain the importance of following manufacturers' instructions for the use of specific colouring and lightening products in the salon</p> <p>8.3 describe how to accurately measure and mix colour and lightening products</p> <p>8.4 list the types of tools, materials and equipment used for highlighting and lowlighting hair</p> <p>8.5 describe when and how shampoos and conditioners should be used when colouring and lightening hair</p> <p>8.6 state the importance of using products economically</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand colouring techniques</p>	<p>9.1 explain the importance of sectioning hair accurately when colouring and lightening</p> <p>9.2 describe the methods of applying and removing colouring and lightening products</p> <p>9.3 describe techniques for highlighting and lowlighting hair</p> <p>9.4 describe when to use the different types of lighteners and toners available</p> <p>9.5 describe the factors that must be taken into account to judge the quantity of hair to be woven to achieve a balanced look</p> <p>9.6 describe how to handle the hair when weaving to maintain an even tension and to secure the materials to prevent seepage</p> <p>9.7 describe the types and causes of colouring and lightening problems that may occur during processing (eg skin staining, deterioration of hair condition and product seepage)</p> <p>9.8 outline ways of resolving simple colouring and lightening problems that may occur during processing</p> <p>9.9 state the potential risks of using lightening products on previously chemically treated hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand the aftercare advice to provide clients	10.1 identify products for aftercare use that will benefit the client and those to avoid and why 10.2 explain how the continual use of heated equipment can affect the hair colour 10.3 state the recommended time intervals between colouring and other services 10.4 describe how lifestyle can affect colour choice and the maintenance of colour 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 6: Style and Finish Hair

Unit code:	GH10
Unit reference number:	F/600/1002
QCF level:	2
Credit value:	6
Guided learning hours:	50

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about styling hair using blow drying and finger drying techniques. Finishing hair using heated styling equipment is also required. A high degree of manual dexterity will be required.

Evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for styling and finishing hair.
- 3 The assessor will observe the learner's performance on at least three occasions, each on different clients, which must include:
 - blow drying with a brush to create volume
 - blow drying with a round brush to create curl
 - straightening and smoothing with a brush
 - use of heated styling equipment.
- 4 The learner must show that they have:
 - used four out of the seven* products:
 - a heat protectors
 - b sprays
 - c mousse
 - d creams
 - e gels
 - f lotions
 - g serums

- used all the types of heated styling equipment:
 - a straighteners
 - b tongs
- styled all types of hair:
 - a curly
 - b straight
 - c above shoulder length
 - d below shoulder length
 - e one length
 - f layered
- taken into account all the factors:
 - a hair cut
 - b hair growth patterns
 - c hair elasticity
 - d head and face shape
 - e hair texture
 - f hair length
 - g hair density
- used all the blow drying tools and equipment:
 - a hand dryer
 - b round brush
 - c flat brush
 - d diffuser
 - e nozzle
- produced all the blow dry finishes:
 - a straightening
 - b smoothing
 - c creating volume
 - d creating movement
 - e creating curl
- given all the advice:
 - a suitable aftercare products and their use
 - b safe use of heated styling equipment and hand dryers
 - c how to recreate and maintain the style.

* 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 use safe and effective methods of working when styling and finishing hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 wear personal protective equipment, if required</p> <p>1.3 keep work area clean and tidy throughout the service</p> <p>1.4 use working methods that</p> <ul style="list-style-type: none"> - minimise the risk of damage to tools and equipment - minimise the risk of cross-infection - minimise the wastage of products - make effective use of working time - ensure the use of clean resources - minimise harm or injury to self and others <p>1.5 maintain personal standards of health and hygiene to minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 complete the styling and finishing services within a commercially viable time.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to blow dry hair into shape	2.1 consult with the client to confirm the look agreed at consultation prior to and during styling 2.2 apply suitable products, as required, following manufacturers' instruction 2.3 control the styling tools to minimise the risk of damage to the hair, client discomfort and to achieve the desired look 2.4 take meshes of hair which suit the size of the styling tools 2.5 maintain an even tension throughout the styling process 2.6 keep the hair damp throughout the styling process 2.7 control the hair during the styling process, taking account of influencing factors.			
3 Be able to finger dry hair into shape	3.1 consult with the client to confirm the look agreed at consultation prior to and during styling 3.2 apply suitable products, as required, following manufacturers' instructions 3.3 keep the hair damp throughout the styling process 3.4 control the hair during the finger styling process, taking account of influencing factors.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to finish the hair	<p>4.1 use heated styling equipment, when necessary, to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look</p> <p>4.2 use back combing and back brushing techniques, when required, to achieve the desired look</p> <p>4.3 apply suitable products, as required, following manufacturers' instructions</p> <p>4.4 control the hair during the finishing process, taking account of influencing factors</p> <p>4.5 achieve the intended shape, direction, balance and volume agreed with the client</p> <p>4.6 confirm the client's satisfaction with the finished look</p> <p>4.7 give the client suitable aftercare advice on the maintenance of their style and hair condition.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know salon and legal requirements	5.1 describe the salon's requirements for client preparation 5.2 describe the salon's expected service times for styling and finishing hair 5.3 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of products for styling and finishing hair 5.4 describe own responsibilities under the current Electricity at Work Regulations.			
6 Understand how to work safely, effectively and hygienically when styling	6.1 describe contact dermatitis and how to avoid developing it whilst carrying out styling and finishing services 6.2 identify the protective clothing that should be available for clients 6.3 explain the personal protective equipment available, when and why it should be worn 6.4 describe how the position of the client and themselves can affect the desired outcome, reduce fatigue and the risk of injury 6.5 identify the safety considerations which must be taken into account when styling and finishing hair			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.6 explain why it is important to check for infestation and avoid cross-infection</p> <p>6.7 explain why it is important to keep the work area clean and tidy</p> <p>6.8 describe the methods of cleaning, disinfecting and/or sterilisation used in salons</p> <p>6.9 explain the importance of positioning equipment for ease of use</p> <p>6.10 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infection</p> <p>6.11 explain the importance of personal hygiene</p> <p>6.12 explain why it is important to check electrical equipment used to aid the styling and finishing process</p> <p>6.13 explain the importance of using products economically</p> <p>6.14 explain the reasons why tools and heated styling equipment should be kept free from excess oils and product build up.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand the effect of styling and finishing techniques on the hair</p>	<p>7.1 describe the effects of humidity on hair</p> <p>7.2 explain the physical effects of the blow drying, finger drying and heated styling processes on the hair structure</p> <p>7.3 explain how the incorrect application of heat can affect the hair and scalp</p> <p>7.4 explain why hair should be allowed to cool prior to finishing</p> <p>7.5 explain why hair should be kept damp during the blow drying and finger drying processes</p> <p>7.6 explain how heat protectors act to protect the hair.</p>			
<p>8 Understand how to use products and equipment to style and finish hair</p>	<p>8.1 describe the products and equipment available for styling and finishing hair</p> <p>8.2 explain the importance of following manufacturers' instructions on the use of the specific styling and finishing products in the salon</p> <p>8.3 describe why and how to use the different types of</p> <ul style="list-style-type: none"> - styling brushes when blow drying - attachments when blow drying - heated styling equipment when styling and finishing - products and when to apply them. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand blow drying and styling techniques and methods</p>	<p>9.1 describe current techniques for blow drying, finger drying and finishing hair</p> <p>9.2 describe how different factors affect the styling process and the finished look</p> <p>9.3 describe how the finished result of blow drying is affected by:</p> <ul style="list-style-type: none"> - tension - size of hair mesh - size of brush - the angle at which the brush is held - not allowing the hair to cool before removing the hair mesh from the brush <p>9.4 explain why the direction of the air flow when drying is important to achieve the desired look</p> <p>9.5 describe why hair needs to be sectioned for styling</p> <p>9.6 describe how to carry out the styling techniques</p> <p>9.7 explain the effects that can be achieved by curling on and off base</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how to communicate with and provide aftercare advice to clients</p>	<p>10.1 describe the equipment and products for home use that will benefit the client and those to avoid and why</p> <p>10.2 describe the advice to give to clients prior to the use of heated styling equipment at home</p> <p>10.3 explain how the continual use of heated equipment can affect the hair</p> <p>10.4 explain the different ways of maintaining a style</p> <p>10.5 describe how lifestyle can influence the choice of style</p> <p>10.6 explain how to give effective aftercare advice and recommendations to clients</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Set and Dress Hair

Unit code:	GH11
Unit reference number:	Y/600/1216
QCF level:	2
Credit value:	6
Guided learning hours:	50

Unit summary

This is a job ready qualification which is competency based, covering both skills and knowledge. This unit is about using a range of setting and dressing techniques to achieve a variety of different looks. The ability to work with a wide range of products and tools is required. A high degree of manual dexterity will be necessary.

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 setting and dressing hair.
- 3 The assessor will observe the learner's performance on at least three occasions which must include observation of a:
 - curled effect
 - smooth effect
 - rolled effect.

At least one of the observations must be of a set using rollers secured with pins.

- 4 The learner must show that they have:
 - used four out of the seven* products:
 - a setting lotions
 - b gel
 - c mousse
 - d serums
 - e creams

- f sprays
- g wax
- used all the types of tools and equipment:
 - a rollers
 - b combs
 - c pin curl clips
 - d brushes
 - e grips and pins
 - f heated rollers
 - g tongs
 - h straighteners
- used all the setting techniques:
 - a rollering
 - b spiral curling
 - c pin curling to give volume
 - d pin curling to give flat movement
- set all hair types:
 - a above shoulder length
 - b below shoulder length
- used all the sectioning and winding techniques:
 - a point to root
 - b root to point
 - c on base
 - d off base
 - e directional
 - f brick
- taken into account all factors:
 - a hair cut
 - b hair growth pattern
 - c hair length
 - d hair density
 - e head and face shape
 - f hair texture
 - g hair elasticity
 - h the occasion for which the style is required

- used all the dressing techniques and created all the effects:
 - a curls
 - b rolls
 - c smoothing
 - d back-combing
 - e back-brushing
- given all the advice:
 - a suitable aftercare products and their use
 - b use of heated styling equipment
 - c how to recreate and maintain the style.

* 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 use effective and safe working methods when setting and dressing 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 client's and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of 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>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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	<p>Be able to set hair</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> <p>1.9 clean tools and equipment so they are free of product build up</p> <p>1.10 complete the setting and dressing service in a commercially viable time</p>			
	<p>2.1 confirm the agreed look with the client during consultation prior to commencing the cut</p> <p>2.2 control tools and equipment to minimise the risk of damage to the hair and scalp and client discomfort</p> <p>2.3 use meshes of hair which suit the size of the tools and equipment</p> <p>2.4 use sectioning and winding techniques to achieve the desired look</p> <p>2.5 secure wound rollers so they sit on or off base to meet the style requirements</p> <p>2.6 maintain the tension throughout the setting process</p> <p>2.7 maintain damp hair throughout the setting process, when required</p> <p>2.8 apply suitable products according to manufacturers' instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	<p>Be able to dress hair</p> <p>2.9 control the client's hair throughout the setting process taking account of influencing factors</p> <p>2.10 remove items used for setting, avoiding discomfort to the client</p> <p>2.11 confirm that the setting techniques achieve the desired look.</p> <p>3.1 remove all section marks from the client's hair</p> <p>3.2 use heated equipment at the correct temperature for the client's hair and the desired look</p> <p>3.3 control tools and equipment to minimise the risk of damage to the hair and scalp and client discomfort</p> <p>3.4 secure the hair so that pins and grips are not visible</p> <p>3.5 apply and use suitable products according to manufacturers' instructions</p> <p>3.6 check that the finished look achieves the intended shape, direction and volume agreed with the client, taking account of influencing factors</p> <p>3.7 confirm the client's satisfaction with the finished look</p> <p>3.8 provide the client with suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know salon and legal requirements</p>	<p>4.1 describe the salon's requirements for client preparation</p> <p>4.2 describe the salon's expected service times for cutting hair</p> <p>4.3 state personal responsibilities under current regulations in relation to setting and dressing services:</p> <ul style="list-style-type: none"> - Control of Substances Hazardous to Health Regulations - Electricity at Work Regulations 			
<p>5 Know how to work safely, effectively and hygienically when setting and dressing hair</p>	<p>5.1 outline the types of personal protective equipment available for clients and themselves and its importance</p> <p>5.2 describe contact dermatitis and how to avoid developing it during the setting and dressing service</p> <p>5.3 describe how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>5.4 describe why it is important to position tools and equipment for ease of use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.5 outline the safety considerations which must be taken into account when setting and dressing hair</p> <p>5.6 describe why it is important to keep the work area clean and tidy</p> <p>5.7 compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>5.8 describe the importance of personal hygiene</p> <p>5.9 outline the importance of using products economically</p> <p>5.10 state why it is important to check electrical equipment used to aid setting and dressing processes</p> <p>5.11 describe the reasons why tools and equipment should be kept free from excess oils, product build up and hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the basic science of setting and dressing hair	6.1 describe the effects of humidity on hair 6.2 describe the physical effects of setting on hair structure 6.3 explain how the incorrect application of heat can affect the hair and scalp 6.4 explain why hair should be allowed to cool prior to dressing 6.5 explain why hair should be kept damp during the setting process 6.6 explain how heat protectors act to protect the hair			
7 Know about products, equipment and their use	7.1 compare different types of tools, equipment and products available for setting and dressing 7.2 describe the importance of following manufacturers' instructions for setting and dressing products in the salon 7.3 describe the use of different tools, equipment and products for setting and dressing hair			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know about setting and dressing techniques and effects	8.1 describe the use of current techniques for setting and dressing hair 8.2 describe how different factors affect the setting and dressing processes and the finished look 8.3 compare the use the different types of sectioning and winding techniques 8.4 describe why and how to use smoothing, back-combing and back-brushing techniques 8.5 describe how the angle of winding on and off base influences the volume and direction of the hair movement 8.6 describe why set hair sections need to be brushed out thoroughly 8.7 describe methods of handling, controlling and securing hair to achieve curls and rolls			
9 Know about aftercare advice for clients	9.1 compare suitable and unsuitable products for the client's home use and the reasons 9.2 describe how the continual use of heated equipment can affect the hair 9.3 describe the different ways of maintaining a style			

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

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

Unit 8: Cut Hair Using Basic Techniques

Unit code:	GH12
Unit reference number:	H/600/1039
QCF level:	2
Credit value:	8
Guided learning hours:	80

Unit summary

This is a job ready qualification which is competency based. This unit is about creating a variety of basic looks for women using club cutting, freehand and scissors-over-comb techniques. The learner is required to use these techniques to produce one length above the shoulder, uniform layer, short graduation and long graduation looks on straight and curly hair.

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 a variety of looks on both hair types.
- 3 The assessor will observe the learners performance on at least eight occasions – two for each cutting look (fringes can be incorporated into any of the cutting looks). These looks must include:
 - a one length above the shoulder, and
 - a short graduation incorporating the use of scissor over comb.
- 4 The learner must show that they have:
 - adapted their cutting techniques to take into account:
 - a hair density
 - b hair texture
 - c head and face shape
 - d hair growth patterns
 - e hair elasticity

- achieved all the looks:
 - a one length
 - b uniform layer
 - c short graduation
 - d long graduation
 - e with a fringe
 - used all the cutting techniques:
 - a club cutting
 - b freehand
 - c scissors-over-comb
 - cut all the hair types
 - a curly
 - b straight
 - given all the advice:
 - a how to maintain their look
 - b time interval between services.
- 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 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 use safe and effective methods of working when cutting hair</p>	<p>1.1 protect the client's clothing and keep their skin 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 service</p> <p>1.4 use working methods that</p> <ul style="list-style-type: none"> - minimise the risk of damage to tools - minimise the 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 complete the service within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to use hair cutting techniques to achieve a variety of looks</p>	<p>2.1 establish the factors likely to influence the service</p> <p>2.2 confirm the client's satisfaction with the agreed look at consultation, during and on completion of the service</p> <p>2.3 establish and follow the cutting guideline(s) accurately to achieve the required look</p> <p>2.4 control tools to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look</p> <p>2.5 use cutting techniques which take account of the influencing factors</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 remove any unwanted hair outside the desired outline shape</p> <p>2.9 check the finished cut is accurate and the desired look has been achieved</p> <p>2.10 give the client suitable advice on the maintenance of the look</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand salon and legal requirements	3.1 describe the salon's requirements for client preparation 3.2 state the salon's expected service times for a range of looks 3.3 describe the salon's and legal requirements for disposal of waste materials			
4 Understand how to work safely, effectively and hygienically when cutting hair	4.1 list the protective equipment that should be available 4.2 explain why it is important to protect clients from hair clippings 4.3 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury 4.4 identify the safety considerations which must be taken into account when cutting hair 4.5 explain why it is important to avoid cross-infection and infestation 4.6 explain why it is important to keep the work area clean and tidy 4.7 explain why it is important to position cutting tools for ease of use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand factors that can affect the service	4.8 compare methods of cleaning, disinfecting and sterilisation used in salons 4.9 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation 4.10 explain the correct use and maintenance of cutting tools 4.11 explain the importance of maintaining personal hygiene			
	5.1 outline the factors that must be taken into consideration prior to and during cutting (eg hair types, hair density, hair growth patterns, etc) and how these affect the service 5.2 identify the factors which should be considered when cutting wet and dry hair 5.3 state the average rate of hair growth			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand hair cutting techniques</p>	<p>6.1 explain why it is important to check the hair before and after shampooing prior to cutting</p> <p>6.2 explain the importance of consulting with clients throughout the cutting process</p> <p>6.3 explain the importance of applying the correct degree of tension to the hair when cutting</p> <p>6.4 describe how and why to use club, freehand and scissors-over-comb cutting techniques</p> <p>6.5 explain the reasons for establishing and following guidelines</p> <p>6.6 describe how to create and follow a guideline for one length, uniform layer, short graduation and long graduation looks</p> <p>6.7 explain how the angle at which the hair is held will affect the weight distribution, balance and degree of graduation of the cut</p> <p>6.8 explain how to create a range of looks</p> <p>6.9 explain the importance of working with the natural fall of the hair when considering the weight distribution within a haircut</p> <p>6.10 explain the importance of crosschecking the cut</p> <p>6.11 describe how to crosscheck and balance the cut</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the aftercare advice to provide for clients	7.1 state the importance of having regular cuts 7.2 state the recommended time interval between cuts 7.3 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: Advise and Consult with Clients with African Type Hair

Unit code:	G15
Unit reference number:	R/600/1232
QCF level:	2
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about the important skill of consulting with clients to determine their ideas and requirements. Making suitable recommendations based on this information, and the results of the analysis of the hair, skin and scalp, are an essential part of this unit.

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 advising and consulting with clients with 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 practically demonstrate that they have:
 - consulted with new and regular clients:
 - a new
 - b regular
 - used all the means of identifying client's wishes:
 - a questioning
 - a observation
 - b testing

- adapted their advice to take into account the factors limiting or affecting services:
 - a adverse hair, skin and scalp conditions
 - b incompatibility of previous services and products used
 - c lifestyle
 - 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 consequences of using home based products
 - identified or can describe suspected infections and infestations needing reporting:
 - a suspected infections
 - b suspected infestations.
- 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
1 Be able to determine client's needs	1.1 provide clients with sufficient time to express their wishes 1.2 present visual aids to explore ideas and reach a decision 1.3 use questioning to clarify the client's wishes 1.4 encourage clients to ask questions to clarify information 1.5 confirm the client's wishes for services and products			
2 Be able to analyse the hair, skin and scalp	2.1 perform visual checks and tests on the hair, skin and scalp according to specified procedures 2.2 identify factors that limit or affect services and choice of products from the client's previous records 2.3 identify and report problems which cannot be dealt with to the relevant person(s)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to advise the client on the long term implications of hairdressing services	3.1 clarify the factors that will impact on the hairdressing services 3.2 recommend hairdressing services that are suitable for the client 3.3 maintain goodwill, trust and confidentiality with the client 3.4 check that the client has understood the advice prior to proceeding with any service 3.5 document advice on the client's record			
4 Be able to confirm services and products	4.1 agree services, products and outcomes that meet the client's needs 4.2 state the likely cost and duration of the agreed services to the client 4.3 maintain goodwill, trust and confidentiality with the client 4.4 produce up-to-date client records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know salon and legal requirements	5.1 state personal responsibilities under the current Data Protection legislation 5.2 describe the legal responsibilities for informing clients about the features and benefits of products and services 5.3 describe the importance of following salon procedures and manufacturers' instructions when conducting tests 5.4 describe the salon rules for maintaining confidentiality			
6 Know services, products and pricing	6.1 describe the services, products and pricing structure at the salon 6.2 outline the importance of identifying the customer's expectations 6.3 describe how to calculate the charge for services 6.4 describe the types of services requiring special client advice prior to the visit 6.5 describe the types of special advice required for clients prior to specific services and the reasons			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know about hair, skin and scalp analysis	<p>7.1 describe how different factors can limit or affect the services and products offered to clients</p> <p>7.2 describe the visible indications of suspected infections, infestations and disorders</p> <p>7.3 state how and when tests are carried out on hair</p> <p>7.4 describe the importance of testing and potential consequences of not testing</p> <p>7.5 describe the basic structure of hair and skin</p> <p>7.6 describe the growth cycle of hair</p> <p>7.7 compare the characteristics and structure of different types and textures of African hair</p> <p>7.8 describe the general factors that contribute to healthy hair</p> <p>7.9 describe the likely causes of visible adverse hair and scalp conditions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand the implications of hairdressing services	8.1 differentiate the cost of maintenance for all services 8.2 explain the time commitments required to maintain the service 8.3 explain how an individual service can limit and or prohibit other services 8.4 explain how the repeated use of home based products can damage the hair and affect future professional services 8.5 explain the importance of recording the advice given to the client			
9 Know methods of communication	9.1 describe why effective communication is important for the salon's business 9.2 outline the importance of confidentiality and the consequences if this is not maintained 9.3 describe how to use varied vocabulary and expressions to suit the purpose 9.4 describe how to adapt own contributions to suit different situations 9.5 describe how to demonstrate active listening 9.6 describe how to recognise the speaker's intentions 9.7 describe how to progress a discussion			

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

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

Unit 10: Shampoo and Treat Hair and Scalp for African Type Hair

Unit code:	AH6
Unit reference number:	T/600/1031
QCF level:	2
Credit value:	4
Guided learning hours:	36

Unit summary

This is a job ready unit which is competency based. This unit is about the skill of shampooing and treating a variety of hair and scalp conditions using appropriate massage techniques and products. This unit is applicable to those working with natural or chemically treated African type hair.

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 shampooing and treating the hair and scalp for African hair types.
- 3 The assessor will observe these aspects of the learner's performance on at least three separate occasions.
- 4 The learners must show that they have:
 - used all of the conditioning and treatment products:
 - a surface
 - b reconstructers
 - c moisturising
 - d scalp treatments
 - used all the shampooing massage techniques
 - a rotary
 - b effleurage
 - c friction

- dealt with all the hair conditions
 - a chemically damaged
 - b heat damaged
 - c environmentally damaged
- adapted the shampooing techniques for two out of the four* scalp conditions
 - a dandruff affected
 - b product build-up
 - c traction Alopecia
 - d psoriasis
- used all the conditioning massage techniques
 - a effleurage
 - b petrissage
- given all the types of advice
 - a combing and brushing
 - b frequency of shampooing
 - c suitable shampooing and treatment 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.

- 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.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when shampooing, conditioning and treating hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 position the client to meet the needs of the service without causing them 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 shampooing and treatment service</p> <p>1.5 use safe work methods that:</p> <ul style="list-style-type: none"> - make effective use of resources - minimises 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 shampooing, conditioning and treatment products and equipment identified as a result of consultation with the client</p> <p>1.8 comb through client's hair, when required, without causing damage to the hair and scalp</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 replenish low levels of resources, when required, to minimise disruption to their own work and to clients</p> <p>1.10 identify and report any products that need re-ordering to the relevant person(s)</p> <p>1.11 complete the shampooing and treatment service within a commercially viable time</p> <p>1.12 complete client records, when required, so that they are accurate, easy to read and up to date</p>			
<p>2 Be able to shampoo hair and scalp</p>	<p>2.1 identify the condition of the hair and scalp using suitable visual and manual checks</p> <p>2.2 use products and tools suitable for the client's hair and/or scalp condition</p> <p>2.3 use the shampooing massage techniques to meet the client's:</p> <ul style="list-style-type: none"> - hair length and density - hair condition and scalp condition <p>2.4 adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort</p> <p>2.5 leave the client's hair and scalp:</p> <ul style="list-style-type: none"> - clean and free from shampoo - free of excess water 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to condition and treat the hair and scalp</p>	<p>3.1 apply conditioning and treatment products to meet the needs of the client's hair and scalp, and following the salon's and manufacturer's instructions</p> <p>3.2 use conditioning massage techniques to meet the needs of the client's hair and scalp</p> <p>3.3 monitor and time the development of the conditioning treatment and applying heat at the right temperature</p> <p>3.4 remove the conditioner and/or treatment in a way that avoids disturbing the direction of the cuticle</p> <p>3.5 leave the client's hair free of excess moisture</p> <p>3.6 give the client aftercare advice on caring for their hair</p>			
<p>4 Understand salon and legal requirements</p>	<p>4.1 describe the salon's requirements for client preparation</p> <p>4.2 describe when and how to complete client records</p> <p>4.3 describe the person(s) to whom low levels of resources should reported to</p> <p>4.4 describe the salon's expected service time for shampooing and treating hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of shampoos and hair treatments</p> <p>4.6 describe own responsibilities under the current Electricity at Work regulations</p> <p>4.7 describe own responsibilities under current Data Protection legislation</p>			
<p>5 Understand how to work safely, effectively and hygienically when shampooing, conditioning and treating hair</p>	<p>5.1 describe contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services</p> <p>5.2 identify protective clothing that should be available to clients</p> <p>5.3 explain how the position of their client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>5.4 identify the safety considerations which must be taken into account when shampooing and treating hair</p> <p>5.5 explain why it is important to keep the work area clean and tidy</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand factors that affect shampooing and treating the hair	<p>5.6 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>5.7 explain the importance of personal hygiene</p> <p>5.8 explain why it is important to check electrical equipment used to aid the conditioning process</p> <p>5.9 explain the importance of thoroughly rinsing hair to remove shampoo and treatments at the end of service</p> <p>5.10 describe methods of sterilisation used in hairdressing salons</p>			
6.1 explain the direction in which the hair cuticle lies and its importance when disentangling wet hair	<p>6.1 explain the direction in which the hair cuticle lies and its importance when disentangling wet hair</p> <p>6.2 explain how to identify scalp conditions and their causes</p> <p>6.3 explain how shampoo and water act together to cleanse the hair</p> <p>6.4 explain how the pH value of the products used affects the current state of the hair</p> <p>6.5 explain the effects of water temperature on the scalp and structure of the hair</p> <p>6.6 explain how the build up of products can affect the hair, scalp and effectiveness of other services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.7 explain how the formulations of shampoos, conditioners and treatments vary to suit different hair conditions</p> <p>6.8 explain how heat affects the hair during the conditioning treatment</p> <p>6.9 explain how the different conditioning treatments affect the structure of the hair</p> <p>6.10 describe the different coil patterns of African type hair and explain how this affects how the hair is handled and worked upon during shampooing and treatment processes</p>			
<p>7 Understand products, equipment and their use</p>	<p>7.1 describe the range of available shampooing, conditioning and treatment products and equipment</p> <p>7.2 explain the importance of following the manufacturers' instructions relating to the use of shampooing and conditioning products in the salon</p> <p>7.3 describe when and how to use shampoos, conditioning and treatment products to treat different hair and scalp conditions in the range</p> <p>7.4 explain when the shampooing process should be repeated</p> <p>7.5 describe what may happen if the incorrect shampooing and treatment product is used</p> <p>7.6 describe how to use and handle equipment during the conditioning treatment process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand shampooing and treatment techniques</p>	<p>8.1 describe when and how to use rotary, effleurage, friction and petrissage massage techniques when shampooing different lengths and densities of hair</p> <p>8.2 explain how to shampoo natural hair and the potential consequences of doing this wrongly</p> <p>8.3 describe when and how effleurage and petrissage massage techniques should be used when conditioning and treating different lengths and densities of hair</p> <p>8.4 explain when and how to apply conditioning treatment products to African hair types</p> <p>8.5 describe the circumstances when hair should not be combed through after shampooing and conditioning treatments</p> <p>8.6 explain the importance of removing excess conditioner and excess moisture from the hair at the end of the service</p> <p>8.7 explain the importance of de-tangling the hair from point to root</p> <p>8.8 describe the importance of using shampoos and conditioners cost effectively</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Understand how to communicate information to clients on hair maintenance and management	9.1 describe how to use combs and brushes and correctly comb hair from point to root 9.2 explain how often to shampoo and cleanse the hair according to hairstyle, hair and scalp condition and lifestyle 9.3 describe suitable conditioning treatments and the importance of regular conditioning 9.4 describe the products to use for home care and those to avoid and why			

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

Unit 11: Style and Finish African Type Hair

Unit code:	AH7
Unit reference number:	J/600/1048
QCF level:	2
Credit value:	6
Guided learning hours:	50

Unit summary

This is a job ready unit which is competency based. This unit is about styling hair using blow drying techniques, electrical and thermal equipment. The ability to blow dry hair to a finished look using only brushes is also a requirement of this unit. A high degree of manual dexterity will be required.

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 styling and finishing African type hair.
- 3 The assessor will observe the learner's performance on at least three occasions which must include:
 - blow drying with a round brush
 - straightening with comb attachment
 - straightening
 - using straighteners to direct the hair outwards
 - using straighteners to direct the hair under.
- 4 The learner must show that they have:
 - used four out of the eight* products:
 - a heat protectors
 - b scalp oils
 - c moisturisers
 - d activators
 - e sprays

- f mousse
- g lotions
- h serums
- used all the types of tools:
 - a electric straighteners
 - b thermal flat iron
 - c thermal curling iron
- used all the types of equipment:
 - a oven
 - b heat testing materials
- styled both types of hair:
 - a natural
 - b chemically treated
- taken into account all the factors:
 - a hair texture
 - b relaxer regrowth
 - c length
 - d colour treated
 - e presence of white hair
 - f head and face shape
 - g hair density
- used all the blow-drying techniques:
 - a with a round brush
 - b with a flat brush
 - c straightening with a comb attachment
 - d with a diffuser
- produced all the blow dry finishes:
 - a straightening and smoothing
 - b creating volume and movement
- used all the styling techniques:
 - a barrel curls
 - b straightening
 - c use of straighteners to direct the hair outwards
 - d use of straighteners to direct the hair under

- given the advice:
 - a hair care
 - b products for use at home
 - c maintenance of their style
 - d potential for style change.

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

- 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 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 use safe and effective methods of working when styling and finishing hair</p>	<p>1.1 protect the client's clothing effectively throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service 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 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 use products, methods and equipment identified as a result of consultation with the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to blow dry hair into shape	<p>1.7 test the temperature of tools and equipment prior to use and throughout the service</p> <p>1.8 keep tools and oven at the temperature needed for the hair service</p> <p>1.9 keep tools free of product build up</p> <p>1.10 complete the styling and finishing services within a commercially viable time</p> <p>2.1 confirm the client's satisfaction with the agreed look at consultation before commencing and during styling</p> <p>2.2 apply suitable products following manufacturers' instructions</p> <p>2.3 control the client's hair and styling tools throughout the styling process, taking into account factors influencing the service</p> <p>2.4 take meshes of hair which suit the size of the styling tools</p> <p>2.5 maintain an even tension throughout the styling process</p> <p>2.6 keep the hair moist with water throughout the styling process, as necessary</p> <p>2.7 use techniques that achieve the desired blow dry finish</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to style hair using heated and thermal equipment</p>	<p>3.1 confirm the client's satisfaction with the agreed look at consultation before commencing and on completion of the service</p> <p>3.2 advise the client of the possible discomforts associated with thermal styling</p> <p>3.3 control the client's hair and styling tools, taking account of influencing factors to achieve the desired look</p> <p>3.4 apply suitable products following the manufacturers' instructions</p> <p>3.5 part sections cleanly and evenly to achieve the direction of the style required</p> <p>3.6 take meshes of hair which suit the size of the styling tools</p> <p>3.7 use styling techniques that achieve the intended shape, direction, balance and volume agreed with the client</p> <p>3.8 give the client suitable aftercare advice on the maintenance of the style and hair condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand salon and legal requirements	<p>4.1 explain the salon's requirements for client preparation</p> <p>4.2 state the salon's expected service times for styling and finishing</p> <p>4.3 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>4.4 describe own responsibilities under the current Electricity at Work Regulations</p>			
5 Understand how to work safely, effectively and hygienically when styling	<p>5.1 list the protective equipment that should be available</p> <p>5.2 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>5.3 describe the safety considerations which must be taken into account when styling and finishing hair</p> <p>5.4 explain the importance of positioning equipment for ease of use</p> <p>5.5 explain why it is important to keep the work area clean and tidy</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the basic science for styling and finishing hair	<p>5.6 describe the methods of working safely and hygienically which minimise the risk of cross-infection and cross-infestation</p> <p>5.7 explain the importance of maintaining personal hygiene</p> <p>5.8 explain why it is important to check electrical equipment used to aid the styling and finishing processes</p> <p>5.9 describe the methods of sterilisation used in hairdressing salons</p> <p>5.10 explain the importance of using products economically</p> <p>5.11 explain the reasons why thermal styling tools should be kept free from excess oils and product build up</p>			
6 Understand the basic science for styling and finishing hair	<p>6.1 describe the effects of humidity on hair</p> <p>6.2 describe the physical effects of the blow drying and thermal styling processes on the hair structure</p> <p>6.3 describe how the incorrect application of heat can affect the hair and scalp</p> <p>6.4 explain why hair should be allowed to cool prior to finishing</p> <p>6.5 explain why hair should be kept moist during the blow drying process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6.6 explain why white hair needs to be treated differently when thermal styling</p>				
<p>7 Understand styling and finishing products, equipment and their use</p>	<p>7.1 outline the types of products and equipment available for styling and finishing hair</p> <p>7.2 explain the importance of following manufacturers' instructions on the use of the specific styling and finishing products in the salon</p> <p>7.3 explain why, when and how to use the different types of:</p> <ul style="list-style-type: none"> a styling brushes when blow drying b attachments when blow drying c styling equipment when styling and finishing d products <p>7.4 explain why it is important to continually check the temperature of thermal equipment</p> <p>7.5 describe the methods used for checking the temperature of thermal equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand drying and styling techniques and methods</p>	<p>8.1 describe current techniques for blow drying, styling and finishing hair</p> <p>8.2 explain how the following factors in the range affect the styling process and the finished look:</p> <ul style="list-style-type: none"> a hair texture b relaxer regrowth c length d colour treated e presence of white hair f head and face shape g hair density <p>8.3 describe how the finished result of blow drying is effected by:</p> <ul style="list-style-type: none"> a tension b size of hair mesh c size of brush d the angle at which the brush is held e not allowing the hair to cool before removing the hair mesh from the brush <p>8.4 explain why the direction of the air flow when drying is important to achieve the desired look</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.5 state why hair needs to be sectioned for thermal styling</p> <p>8.6 explain how and why temperature should vary for different hair types</p> <p>8.7 explain how the size of the section and the angle at which the hair is curled influences the volume and direction of the hair movement</p> <p>8.8 describe how to carry out the different styling techniques</p> <p>8.9 describe the effects that can be achieved by curling on and off base</p> <p>8.10 describe the advice to give to clients prior to the start of thermal styling (ie effect of heat, the need to avoid sudden movement)</p>			
<p>9 Understand the aftercare advice to provide clients on hair maintenance and management</p>	<p>9.1 describe the aftercare products to use and those to avoid and why</p> <p>9.2 state how to protect the hair whilst sleeping and why</p> <p>9.3 outline how to protect the hair from reversion caused by moisture (eg environmental, sports related, steamy conditions)</p> <p>9.4 explain how to maintain different styles</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.5 explain how lifestyle can influence their choice of style (eg active sports, career and job requirements) 9.6 explain how the hair texture affects the clients' styling possibilities 9.7 explain how the continual use of heat can damage the hair			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Relax Hair

Unit code:	AH10
Unit reference number:	M/600/1240
QCF level:	2
Credit value:	7
Guided learning hours:	58

Unit summary

This is a job ready unit which is competency based. This unit is about carrying out relaxing services. To achieve this unit, the learner will need to show they have the ability to select and use suitable products and undertake a variety of applications.

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

- questioned clients on all the contra-indications:
 - 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:
 - a elasticity
 - b porosity
 - c incompatibility
 - d strand
- covered all the analysis areas:
 - a the scalp condition
 - b hair texture
 - c porosity
 - d elasticity
 - e density
 - f scalp sensitivity
 - g scalp disorders
 - h identification of previously permed hair
 - i degree of relaxation required
- used all the application techniques:
 - a top and bottom
 - b top
 - c hand
- considered all the factors:
 - a temperature
 - b time
 - c hair condition
 - d sequence of application
 - e semi-permanent colour treated hair
 - f quasi-permanent treated hair

- g white hair
- h length of re-growth
- i degree of product build-up
- j need to cut hair prior to relaxing
- carried out relaxing in three out of the four* areas listed in the range:
 - a virgin application
 - b re-growth application up to 8 weeks
 - c re-growth application up to 12 weeks
 - d texturising on short hair
- that they have given all the types of advice:
 - 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, they must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform.

- 5 It is likely most evidence of the learner's 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 August 2007.

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 relaxing hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 wear personal protective equipment during the relaxing process</p> <p>1.3 position the client to meet the needs of the service without causing them discomfort</p> <p>1.4 position themselves whilst working to minimise fatigue and the risk of injury</p> <p>1.5 keep the work area clean and tidy throughout the service</p> <p>1.6 remove waste during the relaxing service</p> <p>1.7 use safe working methods that make effective use of resources</p> <p>1.8 maintain personal standards of health and hygiene minimise the risk of cross-infection, infestation and offence to the clients and colleagues</p> <p>1.9 use tools that are safe and fit for purpose</p> <p>1.10 identify and report any products that need re-ordering to the relevant persons</p> <p>1.11 complete the service within a commercially viable time</p> <p>1.12 complete client records</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to analyse the hair and prepare for relaxing</p>	<p>2.1 identify if the client has any contra-indications to relaxing services and record responses</p> <p>2.2 conduct and record outcomes of all necessary tests following manufacturers' instructions and recognised industry procedures to determine the choice of products and application techniques</p> <p>2.3 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>2.4 make recommendations based on evaluation of the client's hair and its potential to achieve the effect required</p> <p>2.5 inform the client of the likely cost, duration and expected outcome of the service</p> <p>2.6 choose products and tools based on the results of the analysis, necessary tests, consultation with the client and relevant factors influencing the service</p> <p>2.7 select and use relaxing products from the same product line throughout the service following the manufacturer's instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to relax and normalise hair</p>	<p>3.1 section the hair, when required, cleanly and evenly to assist the accurate application of the relaxer</p> <p>3.2 apply products accurately 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 relaxer</p> <p>3.4 take strand tests to confirm the required degree of straightening has been achieved by</p> <p>3.5 monitor the comfort of the client at regular intervals throughout the relaxing process</p> <p>3.6 remove chemicals in a way which minimises the risk of damage to the hair and following manufacturer's instructions</p> <p>3.7 adapt the water temperature, pressure and direction to protect the hair condition</p> <p>3.8 leave the relaxed hair free of all visible traces of relaxing product</p> <p>3.9 restore the hair's pH balance using a suitable post relaxing treatment</p> <p>3.10 normalise the hair to leave it free of all traces of residue relaxer oils</p> <p>3.11 resolve any problems occurring during the relaxing process within the limits of own authority</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.12 promptly refer problems they cannot resolve to the relevant person(s) 3.13 achieve the required degree of straightness that is acceptable to the client 3.14 achieve the degree of texturising that is anticipated and acceptable to the client, when required			
4 Be able to provide aftercare advice	4.1 give advice accurately and constructively 4.2 give the client advice on the maintenance of their relaxed hair			
5 Understand salon and legal requirements	5.1 describe the salon's requirements for client preparation 5.2 describe the salon's expected service times for relaxing 5.3 describe when and how to complete client records 5.4 describe the salon's and legal requirements for disposal of waste materials 5.5 describe own limits of authority for resolving relaxing problems 5.6 state the person(s) to whom they should report problems they cannot resolve 5.7 describe own responsibilities under current Data Protection legislation			

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 relaxing and normalising products</p> <p>5.9 describe own responsibilities under the current Electricity at Work Regulations</p>			
<p>6 Understand how to work safely, effectively and hygienically when relaxing and normalising hair</p>	<p>6.1 identify the protective clothing and products that should be available for clients</p> <p>6.2 identify 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 relaxing and normalising</p> <p>6.7 explain why it is important to keep the work area clean and tidy</p> <p>6.8 describe 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
	<p>6.10 compare methods of sterilisation used in hairdressing salons</p> <p>6.11 explain the importance of questioning clients to establish any contra-indications to 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 Understand how to analyse and test the hair and scalp</p>	<p>7.1 describe what hair and scalp analysis should cover</p> <p>7.2 state 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 relaxing service</p> <p>7.6 explain potential consequences of failing to test</p> <p>7.7 outline the courses of action to take in the event of adverse reactions to tests</p> <p>7.8 explain why it is important to record test results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand the basic science of relaxing services</p>	<p>8.1 describe the effects and potential effects of relaxing products on the hair structure</p> <p>8.2 describe the effect of relaxer pre-treatments on the hair structure and why they are used</p> <p>8.3 explain the effect of post-treatments on the hair structure and why they are used</p> <p>8.4 describe the effect of relaxers on white hair</p> <p>8.5 state the active ingredients in relaxing products</p> <p>8.6 state the pH value of relaxing products</p> <p>8.7 describe the importance and effects of restoring the hair's pH balance after the relaxing process</p> <p>8.8 describe the effects and possible effects of temperature on relaxing products</p> <p>8.9 compare the difference between sodium and non-sodium relaxing products</p> <p>8.10 explain why accurate timing and thorough rinsing of products is necessary</p> <p>8.11 describe how to recognise Trichorrhexis Nodosa and how to deal with this condition</p> <p>8.12 explain how different factors can affect the choice of relaxing products</p> <p>8.13 describe how the contra-indications in the range can affect the delivery of the relaxing service to clients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.14 describe the effect of overlapping products on to previously chemically treated hair</p> <p>8.15 state the importance of not shampooing the hair 48 hours prior to relaxing</p> <p>8.16 identify the differences between African and Caucasian hair type structures</p>			
<p>9 Understand how to use tools and products</p>	<p>9.1 state the manufacturers' instructions for the specific relaxing products in the salon</p> <p>9.2 explain why different tools are used when relaxing and texturising and their effects on the hair and scalp</p> <p>9.3 identify the factors that should be considered when selecting sodium or non-sodium relaxing products</p> <p>9.4 describe why it is important to use products from the same system</p> <p>9.5 compare the different types and strengths of available relaxers and when to use them</p> <p>9.6 compare the different types and use of pre and post relaxing treatments and when to use them</p> <p>9.7 describe the importance of following manufacturer's instructions when using relaxing products</p> <p>9.8 describe how to use scalp protectors and why they are important</p> <p>9.9 explain the importance of using products economically</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand relaxing and texturising techniques and problems</p>	<p>10.1 describe the method of checking development when relaxing</p> <p>10.2 describe the method of checking development when texturising</p> <p>10.3 describe the method and sequence of application of relaxing and normalising products</p> <p>10.4 describe the types and causes of problems that can occur during the relaxing and texturising process and how to resolve them</p> <p>10.5 describe the circumstances when hair may need to be cut prior to a service</p> <p>10.6 describe how to deal with scalp irritation during the relaxing and texturising process</p> <p>10.7 describe the potential effects of using relaxing products on semi-permanent and quasi-permanent coloured hair</p> <p>10.8 describe the potential discomforts clients may experience during the relaxing process and why it is important to check on their well-being</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand how to communicate and provide aftercare advice to clients</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 estimate the recommended time intervals for professional conditioning treatments</p> <p>11.4 identify the products to use for homecare, those to avoid and why</p> <p>11.5 describe how to protect hair whilst sleeping and why</p> <p>11.6 describe how lifestyle can effect the client's maintenance of their relaxed hair (eg active sports, career, job requirements and holidays)</p> <p>11.7 explain the importance of knowing when and why they need to have their hair cut</p> <p>11.8 describe how the continual use of heated equipment can damage the hair</p> <p>11.9 estimate the recommended time intervals between relaxing and other chemical services</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Cut Hair Using Basic Barbering Techniques

Unit code:	GB3
Unit reference number:	H/600/1221
QCF level:	2
Credit value:	8
Guided learning hours:	80

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about the precision cutting skills involved in barbering to achieve a variety of looks and neckline finishes for men using club cutting, scissors over comb, clippers over comb, thinning and freehand techniques.

In this unit, razors will only be used for removing unwanted hair outside the outline shape.

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 hair using barbering techniques.
- 3 The assessor will observe the learner's performance on at least 10 occasions – two for each cutting look in the range (looks can be combined on the one head).
- 4 The learner must show that they have:
 - used all the tools and equipment:
 - a scissors
 - b clippers
 - c clipper attachments
 - d razors
 - taken into account all the factors:
 - a hair density
 - b hair texture

- c head and face shape
- d hair growth patterns
- e presence of male pattern baldness
- f hair elasticity
- g piercings
- cut all the looks:
 - a uniform layer
 - b graduation
 - c with a fringe
 - d without a fringe
 - e with a parting
 - f without a parting
 - g around the ear outline
 - h with a fade
- used all the techniques:
 - a club cutting
 - b scissors over comb
 - c clippers over comb
 - d freehand
 - e thinning
 - f fading
- cut all the hair types:
 - a curly
 - b straight
- cut all the neckline shapes:
 - a tapered
 - b squared
 - c rounded
- cut all the outline shapes:
 - a natural
 - b created
 - c tapered
- given all the advice:
 - a time interval between cuts
 - b use of styling products
 - c 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 the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 No mandatory written questions are required for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use effective and safe working methods when colouring hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 ensure the client's skin is kept free of excess hair cuttings throughout the service</p> <p>1.3 clean and tidy the work area throughout the service</p> <p>1.4 position client's and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of cross-infection - make effective use of the working time - ensure the use of clean resources - minimise the risk of harm or injury to self and clients <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues</p> <p>1.7 use tools that are safe and fit for purpose</p> <p>1.8 identify influencing factors prior to commencing the cutting service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 complete the cutting service in a commercially viable time</p> <p>1.10 remove waste and sharps immediately at the end of the cutting service, according to legal and salon requirements</p>			
<p>2 Be able to cut hair to achieve a variety of looks</p>	<p>2.1 confirm the agreed look with the client at consultation prior to commencing the cut</p> <p>2.2 prepare the client's hair prior to cutting</p> <p>2.3 use cutting techniques, following established cutting guidelines, to achieve the desired look</p> <p>2.4 adapt cutting techniques and position taking account of influencing factors</p> <p>2.5 adapt own and client's position to ensure accuracy of the cut</p> <p>2.6 cross-check the cut to ensure distribution of weight, balance and shape</p> <p>2.7 create neckline shapes that take account of the natural hairline</p> <p>2.8 create outlines, removing unwanted hair outside the desired outline shape</p> <p>2.9 balance and shape sideburns to suit the hair style and to meet the client's requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 consult with the client throughout the cutting service to confirm the desired look</p> <p>2.11 perform a final visual check of the hair to ensure the finished cut is accurate</p> <p>2.12 confirm the client's satisfaction with the cutting service</p> <p>2.13 provide the client with suitable aftercare advice</p>			
3 Know salon and legal requirements	<p>3.1 describe the salon's requirements for client preparation</p> <p>3.2 describe the salon's expected service times for cutting hair</p> <p>3.3 describe the salon's and legal requirements for disposal of waste materials and sharps</p> <p>3.4 state personal responsibilities in relation to cutting services under current Electricity at Work Regulations</p>			
4 Know how to work safely, effectively and hygienically when cutting hair	<p>4.1 outline the types of personal protective equipment that should be available for clients and themselves</p> <p>4.2 describe why it is important to protect clients from hair clippings</p> <p>4.3 describe how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>4.4 describe why it is important to position cutting tools and equipment for ease of use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know about hair growth factors</p> <p>6 Know about the use of cutting techniques</p>	<p>4.5 outline the safety considerations which must be taken into account when cutting hair</p> <p>4.6 describe why it is important to keep the work area clean and tidy</p> <p>4.7 describe why it is important to check for infestation and avoid cross-infection</p> <p>4.8 compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>4.9 describe the importance of personal hygiene</p> <p>4.10 describe the use and maintenance of cutting tools</p> <p>5.1 describe the factors to consider before and during the cutting of wet and dry hair</p> <p>5.2 state the average rate of hair growth</p> <p>5.3 describe why hair products should be removed from the hair prior to cutting</p> <p>5.4 describe the known causes and typical patterns of male pattern baldness</p> <p>6.1 describe the importance of correctly combing out the hair prior to cutting</p> <p>6.2 state the tools which can be used on wet hair and dry hair</p> <p>6.3 describe how influencing factors can affect the way the hair is cut</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.4 outline the importance of consulting with clients throughout the cutting process</p> <p>6.5 outline the importance of applying the correct degree of tension to the hair when cutting</p> <p>6.6 compare the use and effects of club, freehand, clipper over comb, scissors over comb, thinning and fading techniques</p> <p>6.7 describe the reasons for establishing and following cutting guidelines</p> <p>6.8 describe how to create and follow a guideline for:</p> <ul style="list-style-type: none"> - uniform layer - graduation - with and without a fringe - with and without a parting - around the ear outline and fade <p>6.9 describe how to cross-check and balance the cut and its importance</p> <p>6.10 outline the importance of working with the natural fall of the hair when considering the weight distribution within a hair cut</p> <p>6.11 illustrate how to create different outline and neckline shapes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.12 describe how hair angle affects weight distribution, balance and degree of graduation of the cut</p> <p>6.13 outline the importance of cutting to the natural neckline in barbering</p>			
7 Know cutting equipment and its use	<p>7.1 differentiate the types and achieved effects of different clipper blades and attachments</p> <p>7.2 describe how the angle positioning of the head and cutting tools affects weight distribution, balance and degree of graduation of the cut</p>			
8 Know how to communicate hair maintenance and management information to clients	<p>8.1 describe how to communicate effective advice and recommendations to clients</p> <p>8.2 estimate the recommended time interval between regular cuts and its importance</p> <p>8.3 describe suitable and unsuitable styling products and tools for home use</p> <p>8.4 describe how lifestyle can influence client's style choice</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Cut Facial Hair to Shape Using Basic Techniques

Unit code:	GB4
Unit reference number:	J/600/1275
QCF level:	2
Credit value:	4
Guided learning hours:	37

Unit summary

This is a job ready unit which is competency based. This unit is about cutting beards and moustaches to maintain existing shapes using scissors over comb, clippers with attachment, clippers over comb and freehand cutting techniques.

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 these aspects of the learners' performance on at least four occasions. These observations must cover:
 - one tapered beardline
 - one outlined beard
 - two different moustache shapes.
- 4 The learner must show that they have:
 - used all the types of tools:
 - a scissors
 - b clippers
 - c clipper attachments
 - taken account of all the factors:
 - a head and face shape
 - b hair growth patterns

- c hair style
 - d adverse skin conditions
 - e hair density
 - f skin elasticity
 - g facial piercing
 - h facial contours
 - cut all the looks:
 - a tapered beardline
 - b full beard outlines
 - c moustache only
 - d eyebrow shape
 - used all the cutting techniques:
 - a scissors over comb
 - b clipper with attachment
 - c clipper over comb
 - d freehand
 - given all the advice:
 - a time interval between cuts
 - b maintenance of beard and moustache shape
 - c suitable equipment for home use.
- 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 methods of working when cutting facial hair</p>	<p>1.1 protect the client's clothing and eyes throughout the service</p> <p>1.2 keep the client's face and neck free of excess hair cuttings throughout the service</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 cutting service</p> <p>1.6 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>1.7 maintain personal standards of health and hygiene minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.8 use tools that are safe and fit for purpose</p> <p>1.9 identify factors likely to influence the service prior to cutting</p> <p>1.10 complete the cutting service within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to cut beards and moustaches to maintain their shape</p>	<p>2.1 prepare the client's facial hair prior to the service</p> <p>2.2 confirm the agreed look with the client throughout the service</p> <p>2.3 establish and follow the cutting guideline(s) to achieve the required look</p> <p>2.4 adapt the cutting techniques to take account of factors influencing the service and to achieve the desired look</p> <p>2.5 change own position and that of the client to help ensure the accuracy of the cut</p> <p>2.6 check regularly the client's comfort throughout the service</p> <p>2.7 finish the look so that it is even, symmetrical and balanced in relation to the client's facial contour</p> <p>2.8 finish the look with an even density throughout the shape</p> <p>2.9 remove any unwanted hair outside the desired outline shape</p> <p>2.10 make a final visual check to ensure the finished cut is accurate</p> <p>2.11 confirm the client's satisfaction with the finished cut</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide aftercare advice	3.1 give advice and recommendations accurately and constructively 3.2 give the client advice on the maintenance of the cut and style			
4 Understand salon and legal requirements	4.1 describe the salon requirements for client preparation 4.2 describe the salon's expected service times for cutting facial hair to shape 4.3 describe the salon's and legal requirements for disposal of waste materials 4.4 describe own responsibilities under the current Electricity at Work Regulations			
5 Understand how to work safely, effectively and hygienically when cutting facial hair	5.1 identify the protective clothing that should be available for clients 5.2 explain why it is important to protect clients from hair clippings 5.3 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury 5.4 identify why it is important to use the correct type of barber's chair 5.5 identify the safety considerations which must be taken into account when cutting facial hair			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 explain why it is important to check for infestation and to 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 the methods of cleaning, disinfecting and/or sterilisation used in salons</p> <p>5.9 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>5.10 explain the importance of personal hygiene</p>			
6 Understand how to use tools and equipment	<p>6.1 describe methods of cleaning and maintaining tools and equipment</p> <p>6.2 explain how to safely use tools and equipment</p> <p>6.3 explain how to level and test clippers</p> <p>6.4 explain the effects different size clipper blades can achieve</p>			
7 Understand cutting techniques for facial hair	<p>7.1 describe the different factors that must be taken into consideration prior to cutting</p> <p>7.2 describe how different factors can affect the way the facial hair is cut</p> <p>7.3 explain the importance of cutting to the natural facial hairline</p> <p>7.4 describe basic beard and moustache shapes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 explain the importance of consulting with the client throughout the cutting process</p> <p>7.6 describe how and when to cut facial hair using freehand, scissors over comb, clipper with attachment and clipper over comb cutting techniques</p> <p>7.7 explain the reasons for establishing and following guidelines</p> <p>7.8 describe how to create and follow a guideline for beards with tapered outlines, sculptured outlines, and moustaches</p> <p>7.9 describe why it is important to work with the natural growth patterns of facial hair when considering the weight distribution within a facial hair cut</p> <p>7.10 state the average rate of hair growth</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand aftercare advice for clients	8.1 explain how to give effective advice and recommendations to clients 8.2 recommended time interval between cuts or to achieve the desired new look 8.3 explain how lifestyle can influence the client's choice of style 8.4 describe how to maintain beard and moustache shape 8.5 describe the tools suitable for home use between cuts			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Dry and Finish Men's Hair

Unit code:	GB5
Unit reference number:	M/600/1044
QCF level:	2
Credit value:	4
Guided learning hours:	29

Unit summary

This is a job ready unit which is competency based. This unit is about using a range of styling techniques to dry men's hair to create a variety of finished looks. The ability to work with a high degree of manual dexterity, taking into account many factors, will be required. Working with a wide range of styling and finishing products is also included.

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 drying and finishing men's hair.
- 3 The assessor will observe these aspects of the learner's performance on at least three occasions which must include the use of three different styling and finishing products.
- 4 The learner must show that they have:
 - used three out of the five* styling and finishing products:
 - a heat protectors
 - b sprays
 - c creams
 - d gels
 - e wax
 - dried and finished all hair types:
 - a curly
 - b straight

- considered all the factors:
 - a hair cut
 - b hair growth patterns
 - c hair elasticity
 - d head and face shape
 - e hair texture
 - f hair length
 - g hair density
- used all the styling techniques:
 - a with a round brush
 - b with a flat brush
 - c finger drying
- achieved all the finished looks:
 - a straightening
 - b smoothing
 - c creating volume
 - d creating movement
- given all the advice:
 - a suitable aftercare products and their use
 - b use of heated styling equipment
 - c how to recreate and maintain the style.

* However, the learners 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.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when drying and finishing hair</p>	<p>1.1 protect the client's clothing 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 - 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 the clients and colleagues</p> <p>1.6 use products, methods and equipment identified as a result of consultation with the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 test the temperature of heated styling equipment prior to use and throughout the service</p> <p>1.8 complete styling and finishing services within a commercially viable time</p>			
<p>2 Be able to dry and finish hair</p>	<p>2.1 confirm the client's satisfaction on the agreed look before commencing and on completion of the service</p> <p>2.2 apply suitable styling and finishing products, following manufacturers' instructions</p> <p>2.3 control the client's hair and styling equipment, throughout the styling process, taking into account factors influencing the service</p> <p>2.4 use and adapt styling techniques to achieve the desired look</p> <p>2.5 evaluate the finished look to ensure that relevant factors influencing the service have been taken into account and the finished look meets the intended shape, direction and volume agreed with the client</p> <p>2.6 give the client suitable aftercare advice on the maintenance of the style and hair condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 understand salon and legal requirements affecting the service</p>	<p>3.1 describe the salon's requirements for client preparation</p> <p>3.2 state the salon's expected service times for drying and finishing 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 describe own responsibilities under the current Electricity at Work Regulations</p>			
<p>4 understand how to work safely, effectively and hygienically when drying hair to shape</p>	<p>4.1 describe contact dermatitis and how to avoid developing it whilst carrying out styling and finishing services</p> <p>4.2 list the protective equipment that should be available</p> <p>4.3 state why it is important to use personal protective equipment</p> <p>4.4 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.5 state the importance of positioning equipment for ease of use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 describe the safety considerations which must be taken into account when drying and finishing hair</p> <p>4.7 explain why it is important to keep the work area clean and tidy</p> <p>4.8 describe methods of working safely and hygienically which minimise the risk of cross-infection and cross-infestation</p> <p>4.9 explain the importance of maintaining personal hygiene</p> <p>4.10 explain why it is important to check electrical equipment used to aid the drying and finishing processes</p> <p>4.11 compare the methods of cleaning, disinfecting and sterilisation used in salons</p> <p>4.12 state the importance of using products economically</p> <p>4.13 explain why tools and heated styling equipment should be kept free from excess oils and product build up</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 understand the basic science that relates to drying and finishing men's hair</p>	<p>5.1 describe the effects of humidity on hair</p> <p>5.2 describe the physical effects of heated styling equipment on the hair structure</p> <p>5.3 explain how the incorrect application of heat can affect the hair and scalp</p> <p>5.4 state why hair should be allowed to cool prior to finishing</p> <p>5.5 state why hair should be kept damp before drying</p> <p>5.6 explain how heat protectors act to protect the hair</p>			
<p>6 understand how to use drying and finishing techniques, methods, products, equipment</p>	<p>6.1 describe the types of products, tools and equipment available for drying and finishing men's hair</p> <p>6.2 outline when and why drying and finishing products should be used</p> <p>6.3 explain the importance of following the manufacturers' instructions for the use of the specific styling and finishing products in the salon</p> <p>6.4 outline why and how to use the different types of <ul style="list-style-type: none"> - styling brushes and combs when blow drying and blow waving - attachments when blow drying and blow waving </p> <p>6.5 outline current techniques for drying and finishing hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 understand how to communicate and provide aftercare advice for clients	<p>6.6 describe how factors affect the drying process and the finished look</p> <p>6.7 explain why the direction of the air flow when drying is important to achieve the desired look</p> <p>6.8 describe how the size of the section and the angle at which the hair is held during drying influences the volume and direction of the hair movement</p> <p>6.9 describe methods of handling and controlling hair sections during the drying process</p>			
	<p>7.1 identify products for home use that will benefit the client and those to avoid and why</p> <p>7.2 explain how the continual use of heated equipment can affect the hair</p> <p>7.3 outline how to recreate and maintain the agreed style</p> <p>7.4 describe how lifestyle can influence the choice of style (eg active sports, career and job requirements)</p> <p>7.5 explain how to give effective advice and recommendations to clients</p>			

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

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

Unit 16: Fulfil Salon Reception Duties

Unit code: Y/600/1264

Unit reference number: G4

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This is a job ready unit which is competency based. This unit is about the important skills of welcoming and receiving people entering the salon, handling enquiries, making appointments, dealing with client payments and generally maintaining the reception area. Dealing with people in a polite manner whilst questioning them to find out what they require forms an important part of this unit.

Evidence requirements

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

- 1 Evidence from simulated activities may be used to produce performance evidence for the following but only when naturally occurring performance evidence cannot be obtained for:

Methods of Payment Range Variables – 'cash equivalents', 'cheque' and 'payment cards' and handling the types of payment discrepancies listed:

- a invalid currency
 - b invalid card
 - c incorrect completion of cheque
 - d suspected fraudulent use of payment card
 - e payment disputes.
- 2 The learner must practically demonstrate in their work situation that they have met the standards for fulfilling salon reception duties.
 - 3 The assessor will observe these aspects of the learner's performance on at least three occasions. These observations must cover all four main outcomes of this unit.
 - 4 The learner must show that they have:
 - handled three of the four* types of people
 - handled two of the three* types of enquiries

- handled both types of appointment
 - obtained all the appointment details
 - handled all the methods of payment
 - dealt with all the types of discrepancy.
- i People:
 - a who have different needs and expectations
 - b who appear angry
 - c who may be confused
 - d who have a complaint.
 - ii Enquiries:
 - a in person
 - b by telephone
 - c electronically.
 - iii Appointments are made
 - a in person
 - b by telephone.
 - iv Appointment details are:
 - a client's name
 - b client's contact details
 - c service required
 - d estimated price
 - e date
 - f time
 - g member(s) of staff booked for service.
 - v Methods of payment are:
 - a cash
 - b cash equivalents
 - c cheque
 - d payment cards.
 - vi Discrepancies are:
 - a invalid currency
 - b invalid card
 - c incorrect completion of cheque
 - d suspected fraudulent use of payment card
 - e payment disputes.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain the reception area	<p>1.1 keep the reception area clean and tidy at all times</p> <p>1.2 maintain agreed levels of stock of reception stationery and product displays</p> <p>1.3 offer clients hospitality to meet the salon's client care policies</p>			
2 Be able to attend to clients and enquiries	<p>2.1 attend to people promptly in a polite manner giving information clearly</p> <p>2.2 identify the purpose of the enquiry</p> <p>2.3 confirm appointments and promptly inform the relevant person</p> <p>2.4 refer enquiries promptly that cannot be dealt with to the relevant person for action</p> <p>2.5 record messages and pass to the relevant person</p> <p>2.6 give confidential information only to authorised people</p> <p>2.7 balance the needs of all individuals for attention</p>			
3 Be able to make appointments for salon services	<p>3.1 for the service requested</p> <p>3.2 identify client requirements and schedule appointments in a way that satisfies the client and stylist, making most productive use of salon time</p> <p>3.3 record appointment details accurately, clearly and to meet the salon's requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to handle payments from clients</p>	<p>4.1 total charges and inform clients clearly and in a courteous manner</p> <p>4.2 inspect purchases for condition and quality as they are processed for payment</p> <p>4.3 establish the client's method of payment and process the payment giving change and receipt when required</p> <p>4.4 record information about the sale accurately, clearly and to meet the salon's requirements</p> <p>4.5 gain authorisation for accepting non-cash payments when the value exceeds agreed limit</p> <p>4.6 tactfully inform clients when authorisation cannot be obtained for non-cash payments</p> <p>4.7 identify and resolve, where possible, any discrepancies in payments within the limits of own authority</p> <p>4.8 refer payment discrepancies which cannot be resolved promptly to the relevant person for action</p> <p>4.9 follow cash point security procedures at all times</p> <p>4.10 identify and report low levels of change in time to avoid shortages</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand salon and legal requirements</p>	<p>5.1 summarise the salon’s procedures for:</p> <ul style="list-style-type: none"> - maintaining confidentiality - taking messages - making and recording appointments - dealing with suspected fraud - authorising non-cash payments when these are ‘over limit’ - client care at reception <p>5.2 explain limits of own authority when:</p> <ul style="list-style-type: none"> - maintaining the reception area - attending to people and enquiries - making appointments - dealing with payments and discrepancies <p>5.3 describe the consequences of breaking confidentiality</p> <p>5.4 identify who to refer to with different types of enquiries or reception problems</p> <p>5.5 describe relevant rights, duties and responsibilities relating to the Sale of Goods and Services Act and the Data Protection Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand communication methods	<p>6.1 explain the importance of taking messages and passing them on to the right person at the right time</p> <p>6.2 explain the importance of effective communication to the salon's business</p> <p>6.3 describe how and when to ask questions</p> <p>6.4 explain how to balance giving attention to individual clients whilst maintaining a responsibility towards other clients in busy trading periods</p> <p>6.5 explain how to show they are listening closely to what people are saying</p>			
7 Understand salon services, products and pricing	<p>7.1 explain the services available, their duration and cost</p> <p>7.2 describe the products available for sale and their cost</p> <p>7.3 describe how to identify any defects in products as they are being processed for sale</p> <p>7.4 explain how to identify any current discounts and special offers</p> <p>7.5 identify what and how much stationery should be kept at the reception area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand how to calculate and take payments	<p>8.1 describe common methods of calculating payments including point of sale technology and physical calculations</p> <p>8.2 describe how to keep cash and other payments safe and secure</p> <p>8.3 describe the types of payment that they are authorised to accept</p> <p>8.4 explain how to gain electronic authorisation for payment cards</p> <p>8.5 explain how to identify suspected counterfeit payments stolen cheques, credit cards and payment cards</p> <p>8.6 describe how to deal with customers offering suspect tender or suspect non-cash payments</p> <p>8.7 describe the consequences of failure to handle payments correctly</p>			
9 Understand how to make appointments	<p>9.1 explain the importance of making appointments correctly</p> <p>9.2 describe the common systems available for making appointments within the hairdressing industry</p>			

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

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

Unit 17: 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.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>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</p> <p>4.6 state how to give appropriate, balanced information to customers about services or products</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Develop and Maintain your Effectiveness at Work

Unit code:	G8
Unit reference number:	M/600/1268
QCF level:	2
Credit value:	3
Guided learning hours:	30

Unit summary

This is a job ready unit which is competency based. This unit is about taking responsibility for improving performance at work and working well with colleagues so as to make a positive contribution to the overall effectiveness of the salon.

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 standard for developing and maintaining their effectiveness at work.
- 3 The learner will need to collect 'paper evidence' (also known as documentary evidence) to show that they have participated in development activities at work.
- 4 The assessor will observe the learner's contributions to effective teamwork on at least one occasion which will be recorded.
- 5 The learner must show that they:
 - have participated in all the listed opportunities to learn:
 - a from colleagues and other relevant people
 - b active participation in training and development activities
 - c active participation in salon activities
 - have agreed and reviewed their progress towards both productivity and personal development targets:
 - a productivity
 - b personal development

- have offered assistance to both an individual colleague and in a group of their colleagues:
 - a on a one-to-one basis
 - b in a group.

Although some of the evidence of the performance will be gathered from observations made by the assessor, the learner will need to put together more documentary evidence in their portfolio to support their achievement of this unit.

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 improve their personal performance at work</p>	<p>1.1 identify own strengths and weaknesses and discuss them with the relevant person(s) and seek feedback from relevant people about how to improve own performance</p> <p>1.2 find out more information from relevant people to perform a task when the instructions are unclear</p> <p>1.3 ask colleagues for help and take opportunities to learn when they are available or seek help from relevant people when they are unable to obtain learning opportunities relating to own work</p> <p>1.4 regularly review developments in hairdressing and related areas</p> <p>1.5 agree realistic work targets with the relevant person(s), review own progress towards achieving agreed targets and use the results of the reviews to develop own personal development plan</p>			
<p>2 Be able to work effectively as part of a team</p>	<p>2.1 agree ways of working together to achieve objectives, ask for help and information from own colleagues, when necessary and respond to requests for assistance from colleagues willingly</p> <p>2.2 anticipate the needs of others and promptly offer assistance within own capabilities and make effective use of the time throughout own working day</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 report problems likely to affect salon services to the relevant person(s) promptly and accurately</p> <p>2.4 be friendly, helpful and respectful with colleagues and resolve any misunderstandings with colleagues at the time they happen</p>			
<p>3 Understand salon roles, procedures and targets</p>	<p>3.1 describe own job role and responsibilities and explain the standards of behaviour that are expected of them when working in the salon</p> <p>3.2 explain how to get information about own job, own work responsibilities and how this relates to the role of other team members</p> <p>3.3 explain how to find out relevant information about other people's areas of responsibility</p> <p>3.4 explain the questioning and listening skills they need in order to find out information</p> <p>3.5 describe the limits of own authority and that of others in relation to giving assistance</p> <p>3.6 describe why it is important to work within own job responsibilities and what might happen if they do not do so</p> <p>3.7 list the commercially viable range of times for the performance of hairdressing services offered</p> <p>3.8 explain the importance of meeting work and productivity targets, development targets and timescales</p> <p>3.9 explain how to manage their time effectively</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to improve their performance</p>	<p>4.1 explain how to identify their own strengths and weaknesses</p> <p>4.2 describe the importance of continuous professional development and how it affects their job role</p> <p>4.3 explain who can help them identify and obtain opportunities for their personal development/training and how using the National Occupational Standards for Hairdressing can help them identify their development needs</p> <p>4.4 explain how to access information on National Occupational Standards and qualifications, how to maintain awareness of current and emerging trends and developments within the hairdressing industry and why this is important</p>			
<p>5 Understand how to work with others</p>	<p>5.1 explain why harmonious working relationships are important and how they could support co-operative ways of working with others</p> <p>5.2 describe how to react positively to reviews and feedback and why this is important</p> <p>5.3 explain how to manage their time effectively</p> <p>5.4 describe how to deal with relationship difficulties and conflicts when working with others and identify who to report to when having difficulties working with others</p> <p>5.5 outline the salon's appeal and grievance procedures</p>			

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

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

Unit 19: Plait and Twist Hair

Unit code:	GH13
Unit reference number:	L/600/1004
QCF level:	2
Credit value:	4
Guided learning hours:	37

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about using plaiting and twisting techniques to achieve a variety of different looks. A high degree of manual dexterity will be necessary.

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 using plaiting and twisting techniques.
- 3 The assessor will observe the learner's performance on at least four occasions. Each occasion must be of a different look.
- 4 The learner must show that they have:
 - used all the products:
 - a sprays
 - b serums
 - c gels
 - created all the types of plaits and twists:
 - a multiple cornrows
 - b French plait
 - c fishtail plait
 - d two strand twists
 - e flat twists

- taken into account:
 - a hair density
 - b hair texture
 - c face and head shape
 - d hair elasticity
 - e hair length
 - f scalp condition
 - g desired look
 - given advice covering.
 - a suitable home care products and their use
 - b how to remove plaits and twists.
- 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 the learners performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when plaiting and twisting</p>	<p>1.1 protect the client’s clothing throughout the service</p> <p>1.2 wear personal protective equipment, if required</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 risk of damage to tools - minimise the risk of cross-infection - minimise the wastage of products - make effective use of the working time - ensure the use of clean resources - minimise harm or injury to themselves and others <p>1.5 maintain personal standards of health and hygiene and minimise the risk of cross-infection, infestation and offence to the clients and colleagues</p> <p>1.6 complete the plaiting and twisting service within a commercially viable time.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to plait and twist hair</p>	<p>2.1 consult with the client to confirm the look agreed at consultation prior to, during and on completion of the service</p> <p>2.2 control tools to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look</p> <p>2.3 part the sections cleanly and evenly to achieve the direction of the plait(s) and twists</p> <p>2.4 secure any hair not being plaited or twisted to keep the section clearly visible</p> <p>2.5 maintain a suitable and even tension throughout the service</p> <p>2.6 control and secure the client's hair throughout the plaiting and twisting processes, taking account of influencing factors</p> <p>2.7 apply suitable products, when necessary, at the right time in the process to achieve the style requirements</p> <p>2.8 consult with the client during the service to ensure the tension is comfortable, adjusting the tension when necessary to avoid damage to the hair and avoiding discomfort to the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 maintain the correct direction and balance of the plait(s) and/or twists to achieve the desired look</p> <p>2.10 give the client suitable advice on the maintenance of their style and hair condition.</p>			
<p>3 Understand salon and legal requirements</p>	<p>3.1 describe the salon's requirements for client preparation</p> <p>3.2 describe salon and own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of products for plaiting and twisting hair</p>			
<p>4 Understand how to work safely, effectively and hygienically when plaiting and twisting hair.</p>	<p>4.1 describe contact dermatitis and how to avoid developing it whilst carrying out plaiting and twisting services</p> <p>4.2 identify the protective clothing that should be made available for clients</p> <p>4.3 explain the personal protective equipment available, when and why it should be used</p> <p>4.4 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.5 explain why it is important to keep the work area clean and tidy</p> <p>4.6 describe the methods of cleaning, disinfecting and/or sterilisation used in salons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 explain the importance of positioning equipment for ease of use</p> <p>4.8 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infection</p> <p>4.9 explain the importance of personal hygiene</p> <p>4.10 explain the importance of using covered hair bands for professional use</p>			
5	<p>Know the effect that plaiting and twisting has on hair</p> <p>5.1 describe the potential consequences of excessive tension on the hair</p> <p>5.2 describe how to identify the signs of traction alopecia</p> <p>5.3 describe the physical effects on the hair structure of plaiting and twisting</p>			
6	<p>Understand how to use plaiting and twisting techniques</p> <p>6.1 describe how hair texture affects the plaiting process and styling possibilities</p> <p>6.2 describe how to create cornrows, a French plait, two strand twists, fishtail plaits and flat twists</p> <p>6.3 explain the importance of sectioning hair accurately when plaiting and twisting</p> <p>6.4 identify methods of securing the completed plaits and twists</p> <p>6.5 describe how to handle the hair when plaiting and twisting to maintain a correct and even tension</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.6 describe how to adjust the tension of plaits and twists</p> <p>6.7 describe how factors influence the choice and direction of plaited or twisted style</p>			
<p>7 Understand how to use products to plait and twist hair</p>	<p>7.1 identify the products available for use with plaits and twists</p> <p>7.2 explain when and why certain products would be used</p> <p>7.3 explain the importance of using products economically</p> <p>7.4 describe the importance of following the manufacturers' instructions relating to the use of the products</p>			
<p>8 Understand how to communicate with and provide aftercare advice to clients</p>	<p>8.1 describe the products for home use that will benefit the client and those to avoid and why</p> <p>8.2 describe how lifestyle can influence the choice of style</p> <p>8.3 explain the removal requirements for plaits and twists</p> <p>8.4 explain how to give effective advice and recommendations to clients</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 20: Perm and Neutralise Hair

Unit code:	GH14
Unit reference number:	D/600/1217
QCF level:	2
Credit value:	8
Guided learning hours:	70

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about carrying out basic perming and neutralising services to the satisfaction of the client. The learner will be required to demonstrate a number of winding techniques and the ability to conduct a range of tests on hair.

This unit applies to both hairdressing and barbering salons.

Evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for perming and neutralising hair
- 3 The assessor will observe these aspects of the learner's performance on at least three occasions. Two of the observed perms must be carried out on a full head.
- 4 The learner must show that they have:
 - used all the products:
 - a barrier cream
 - b pre-perm treatments
 - c perm lotions
 - d neutralisers
 - e post-perm treatments
 - 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
 - if there is not a manufacturer's requirement to carry out a skin test, three of the four tests can be carried out in the range:
 - a elasticity
 - b porosity
 - c incompatibility
 - d skin
 - taken into account all the factors:
 - a temperature
 - b direction and degree of movement required
 - c hair condition
 - d hair texture
 - e hair length
 - f hair density
 - carried out all the types of sectioning techniques:
 - a directional
 - b 9 section
 - c brick
 - given all the advice:
 - a suitable aftercare products and their use
 - b use of heated styling equipment
 - c time interval between services
 - d the effect of perming on other services.
- 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 use effective and safe working methods when perming and neutralising hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 use personal protective equipment when using perming and neutralising chemicals</p> <p>1.3 clean and tidy the work area throughout the service</p> <p>1.4 position client's and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of cross-infection - make effective use of the working time - ensure the use of clean resources - minimise the risk of harm or injury to self and clients <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues</p> <p>1.7 use tools and equipment that are safe and fit for purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 identify and report products that need re-ordering to the relevant person (s)</p> <p>1.9 complete the perming and neutralising service in a commercially viable time</p> <p>1.10 remove waste immediately at the end of the perming and neutralising service</p> <p>1.11 produce up to date client records at the end of the service</p>			
<p>2 Be able to prepare for perming and neutralising</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 seek assistance from the relevant person(s) when contra-indications or reactions to tests indicate the service may be unsuitable for the client</p> <p>2.5 select products, tools and equipment based on the test results, client consultation and other influencing factors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.6 prepare products following manufacturers' instructions</p> <p>2.7 protect the client's hair and skin prior to perming and neutralising</p>			
<p>3 Be able to perm and neutralise hair</p>	<p>3.1 use products and techniques taking into account influencing factors</p> <p>3.2 use sectioning and winding techniques to achieve the desired look</p> <p>3.3 secure any hair not being wound to keep the section clearly visible, when required</p> <p>3.4 use meshes of hair which suit the size of the perm rod</p> <p>3.5 maintain tension throughout the winding process</p> <p>3.6 position all wound perm rods so that they sit on their own base</p> <p>3.7 follow manufacturers' instructions accurately when:</p> <ul style="list-style-type: none"> - applying perming lotion and neutralisers to wound hair - monitoring and timing the development of the perming and neutralising processes - applying suitable conditioners 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.8 perform development curl tests throughout the perming process to confirm the required degree of curl has been achieved</p> <p>3.9 use and adapt water temperature and flow to meet the comfort needs of the client</p> <p>3.10 remove perm lotion when the desired degree of curl is achieved</p> <p>3.11 remove excess moisture before neutralising, without disturbing the wound hair</p> <p>3.12 remove the perm rods without disturbing the curl formation</p> <p>3.13 check that the hair is free of neutraliser after the final rinse</p> <p>3.14 identify and resolve problems during the perming and neutralising processes, within the limits of own authority</p> <p>3.15 refer problems that cannot be resolved to the relevant person(s)</p> <p>3.16 confirm the correct degree of curl is achieved for the final look</p> <p>3.17 provide the client with suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know the salon and legal requirements</p>	<p>4.1 describe the salon's requirements for client preparation</p> <p>4.2 describe the salon's expected service times for basic perming and neutralising</p> <p>4.3 describe when and how to complete client records</p> <p>4.4 describe the salon's and legal requirements for disposal of waste materials</p> <p>4.5 outline own limits of authority for resolving perming and neutralising problems</p> <p>4.6 state the person(s) to whom problems which cannot be resolved should be reported</p> <p>4.7 State personal responsibilities in relation to perming and neutralising services under current legislation and regulations:</p> <ul style="list-style-type: none"> - Data Protection legislation - Control of Substances Hazardous to Health Regulations - Electricity at Work Regulations 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely, effectively and hygienically when perming and neutralising hair</p>	<p>5.1 describe the types of protective clothing and products that should be available for clients and themselves</p> <p>5.2 describe types of personal protective equipment available and their importance</p> <p>5.3 define the condition contact dermatitis and how to avoid developing it whilst carrying out perming services</p> <p>5.4 describe how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>5.5 outline the safety considerations which must be taken into account when perming and neutralising hair</p> <p>5.6 describe why it is important to keep the work area clean and tidy</p> <p>5.7 compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>5.8 describe why it is important to position tools and equipment for ease of use</p> <p>5.9 outline the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.10 describe how and why it is important to check electrical equipment used to aid the perming process</p> <p>5.11 clarify the importance and legal significance of questioning clients to identify contra-indications to perming and of recording client responses</p>			
<p>6 Know about the use of testing for perming and neutralising services</p>	<p>6.1 describe the types and purposes of tests used for perming and neutralising services</p> <p>6.2 state when and how tests should be carried out and the expected results</p> <p>6.3 describe how the results of tests can influence the perming service</p> <p>6.4 describe the potential consequences of failing to test</p> <p>6.5 outline the courses of action to take in the event of adverse reactions to tests</p> <p>6.6 describe why it is important to record test results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know basic science for perming	<p>7.1 describe the effects of perm lotions and neutralisers on hair structure</p> <p>7.2 describe how temperature affects the perming process</p> <p>7.3 outline the importance of accurate timing and thorough rinsing of products</p> <p>7.4 outline the importance and effects of restoring the hair's pH balance after the perming and neutralising process</p> <p>7.5 outline the importance of water temperature during the neutralising process</p> <p>7.6 describe different factors can affect the choice of perming and neutralising products</p> <p>7.7 describe how and why contra-indications can affect the delivery of perming services</p>			
8 Know products, equipment and their use	<p>8.1 describe the types of equipment used during the perm development process</p> <p>8.2 outline the importance of following the manufacturers' instructions for perming and neutralising products in the salon</p> <p>8.3 describe when and why it is important to use pre-perm treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.4 compare the different types and uses of available perm lotions, neutralisers and post-perm conditioners</p> <p>8.5 outline the importance of using products economically</p>			
<p>9 Know about perming and neutralising techniques and problems</p>	<p>9.1 describe when to use different types of sectioning techniques and why</p> <p>9.2 describe the factors that influence the use of different sized perm rods</p> <p>9.3 describe the method of checking curl development</p> <p>9.4 describe methods of application of perming lotions and neutralising agents</p> <p>9.5 describe the types and causes of problems during the perming and neutralising processes</p> <p>9.6 describe methods of resolving perming problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Know how to communicate and provide aftercare advice to clients	10.1 describe beneficial and unsuitable home products for use by the client 10.2 describe how the continual use of heated equipment can affect permed hair 10.3 estimate recommended time intervals between perming and other services 10.4 describe how lifestyle factors can affect the hair 10.5 describe how perming can affect other services 10.6 describe 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 21: Attach Hair to Enhance a Style

Unit code:	GH15
Unit reference number:	D/600/1007
QCF level:	2
Credit value:	3
Guided learning hours:	22

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about the skills and knowledge required to attach and remove pieces of added human hair to an existing style using pre-prepared and pre-packaged pieces of hair, which are designed to last up to 24 hours (eg clip ons) and from 24 hours to 4 weeks (eg self adhesive pieces).

These methods are used to enhance a style by increasing volume and adding colour. The ability to blend added hair into the existing style using basic cutting techniques is required

Evidence Requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for attaching hair to enhance a style.
- 3 The assessor will observe the learner's performance on at least two occasions, which must include a removal of extensions.
- 4 The learner must show that they have:
 - used both types of attachment systems:
 - a those designed to last up to 24 hours
 - b those designed to last from 24 hours to 4 weeks
 - taken account of all the factors:
 - a attachment method
 - b direction and fall of the added hair
 - c the quantity of added hair
 - d the need to blend client's hair and added hair

- e head and face shape
 - f hair growth pattern
 - g hair texture
 - h hair density
 - i hair elasticity
 - j evident hair damage
 - k traction alopecia
 - l lifestyle
 - m hairstyle
- taken into account 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 the tests:
 - a pull
 - b elasticity
 - c skin
 - given all the types of advice:
 - a suitable homecare products and their use
 - b hair care
 - c how to maintain the style
 - d possibilities 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.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when attaching hair</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 their work in a way that is suitable for the attachment system used, the style and ease of working</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 the wastage of products - make effective use of the working time - ensure the use of clean resources - minimise harm or injury to themselves and others <p>1.6 maintain personal standards of health and hygiene to minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.7 complete the attachment of hair within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to plan and prepare to attach hair	<p>1.8 complete client records so that they are accurate, easy to read and up-to-date.</p> <p>2.1 identify any factors that may affect the hair attachment service</p> <p>2.2 record any known contra-indication that the client has to hair attachment services</p> <p>2.3 conduct tests on the client's hair and skin, following manufacturer's instructions and recognised industry procedures</p> <p>2.4 report any problems to the relevant person(s) when contra-indications cause doubts as to the suitability of the service for the client</p> <p>2.5 select and use added hair which is:</p> <ul style="list-style-type: none"> i of a suitable texture ii of a suitable colour iii of a suitable length iv of a suitable width <p>2.6 prepare the added hair to meet the manufacturer's instructions, when required</p> <p>2.7 prepare the client's hair in a way suitable for the technique to be used.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to attach and blend pieces of hair</p>	<p>3.1 consult with the client to confirm the look agreed prior to starting, during and on completion of the service</p> <p>3.2 part the sections cleanly and evenly to meet the requirements of the attachment system to be used</p> <p>3.3 section the hair in a way that will allow the added hair to lie in the direction required</p> <p>3.4 secure any added hair and hair not being extended to keep the section clearly visible, whilst keeping the attachment hidden</p> <p>3.5 add hair in a way that takes into account the influencing factors and avoids potential damage to the client's hair</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</p> <p>3.8 adapt cutting techniques to take account of factors which influence working on added hair</p> <p>3.9 identify and report any problems occurring during the service to the relevant person(s)</p> <p>3.10 achieve the style enhancement agreed with the client.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to remove pieces of hair	4.1 use the necessary products and tools to remove pieces of hair following manufacturer's instructions and avoiding damage to the client's hair 4.2 leave the client's hair free of product build up and debris prior to shampooing 4.3 leave the client's hair clean and prepared ready for the next service			
5 Be able to provide aftercare advice	5.1 give the clients suitable advice and recommendations on the maintenance of the added hair and style			
6 Understand salon and legal requirements	6.1 describe the salon's requirements for client preparation 6.2 describe the salon's expected service times for attaching pieces of hair 6.3 describe salon and legal requirements for disposal of waste materials 6.4 describe own responsibilities under the current Electricity at Work Regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to work safely, effectively and hygienically when attaching pieces of hair</p>	<p>7.1 describe contact dermatitis and how to avoid developing it whilst carrying out hair attachment services</p> <p>7.2 identify the protective clothing that should be available for clients</p> <p>7.3 explain the personal protective equipment available, when and why it should be worn</p> <p>7.4 explain why it is important to protect clients from hair clippings</p> <p>7.5 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>7.6 explain why it is important to check for infestation and avoid cross-infection</p> <p>7.7 explain why it is important to keep the work area clean and tidy</p> <p>7.8 describe the methods of cleaning, disinfection and/or sterilisation used in salons</p> <p>7.9 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>7.10 explain the importance of personal hygiene</p> <p>7.11 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 how to perform tests for hair extensions	8.1 describe the methods and purposes of performing different types of tests for hair extensions 8.2 explain the importance of following manufacturers' instructions for testing 8.3 describe when tests should be carried out and what the expected results are 8.4 describe how the results of tests can influence all aspects of the hair extension service 8.5 describe the potential consequences of failing to carry out tests prior to attaching hair extensions 8.6 explain the course of action to take in the event of adverse reactions to tests 8.7 explain why it is important to record test results			
9 Understand the factors that affect the hair, scalp and skin in relation to hair extension services	9.1 describe the different factors that must be taken into consideration prior to attaching pieces of hair 9.2 state the average rate of hair growth 9.3 describe the potential consequences of excessive tension on the hair 9.4 describe how to identify the signs of traction alopecia 9.5 explain how the contra-indications related to hair, scalp and skin can affect the provision of the hair extensions service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how to prepare a client for hair extensions</p>	<p>10.1 explain the importance of following the manufacturer's instructions for preparation of added hair</p> <p>10.2 describe how the client's hair should be prepared for each of the hair attachment systems available</p> <p>10.3 describe how to conduct an examination of the hair and scalp to recognise factors that may affect the service</p> <p>10.4 explain how to estimate the length of time each of the different hair attachment processes are likely to take</p>			
<p>11 Understand how to use different hair attachment systems</p>	<p>11.1 explain how the intended style can affect the hair attachment process used</p> <p>11.2 explain how the different attachment systems secure added hair into the client's hair</p> <p>11.3 describe the advantages and disadvantages of the different methods of hair attachment</p> <p>11.4 describe the tools and equipment necessary for each hair attachment system and how these are used</p> <p>11.5 describe the generally accepted sequences of working for the different hair attachment systems</p> <p>11.6 explain why it is important to maintain a correct and even tension when attaching hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
12 Know cutting techniques when working with extensions	12.1 describe why and how freehand blending cutting techniques should be adapted when hair extensions are present			
13 Understand how to communicate with and provide aftercare advice to clients	13.1 describe how to correctly detangle hair from point to root using specialised combs and brushes 13.2 explain the importance of following manufacturer's instructions when shampooing and conditioning the hair 13.3 describe products for home use that will benefit the client and those to avoid and why 13.4 describe how to protect the hair when sleeping and why 13.5 describe how lifestyle can affect the client's choice of style 13.6 explain how the use of artificial hair can affect styling possibilities 13.7 explain how clients can maintain their style 13.8 describe how long the hair extensions can be expected to last 13.9 describe the removal requirements for attached hair 13.10 explain how to give advice and recommendations to clients 13.11 describe how to help relieve client anxieties in a reassuring way			

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

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Date: _____
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Unit 22: Attach Hair to Enhance a Style (African-Type Hair)

Unit code:	AH17
Unit reference number:	J/600/1227
QCF level:	2
Credit value:	8
Guided learning hours:	56

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about the skills required to attach pieces of hair to a style using bonding and sewing techniques. These methods are used to temporarily enhance a style by increasing volume, creating length and or adding colour.

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 attaching hair to enhance a style.
- 3 The assessor will observe the learner's performance on at least three occasions, including at least one observation of bonded hair attachments which must be a minimum of four rows.
- 4 The learner must show that they have:
 - used all the attachment techniques listed:
 - a sewn in using cornrows
 - b bonding using glue
 - used all the cutting tools listed:
 - a scissors
 - b razors

- used all the hair attachment tools and equipment listed:
 - a needles and thread
 - b blow dryer
 - c glue
 - 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
 - taken into account 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
 - a razoring
 - given all the types of advice listed:
 - a suitable homecare products and their use
 - b hair care
 - c how to maintain the style
 - d potential for style change.
- 5 It is likely most evidence of the learners 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 working methods when attaching 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 client's and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of 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>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 cutting and hair attachment tools and equipment that are safe and fit for purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 use tests to check the temperature of heated equipment prior to use and continually throughout the service</p> <p>1.9 dispose of sharps according to legal and salon requirements</p> <p>1.10 complete the hair attachment service in a commercially viable time</p> <p>1.11 produce up to date client records at the end of the service</p>			
<p>2 Be able to plan and prepare to attach hair</p>	<p>2.1 examine the hair and scalp to identify any factors that may affect the service</p> <p>2.2 use client questioning to identify contra-indications to the hair attachment service and record the client's responses</p> <p>2.3 report problems to the relevant person(s) when contra-indications cause doubts as to the suitability of the service for the client</p> <p>2.4 select and use added hair which is of a suitable texture and colour</p> <p>2.5 divide and separate the added hair to avoid wastage and tangling</p> <p>2.6 prepare the hair according to manufacturer's instructions and the technique to be used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to attach and blend pieces of hair</p>	<p>3.1 confirm the agreed look with the client at consultation prior to starting the service</p> <p>3.2 part the hair sections to meet the requirements of the technique used</p> <p>3.3 use sectioning techniques to allow the added hair to lie in the direction required</p> <p>3.4 secure hair not being extended to maintain the visible section</p> <p>3.5 use attachment techniques to secure added hair into the client's hair, taking into account influencing factors</p> <p>3.6 maintain tension throughout the process</p> <p>3.7 consult with the client throughout the service to check for comfort, providing reassurance if necessary</p> <p>3.8 adapt cutting techniques, taking account of influencing factors</p> <p>3.9 identify and report problems during the service to the relevant person(s)</p> <p>3.10 check the added hair is blended to achieve the final agreed style</p> <p>3.11 provide the client with suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know salon and legal requirements	4.1 describe the salon's requirements for client preparation 4.2 describe the salon's expected service times for cutting hair 4.3 describe the salon's and legal requirements for disposal of sharps and waste materials 4.4 state personal responsibilities under current Electricity at Work Regulations			
5 Know how to work safely, effectively and hygienically when attaching hair	5.1 outline the types of personal protective equipment available for clients and themselves and its importance 5.2 describe why it is important to protect clients from hair clippings 5.3 describe how own and client positioning can affect the desired outcome and reduce fatigue and injury risk 5.4 outline the safety considerations which must be taken into account when attaching hair 5.5 describe why it is important to keep the work area clean and tidy 5.6 outline why it is important to avoid cross-infection and infestation 5.7 compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.8 describe the correct use and maintenance of cutting tools 5.9 describe the importance of personal hygiene 5.10 outline the importance and legal significance of questioning clients to identify contra-indications to services and of recording client responses			
6 Know about hair and skin as it relates to styling	6.1 describe the factors that must be taken into consideration prior to attaching pieces of hair 6.2 state the average rate of hair growth 6.3 describe the potential consequences of excessive tension on the hair 6.4 describe how to identify the signs of traction alopecia 6.5 describe the potential effects on the client's hair of wearing additional hair over a long period of time 6.6 describe how contra-indications can affect the attachment of hair services			
7 Know the preparation requirements for added hair	7.1 describe how to divide and separate additional hair ready for use 7.2 outline the importance of following manufacturer's instructions for preparation of additional hair 7.3 describe how the client's hair should be prepared for different hair attachment techniques			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 describe how to conduct an examination of the hair and scalp to recognise factors which will affect the attachment of added hair</p> <p>7.5 describe how to estimate the length of time of different hair attachment processes</p>			
<p>8 Know hair attachment and cutting techniques</p>	<p>8.1 describe how the intended style can affect the hair attachment process</p> <p>8.2 describe how different attachment techniques can secure added hair into the client's hair</p> <p>8.3 compare the advantages and disadvantages of different methods of attachment</p> <p>8.4 describe types and use of tools and equipment for different attachment methods</p> <p>8.5 outline accepted sequences of working for different hair attachment techniques</p> <p>8.6 describe why it is important to maintain a correct and even tension when attaching hair</p> <p>8.7 describe why and how cutting techniques should be adapted when hair extensions are present</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Know how to communicate and provide aftercare advice for clients</p>	<p>9.1 describe how to give effective advice and recommendations to clients</p> <p>9.2 describe how to reassure and relieve client anxieties</p> <p>9.3 describe how to use combs and brushes from point to root</p> <p>9.4 outline how often to shampoo and cleanse the hair according to hair style and the amount of attached hair</p> <p>9.5 describe the suitable and unsuitable homecare products for bonded hair attachments</p> <p>9.6 describe how to protect the hair when sleeping and why</p> <p>9.7 describe how lifestyle can affect the client's choice of style</p> <p>9.8 describe how the client's hair texture affects styling possibilities</p> <p>9.9 outline how to maintain the agreed style</p> <p>9.10 describe the removal requirements for attached hair</p>			

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

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Date: _____
Date: _____
Date: _____

Unit 23: 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.

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 and problems they cannot resolve</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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>			
<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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to chemically rearrange hair</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> <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>3.1 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to perm and neutralise hair	<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> <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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 the client's comfort needs</p> <p>4.11 leave the hair free of perm lotion when the desired degree of curl is achieved</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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand salon and legal requirements</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> <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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> <p>6.10 compare the methods of sterilisation used in hairdressing salons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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 Understand how to analyse and test the hair and scalp</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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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>			
<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 rearranger 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 24: Create Basic Patterns in Hair

Unit code:	AH21
Unit reference number:	L/600/1228
QCF level:	2
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about the use of a variety of cutting techniques to create linear patterns which is the ability to create patterns from straight and curved lines.

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 creating basic 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 each covering 25% of the head and one must include the use of curved lines.
- 4 The learner must show that they have:
 - used all the tools and equipment listed:
 - a scissors
 - b clippers
 - c T-liners
 - 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
 - created all the types of patterns listed:
 - a straight lines
 - b curved lines
 - used all the cutting techniques listed:
 - a clipper over comb
 - b scissor over comb
 - c freehand
 - d 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 learners performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 No mandatory written questions are required for this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use effective and safe working methods when colouring hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 ensure the client's skin is kept free of excess hair cuttings throughout the service</p> <p>1.3 clean and tidy the work area throughout the service</p> <p>1.4 position client's and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of cross-infection - make effective use of the working time - ensure the use of clean resources - minimise the risk of harm or injury to self and clients <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues</p> <p>1.7 use tools that are safe, sterile and fit for purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 complete the cutting service in a commercially viable time</p> <p>1.9 remove waste immediately at the end of the cutting service</p> <p>1.10 maintain accurate and up to date client records at the end of the service</p>			
<p>2 Be able to plan and agree hair pattern designs with the client</p>	<p>2.1 present a portfolio of visual aids to explore different patterns and design possibilities with the client</p> <p>2.2 provide time and encouragement so that clients can suggest their own ideas on design and image</p> <p>2.3 evaluate the client's hair and its potential to achieve the pattern</p> <p>2.4 recommend and confirm a look that is suitable for the client's perceived image</p> <p>2.5 confirm the client is aware of the agreed service process, outcomes, duration and cost</p> <p>2.6 create a pattern with the client which takes into account influencing factors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to create patterns in hair</p>	<p>3.1 use brushing and comb out techniques 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 pattern to suit the client's head size, shape and existing haircut</p> <p>3.4 use cutting techniques to achieve the definition, shape and depth of pattern required</p> <p>3.5 adapt own and client position to ensure the accuracy of the cut</p> <p>3.6 consult with the client throughout the cutting process to confirm the desired pattern and overall effect being created</p> <p>3.7 resolve problems arising during the cutting process</p> <p>3.8 confirm the finished look meets the pattern agreed with the client</p> <p>3.9 provide the client with suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know salon and legal requirements	4.1 describe the salon's requirements for client preparation 4.2 describe the salon's expected service times for cutting patterns in hair 4.3 describe the salon's and legal requirements for disposal of sharps and waste materials 4.4 state personal responsibilities under current Electricity at Work Regulations			
5 Know how to work safely, effectively and hygienically when cutting hair	5.1 outline the types of personal protective equipment that should be available for clients and themselves 5.2 describe why it is important to protect clients from hair clippings 5.3 describe how own and client positioning can affect the desired outcome and reduce fatigue and injury risk 5.4 describe why it is important to position cutting tools and equipment for ease of use 5.5 outline the safety considerations which must be taken into account when cutting hair 5.6 describe why it is important to keep the work area clean and tidy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.7 describe why it is important to check for infestation and avoid cross- infection</p> <p>5.8 compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>5.9 describe the importance of personal hygiene</p> <p>5.10 describe the use and maintenance of cutting tools</p> <p>5.11 describe the importance of maintaining client records</p>			
6 Know how to create designs in hair	<p>6.1 illustrate how to create simple repeated designs from lines and curves</p> <p>6.2 describe how to adapt patterns to suit different head shapes</p> <p>6.3 describe the design possibilities and limitations when working with linear patterns on hair</p>			
7 Know the hair and skin	<p>7.1 describe factors that must be taken into consideration prior to cutting and how they affect the achievement of patterns</p> <p>7.2 state the average rate of hair growth</p> <p>7.3 describe the effects and potential risks of continual close cutting on black skin</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Know about preparation, cutting techniques and problem solving</p>	<p>8.1 describe methods of preparing the hair prior to cutting patterns</p> <p>8.2 describe types of haircuts which form a suitable foundation for cutting linear patterns into the hair</p> <p>8.3 describe how and when to use the following techniques when creating designs in hair:</p> <ul style="list-style-type: none"> - clipper over comb - scissors over comb - fading, negative and positive imaging - freehand techniques <p>8.4 describe equipment handling techniques for achieving accurate patterns in hair</p> <p>8.5 outline the importance of visually checking the cut</p> <p>8.6 describe how to visually check the design, pattern and cut</p> <p>8.7 outline the importance of considering the density, texture and working with the natural growth patterns of the hair</p> <p>8.8 describe types of problems when cutting linear patterns in hair and ways to resolve them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Know how to communicate with clients and provide information</p>	<p>9.1 outline sources of information and design ideas and how to access them</p> <p>9.2 outline the importance of consulting with the client before, during and after the cutting process</p> <p>9.3 describe how to present pattern information and recommendations to clients</p> <p>9.4 state the recommended time interval between cuts and its importance</p> <p>9.5 describe how regularly to shampoo and cleanse the hair taking account of influencing factors</p> <p>9.6 describe suitable and unsuitable homecare products for clients</p> <p>9.7 describe how lifestyle can influence style choice</p> <p>9.8 describe how hair texture affects pattern design possibilities</p> <p>9.9 outline the grooming requirements for hair maintenance and management</p>			

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

Unit 25: Change Men's Hair Colour

Unit code:	GB2
Unit reference number:	F/600/1016
QCF level:	2
Credit value:	11
Guided learning hours:	105

Unit summary

This is a job ready unit which is competency based, covering both skills and knowledge. This unit is about changing hair colour using semi-permanent, quasi-permanent, permanent and lightening products. This unit covers the ability to colour a full head, a partial head, regrowth and the creation of highlight and lowlight effects. The ability to take into account a variety of critical influencing factors and any contra-indications is required.

Evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for changing men's hair colour.
- 3 The assessor will observe the learner's performance on at least six occasions, each on different clients. These observations must include:
 - one full head application of quasi-permanent colour
 - one full head virgin application of permanent colour or lightening product
 - one regrowth application of permanent colour or lightening product
 - four different techniques of partial head applications of colour, one of which must be using a lightening product.
- 4 The learner must show that they have:
 - used all the types of products:
 - a semi-permanent
 - b quasi-permanent
 - c permanent
 - d lighteners

- questioned clients on all contra-indications:
 - a history of previous allergic reaction to colouring products
 - b other known allergies
 - c skin disorders
 - d incompatible products
 - e medical advice or instructions
 - f evident hair damage
 - carried out all the tests:
 - a skin
 - b incompatibility
 - c porosity
 - d elasticity
 - e colour test
 - taken into account:
 - a temperature
 - b existing colour of hair
 - c percentage of white hair
 - d test results
 - e strength of hydrogen peroxide
 - f hair porosity
 - g hair length
 - h hair density
 - i skin tone
 - used all the colour application techniques:
 - a full head virgin application
 - b regrowth application
 - c partial head application.
 - given all the types of advice:
 - a suitable aftercare products and their use
 - b use of heated styling equipment
 - c time interval between services.
- 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 use safe and effective and methods of working when changing men's hair colour</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 wear personal protective equipment when using colouring and/or lightening chemicals</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 use working methods that</p> <ul style="list-style-type: none"> - minimise the risk of damage to tools and equipment - minimise the risk of cross-infection - minimise the waste of products - make effective use of the working time - ensure the use of clean resources - minimise 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 identify and report any products that need ordering to the relevant person(s)</p> <p>1.8 complete the colouring 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 prepare for changing men's hair colour</p>	<p>2.1 consult with clients to identify any existing contra-indications to colouring and/or lightening services, recording responses</p> <p>2.2 conduct all necessary tests following manufacturers' instructions and recognised industry procedures</p> <p>2.3 record the outcomes of tests and client consultation on the client's record card</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 evaluate 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 choose products, tools and equipment based on the results of necessary tests, consultation with the client and relevant influencing factors</p> <p>2.8 prepare materials and products to meet the application requirements and manufacturers' instructions</p> <p>2.9 prepare the client's hair and protect the client's skin, where necessary, prior to the service.</p>			
<p>3 Be able to change men's hair colour</p>	<p>3.1 consult with client to confirm their satisfaction with look agreed at consultation prior to and during the service</p> <p>3.2 section the hair cleanly and evenly to assist the accurate application of products</p> <p>3.3 apply products taking into account relevant influencing factors</p> <p>3.4 use colour and lightener application techniques to achieve the desired look, following manufacturer's instructions</p> <p>3.5 minimise the risk of the product being spread to the client's skin, clothes and surrounding area</p> <p>3.6 time the development of products following manufacturers' instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 evaluate whether the required result has been achieved by taking strand tests at suitable times throughout the process</p> <p>3.8 massage the hair and scalp to emulsify the colour, when used</p> <p>3.9 remove products from the hair that have developed, avoiding disturbance to areas still processing</p> <p>3.10 remove colouring and/or lightening materials from hair to minimise discomfort to the client</p> <p>3.11 leave the hair and scalp free of products after the desired effect is achieved</p> <p>3.12 identify any problems during the service and take action to resolve them within the limits of own authority to do so</p> <p>3.13 achieve the desired effect as agreed in consultation with the client</p> <p>3.14 give the client suitable aftercare advice on the maintenance of the hair colour.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand salon and legal requirements</p>	<p>4.1 describe the salon's requirements for client preparation</p> <p>4.2 describe the salon's expected service times for basic colouring work</p> <p>4.3 describe how to complete client records effectively</p> <p>4.4 describe the salon's and legal requirements for disposal of waste materials</p> <p>4.5 outline the limits of own authority for resolving colouring and lightening problems</p> <p>4.6 state the person to whom problems, which cannot be resolved within own authority should be reported</p> <p>4.7 describe own responsibilities under current Data Protection legislation</p> <p>4.8 describe own responsibilities under the current Electricity at Work Regulations</p> <p>4.9 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of products used for colouring and lightening</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely, effectively and hygienically when changing men's hair colour</p>	<p>5.1 describe contact dermatitis and how to avoid developing it whilst carrying out colouring services</p> <p>5.2 identify the type of protective clothing and products 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 describe 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 identify the safety considerations which must be taken into account when colouring hair</p> <p>5.6 explain why it is important to keep the work area clean and tidy</p> <p>5.7 explain why it is important to position tools and equipment for ease of use</p> <p>5.8 describe the methods of cleaning, disinfecting and or sterilisation used in salons</p> <p>5.9 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>5.10 explain the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.11 explain why it is important to check electrical equipment used to aid the colouring and lightening process</p> <p>5.12 explain the dangers associated with the inhalation of powder lighteners</p> <p>5.13 explain the precautions that must be taken when using powder and other lightener</p> <p>5.14 explain the importance of questioning clients to establish any contra-indications to colour and lightening services and recording responses</p>			
<p>6 Understand how to carry out colour tests</p>	<p>6.1 describe the methods and purposes of tests for hair colouring</p> <p>6.2 explain the importance of following manufacturers' instructions for skin testing</p> <p>6.3 describe when tests should be carried out and what the expected results are</p> <p>6.4 describe how the results of tests can influence the colouring and lightening service</p> <p>6.5 describe the potential consequences of failing to carry out tests prior to colouring or lightening men's hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.6 explain the course of action to take in the event of adverse reactions to tests</p> <p>6.7 explain why it is important to record test results</p>			
<p>7 Understand the basic science of hair colouring and lightening</p>	<p>7.1 explain the principles of colour selection, including the International Colour Chart (ICC)</p> <p>7.2 explain how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten</p> <p>7.3 compare the effect of different colouring and lightening products on the hair structure</p> <p>7.4 explain how the different strengths of hydrogen peroxide influence colouring and lightening</p> <p>7.5 describe how porosity levels can affect the choice and application of products and the results of the colouring process</p> <p>7.6 explain how different factors can affect the choice of colouring and lightening products and application techniques</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 explain effects of temperature on the application and development of colouring and lightening products</p> <p>7.8 describe how to dilute hydrogen peroxide to form different strengths of solutions</p> <p>7.9 explain the importance of restoring the hair's pH balance after the colouring and lightening process</p> <p>7.10 explain why it is important to avoid disturbing areas still processing when removing products from developed areas</p> <p>7.11 explain why it is important to emulsify colour prior to removal</p> <p>7.12 explain why it is important to leave the hair and scalp free of colouring and lightening products</p> <p>7.13 describe how and why contra-indications can affect the delivery of colouring services to clients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand how to use products and equipment related to changing men's hair colour	<p>8.1 describe the colouring and lightening products available for changing men's hair colour</p> <p>8.2 explain the importance of following manufacturers' instructions when mixing and using specific colouring and lightening products in the salon</p> <p>8.3 describe how to accurately measure and mix colour and lightening products to manufacturers' instructions</p> <p>8.4 list the tools, materials and equipment used for highlighting and lowlighting hair</p> <p>8.5 describe when and how shampoos and conditioners should be used when colouring and lightening hair</p> <p>8.6 explain the importance of using products economically</p>			
9 Understand how to use colouring techniques to change men's hair colour	<p>9.1 explain the importance of sectioning hair accurately when colouring and lightening</p> <p>9.2 describe methods of applying and removing colouring and lightening products</p> <p>9.3 describe techniques for highlighting and lowlighting hair</p> <p>9.4 explain when to use the different types of lighteners and toners available</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>9.5 describe the factors that must be taken into account when weaving hair</p> <p>9.6 describe how to handle the hair when weaving to maintain an even tension and to secure the materials to prevent seepage of products</p> <p>9.7 describe the types and causes of simple colouring and lightening problems that may occur during processing and how to resolve them</p> <p>9.8 state the potential risks of using lightening products on previously chemically treated hair</p>			
<p>10 Understand how to communicate and provide aftercare advice to clients</p>	<p>10.1 describe products for home use that will benefit the client and those to avoid and why</p> <p>10.2 explain how the continual use of heated equipment can affect the hair colour</p> <p>10.3 identify the recommended time intervals between colouring and other services</p> <p>10.4 describe how lifestyle can affect colour choice and the maintenance of colour</p> <p>10.5 explain how to give aftercare advice and recommendations to clients</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 NVQ 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 2: Areas of Knowledge Within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit G7: Advise and Consult with Clients	<ul style="list-style-type: none"> • why it is important to identify factors that may limit or affect services and products which can be used • how lifestyle; adverse hair, skin and scalp conditions; incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients • the indications of suspected infections and infestations and disorders visible to the naked eye • how and when tests are carried out on hair • the importance of carrying out tests and the potential consequences of failing to do so • 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) • the likely causes of adverse hair and scalp conditions visible to the naked eye

Unit Title	Area of Knowledge
Unit GH8: Shampoo, Condition and Treat the Hair and Scalp	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out shampooing and conditioning services • the direction in which the hair cuticle lies and its importance when disentangling wet hair • how to identify hair and scalp conditions and their causes (ie chemically damaged hair, heat damaged hair, environmentally damaged hair, dandruff affected scalp, oily scalp, dry scalp, product build up on hair and scalp) • how shampoo and water act together to cleanse the hair • how the pH value of the products used affects the current state of the hair • the effects of water temperature on the scalp and structure of the hair • how the 'build up' of products can affect the hair, scalp and the effectiveness of other services • how the formulations of shampoos and conditioning products vary to suit different hair conditions • how heat affects the hair during the conditioning treatment • how shampoos and conditioning products affect the hair and scalp • the purpose and benefits of scalp massage • when and how to use shampoos and conditioning products to treat the hair and scalp conditions in the range • what may happen if the incorrect shampooing and conditioning products are used • when and how rotary and effleurage massage techniques should be used when shampooing different lengths and densities of hair

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • when and how effleurage and petrissage massage techniques should be used when conditioning different lengths and densities of hair
Unit GH9: Change Hair Colour	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out colouring services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • the legal significance of client questioning and the recording of the client's responses to questioning • the types and purposes of tests • 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 courses of action to take in the event of adverse reactions to tests (eg what type of reactions you must report to other, more senior people) • why it is important to record test results • the principles of colour selection, including the International Colour Chart (ICC) • how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten • the effect of different colouring and lightening products on the hair structure • how the different strengths of hydrogen peroxide influence colouring and lightening • how porosity levels can affect the choice and application of products and the results of the colouring process

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • how the factors in the range can affect your choice of colouring and lightening products and application techniques • effects of temperature on the application and development of colouring and lightening products • how to dilute hydrogen peroxide to form different strengths of solutions • the importance of restoring the hair's pH balance after the colouring and lightening process • why it is important to avoid disturbing areas still processing when removing products from developed areas • why it is important to emulsify colour prior to removal • why it is important to leave the hair and scalp free of colouring and lightening products. • how and why the contra-indications in the range can affect the delivery of colouring services to clients • when to use the different types of lighteners and toners available • the types and causes of colouring and lightening problems that may occur during processing (eg skin staining, deterioration of hair condition and product seepage) • ways of resolving simple colouring and lightening problems that may occur during processing • the potential risks of using lightening products on previously chemically treated hair
Unit GH10: Style and Finish Hair	<ul style="list-style-type: none"> • the effects of humidity on hair • the physical effects of the blow drying, finger drying and heated styling processes on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to finishing • why hair should be kept damp during the blow drying and finger drying processes • how heat protectors act to protect the hair

Unit Title	Area of Knowledge
Unit GH11: Set and Dress Hair	<ul style="list-style-type: none"> • the effects of humidity on hair • the physical effects of setting on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to dressing • why hair should be kept damp during the setting process • how heat protectors act to protect the hair
Unit GH13: Plait and Twist Hair	<ul style="list-style-type: none"> • the importance of sectioning hair accurately when plaiting and twisting • the potential consequences of excessive tension on the hair • what is traction alopecia • how to identify the signs of traction alopecia • the physical effects on the hair structure of plaiting and twisting
Unit GH14: Perm and Neutralise Hair	<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 types and purposes of tests • 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 perm lotions and neutralisers on the hair structure • how temperature affects the perming process

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the importance of accurate timing and thorough rinsing of products • the importance and effects of restoring the hair's pH balance after the perming and neutralising process • the importance of considering water temperature during the neutralising process • how the factors in the range can affect your choice of perming and neutralising products • how and why the contra-indications in the range can affect the delivery of perming services • when and why it is important to use pre-perm treatments • the different types and uses of available perm lotions and neutralisers • the types and uses of post-perm conditioners • when to use the types of sectioning techniques listed in the range and why • the factors that influence the use of different sized perm rods • method of checking curl development • methods of application of perming lotions and neutralising agents • types and causes of problems that can occur during the perming and neutralising processes • methods of resolving perming problems.
Unit GH15: Attach Hair to Enhance a Style	<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

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • 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 all aspects of the service • potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests (eg what type of reactions you must report to other, more senior people) • why it is important to record test results • the factors that must be taken into consideration prior to attaching pieces of hair (eg hair density, hair, scalp 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 • how the contra-indications in the range can affect the provision of the service (eg hair loss and excessive thinning, eczema, psoriasis, allergies etc) • why it is important to maintain a correct and even tension when attaching hair • how the attachment systems in the range secure added hair into the client's hair • the advantages and disadvantages of the methods of attachment in the range

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.

5.2 **ENTO Unit A, ICS Unit 1, Level 2, ICS Unit 5, Level 2 and ICS Unit 7, Level 2 units imported into the Habia standards:** Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their own Assessment Strategies.

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

i Occupational expertise requirements for assessors who are not hairdressers

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

For NVQs, QCA requires that assessors hold Unit A1 or A2 (if just recording observations)

OR

Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within eighteen months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

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

OR

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 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 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.

Please note that the type, depth and breadth of services listed are those described in the Level 2 Hairdressing standards only.

Service	Minutes (Maximum)
1 Shampoo, condition and/or treat hair – above shoulders (excluding development time)	10
2 Shampoo, condition and/or treat hair – below shoulders (excluding development time)	15
3 Set and dress hair – above shoulder (excluding drying)	35
4 Set and dress hair – below shoulder (excluding drying)	45
5 Blow dry and finish – above shoulders	35
6 Blow dry and finish – below shoulders	45
7 Cut hair only	45
8 Mix and apply colour – re-growth, permanent colour	25
9 Pulled through highlights/lowlights (including preparation and application) – full head	35
10 Pulled through highlights/lowlights (including preparation and application) – at least 20% of the head	15
11 Woven highlights/lowlights (including preparation and application) – full head	75
12 French plait, fishtail plait	30
13 Twists and/or cornrows to cover 50% of the head	45
14 Perm (winding only)	45

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 2: Areas of Knowledge Within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
G15: Advise and Consult with Clients with African Type Hair	<ul style="list-style-type: none"> • why it is important to identify factors that may limit or affect services and products which can be used • how lifestyle; adverse hair, skin and scalp conditions; incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients • the indications of suspected infections and infestations and disorders visible to the naked eye • how and when tests are carried out on hair • the importance of carrying out tests and the potential consequences of failing to do so • the basic structure of hair and skin • the growth cycle of hair • the characteristics and structure of the different types and textures of African hair • the general factors that contribute to healthy hair (eg, health, environment, chemicals) • the likely causes of adverse hair and scalp conditions visible to the naked eye

Unit Title	Area of Knowledge
AH6: Shampoo and Treat Hair and Scalp for African Type Hair	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • the direction in which the hair cuticle lies and its importance when disentangling wet hair • how shampoo and water act together to cleanse the hair • how the pH value of the products used affects the current state of the hair • the effects of water temperature on the scalp and structure of the hair • how the 'build up' of products can affect the hair, scalp and the effectiveness of other services • how the formulations of shampoos, conditioners and treatments vary to suit different hair conditions • when and how to use shampoos, conditioning and treatment products to treat the hair and scalp conditions in the range • what may happen if the incorrect shampooing and treatment product is used • when and how rotary, effleurage and friction massage techniques should be used when shampooing different lengths and densities of hair • when and how effleurage and petrissage massage techniques should be used when conditioning and treating different lengths and densities of hair • the importance of de-tangling the hair from point to root • how to identify scalp conditions and their cause (ie dandruff affected, product build-up, traction alopecia, psoriasis) • how heat affects the hair during the conditioning treatment • how the conditioning treatments in the range affect the structure of the hair

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the different coil patterns of African type hair and how this affects how the hair is handled and worked upon during shampooing and treatment processes • the circumstances when hair should not be combed through after shampooing and conditioning treatments
AH7 Style and Finish African Type Hair	<ul style="list-style-type: none"> • the effects of humidity on hair • the physical effects of the blow drying and thermal styling processes on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to finishing • why hair should be kept moist during the blow drying process • why white hair needs to be treated differently when thermal styling • why it is important to continually check the temperature of thermal equipment
AH10 Relax Hair	<ul style="list-style-type: none"> • the importance of questioning clients to establish any contra-indications to perming and relaxing services • why it is important to record client responses to questioning • the legal significance of client questioning and the recording of client's responses to questioning • the importance of conducting a thorough analysis • the types and purposes of tests • when and how tests should be carried out and the expected results • how the results of tests can influence the relaxing service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests (eg. the types of reactions you need to report to another, more senior person)

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • why it is important to record test results • the effects and potential effects of relaxing products on the hair structure • the effect of relaxer pre-treatments on the hair structure and why they should be used • the effect of post-treatments on the hair structure and why they should be used • the effect of relaxers on white hair • the active ingredients in relaxing products • the pH value of relaxing products • the importance and effects of restoring the hair's pH balance after the relaxing process • the effects and possible effects of temperature on relaxing products • the difference between sodium and non-sodium relaxing products • why accurate timing and thorough rinsing of products is necessary • how to recognise Trichorrhexis Nodosa and how to deal with this condition • how the factors in the range can affect your choice of relaxing products • how the contra-indications in the range can effect the delivery of the relaxing service to clients • the effect of overlapping products on to previously chemically treated hair • the importance of not shampooing the hair 48 hours prior to relaxing • the difference between African and Caucasian hair type structures • the factors that should be considered when selecting sodium or non-sodium relaxing products • the different types and strengths of available relaxers and when to use them • how to use scalp protectors and why they are important • how to deal with scalp irritation during the relaxing and texturising process
AH17 Attach Hair to	<ul style="list-style-type: none"> • the importance of questioning clients to

Unit Title	Area of Knowledge
Enhance a Style	<p>establish any contra-indications to hairdressing services</p> <ul style="list-style-type: none"> • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the factors that must be taken in consideration prior to attaching pieces of hair (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 additional hair over a long period of time • how the contra-indications in the range can affect the attachment of hair services • how the attachment techniques in the range secure added hair into the client's hair • the advantages and disadvantages of the methods of attachment in the range • why it is important to maintain a correct and even tension when attaching hair
AH18 Perm African Type Hair	<ul style="list-style-type: none"> • the importance of questioning clients to establish any contra-indications to perming and relaxing services • why it is important to record client responses to questioning • the legal significance of client questioning and the recording of client's responses to questioning • the importance of conducting a thorough analysis • the types and purposes of tests • 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

Unit Title	Area of Knowledge
	<p>adverse reactions to tests (eg. the types of reactions you need to report to another, more senior person)</p> <ul style="list-style-type: none"> • why it is important to records test results • the effects of chemical re-arrangers, perm lotions and neutralisers on the hair structure • the active ingredients in perming and neutralising products • why and when chemical re-arranging of hair structure is necessary • how temperature affects the perming process • the importance of accurate timing and thorough rinsing of products • the importance and effects of restoring the hair's pH balance after the perming and neutralising processes • the importance of considering water temperature during the rinsing process • how to recognise Trichorrhexis Nodosa and how to deal with this condition • how the factors in the range can affect your choice of perming and neutralising products • the effect of hydrogen peroxide based neutralisers on dark hair • the effect of overlapping products on to previously chemically treated hair • why previously relaxed hair should not be permed • how and why the contra-indications in the range can affect the delivery of perming services to clients • the difference between African and Caucasian hair type structures • when and why it is important to use pre and or post-perm treatments • the factors that influence the use of different sized perm implements

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

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.

- 3.1 **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 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.

5.2 **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 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 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 5 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 2 Hairdressing African Type Hair services

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

Please note that the type, depth and breadth of services listed are those described in the Level 2 Hairdressing African Type Hair standards only.

Service	Minutes (Maximum)
1 Applying shampoo and treatments to chemically treated hair (i.e. permed, relaxed or coloured hair)	15
2 Applying shampoo and treatments to natural hair	20
3 Applying shampoo and treatments to locked hair (up to shoulder length)	30
4 Blow dry to a finish – short hair	35
5 Blow dry to a finish using electric tongs – short hair	50
6 Blow dry to a finish – long hair	45
7 Blow dry to a finish using electric tongs – long hair	60
8 Styling using heated and thermal equipment only	30
9 Dry natural hair to prepare for styling	20
10 Roller set African type hair (winding only)	
– Short hair	15
– Long hair	20
11 Styling using Twisting techniques (50% of the head for any technique)	60
12 Wrapping (25% of the head)	60
13 Multiple single plaits with added hair – 25% of the head	120
14 Over 15 multiple cornrows with added hair	90
15 Full head of flat twists with added hair	120
16 Senegalese twists – 25% of the head	120
17 Cutting hair – all looks for both treated and natural	30

Service	Minutes (Maximum)
hair	
18 Mix and apply a full head of quasi-permanent colour	25
19 Mix and apply a partial head of permanent colour (ie. at least 20% of the head)	20
20 Mix and apply a full head of permanent colour	45
21 Mix and apply a full head application of woven highlights/lowlights	60
22 Mix and apply a partial head of colour slices (ie. at least 20% of the head)	15
23 Mix and apply a re-growth application of permanent colour	25
24 Perming – winding pre-damped hair only	35
25 Relaxing – re- growth application only	8
26 Scalp massage	20

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 2: Areas of Knowledge Within Barbering Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit G7: Advise and Consult with Clients	<ul style="list-style-type: none"> • why it is important to identify factors that may limit or affect services and products which can be used • how lifestyle; adverse hair, skin and scalp conditions; incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients • the indications of suspected infections and infestations and disorders visible to the naked eye • how and when tests are carried out on hair • the importance of carrying out tests and the potential consequences of failing to do so • 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) • the likely causes of adverse hair and scalp conditions visible to the naked eye
Unit GB2: Change Men's Hair Colour	<ul style="list-style-type: none"> • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • the legal significance of client questioning and the recording of client's responses to questioning • the types and purposes of tests

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • 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 courses of action to take in the event of adverse reactions to tests (eg what type of reactions you must report to other, more senior people) • why it is important to record test results • the principles of colour selection, including the International Colour Chart (ICC) • how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten • the effect of different colouring and lightening products on the hair structure • how the different strengths of hydrogen peroxide influence colouring and lightening • how porosity levels can affect the choice and application of products and the results of the colouring process • how the factors in the range can affect your choice of colouring and lightening products and application techniques • effects of temperature on the application and development of colouring and lightening products • how to dilute hydrogen peroxide to form different strengths of solutions • the importance of restoring the hair's pH balance after the colouring and lightening process • why it is important to avoid disturbing areas still processing when removing products from developed areas • why it is important to emulsify colour prior to removal

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • why it is important to leave the hair and scalp free of colouring and lightening products. • how and why the contra-indications in the range can affect the delivery of colouring services to clients • when to use the different types of lighteners and toners available • the types and causes of colouring and lightening problems that may occur during processing (eg skin staining, deterioration of hair condition and product seepage) • ways of resolving simple colouring and lightening problems that may occur during processing • the potential risks of using lightening products on previously chemically treated hair
Unit GB5: Dry and Finish Men's Hair	<ul style="list-style-type: none"> • the effects of humidity on hair • the physical effects of heated styling equipment on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to finishing • why hair should be kept damp before drying • how heat protectors act to protect the hair • why the direction of the air flow when drying is important to achieve the desired look

Unit Title	Area of Knowledge
Unit GH8: Shampoo, condition and Treat the Hair and Scalp	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out shampooing and conditioning services • the direction in which the hair cuticle lies and its importance when disentangling wet hair • how to identify hair and scalp conditions and their causes (ie chemically damaged hair, heat damaged hair, environmentally damaged hair, dandruff affected scalp, oily scalp, dry scalp, product build up on hair and scalp) • how shampoo and water act together to cleanse the hair • how the pH value of the products used affects the current state of the hair • the effects of water temperature on the scalp and structure of the hair • how the 'build up' of products can affect the hair, scalp and the effectiveness of other services • how the formulations of shampoos and conditioning products vary to suit different hair conditions • how heat affects the hair during the conditioning treatment • how shampoos and conditioning products affect the hair and scalp • the purpose and benefits of scalp massage • when and how to use shampoos and conditioning products to treat the hair and scalp conditions in the range • what may happen if the incorrect shampooing and conditioning products are used • when and how rotary and effleurage massage techniques should be used when shampooing different lengths and densities of hair • when and how effleurage and petrissage massage techniques should be used when conditioning different lengths and densities of hair

Unit Title	Area of Knowledge
Unit GH14: Perm and Neutralise Hair	<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 types and purposes of tests • 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 perm lotions and neutralisers on the hair structure • how temperature affects the perming process • the importance of accurate timing and thorough rinsing of products • the importance and effects of restoring the hair's pH balance after the perming and neutralising process • the importance of considering water temperature during the neutralising process • how the factors in the range can affect your choice of perming and neutralising products • how and why the contra-indications in the range can affect the delivery of perming services. • when and why it is important to use pre-perm treatments • the different types and uses of available perm lotions and neutralisers • the types and uses of post-perm conditioners • when to use the types of sectioning techniques listed in the range and why • the factors that influence the use of different sized perm rods

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • method of checking curl development • methods of application of perming lotions and neutralising agents • types and causes of problems that can occur during the perming and neutralising processes • methods of resolving perming problems

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 unit(s) of NVQ/SVQ they are intending to assess

OR

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

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

OR

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

OR

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

- 2.2 **From 1 July 2009 all existing barbering assessors must:**

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

OR

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

- 2.2.2 **hold** D32 and D33 **or hold or be working towards** Unit A1 to assess the complete Barbering NVQs/SVQs. (Those

work based assessors only required to make and record observations may hold just A2.)

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

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

3 Internal verifiers

- 3.1 **From 1 July 2009 all internal verifiers must:**

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

OR

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

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

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

3.1.4 have a sufficient experience of assessing Hairdressing and/or Barbering NVQs/SVQs.

4 External verifiers

- 4.1 **From 1 July 2009 all external verifiers must:**

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

OR

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

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

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

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

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

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

- 5.2 **ENTO Unit A, ICS Unit 1, Level 2, ICS Unit 5, Level 2 and ICS Unit 7, Level 2 units imported into the Habia standards:** Assessors of these units must meet the requirements laid down by

these Standards Setting Bodies in their own Assessment Strategies.

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

i Occupational expertise requirements for assessors who are not Barbers

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

For NVQs, QCA requires that assessors hold Unit A1 or A2 (if just recording observations)

OR

Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within eighteen months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

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

Please note that Habia generally requires assessors hold or are working towards Unit A1

OR

hold D32 **and** D33. *In addition, in this case where the assessor does not have a barbering background, then she/he must have obtained a working knowledge of the barbering industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

ii Occupational expertise requirements for internal verifiers who are not barbers

Non-barbering internal verifiers must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience

OR

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

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

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

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

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

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

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

APPENDIX 1E Requirements For Continuing Professional Development For Assessors and Verifiers of Barbering Technical Units

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

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

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

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

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

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

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

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

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

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

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

Explanatory Notes:

- i *Technical barbering training* – external and internal workshops and training sessions are eligible.
- ii *Commercial salon* – this is defined as a salon where the majority of stylists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a centre is closed and reopened as a commercial salon 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 2 Barbering Services

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

Please note that the type, depth and breadth of services listed are those described in the Level 2 Barbering standards only.

Service	Minutes (Maximum)
1 Shampoo, condition and/or treat hair – above shoulders (excluding development time)	10
2 Shampoo, condition and/or treat hair – below shoulders (excluding development time)	15
3 Cut, blow dry/dry and finish (men's) hair	30
4 Mix and apply a full head application of quasi-permanent colour	20
5 Mix and apply colour – full head virgin application permanent colour or lightener	45
6 Mix and apply colour – re-growth, permanent colour or lightener	25
7 Perm (winding only)	45
8 Cut full beards	15
9 Cut moustaches	5

Assessment Strategy for Barbering 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 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 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 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	Area of knowledge
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 different African 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, keloids, ingrowing hair and headlice • 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)

Unit title	Area of knowledge
	<ul style="list-style-type: none"> • 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
AH9: Colour African Type Hair	<ul style="list-style-type: none"> • the dangers associated with the inhalation of powder lighteners • how to use lighteners safety • the precautions that must be taken when using powder lighteners • the importance of questioning clients to establish any contra-indications to colouring services • why it is important to record client responses to questioning • the legal significance of client questioning and the recording of client's responses to questioning • the types of purposes of tests in the range • the importance of following manufacturer's 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 courses of action to take in the event of adverse • reactions to tests (eg, what type of reactions you must report to other, more senior people) • why it is important to record test results

Unit title	Area of knowledge
	<ul style="list-style-type: none"> • the principles of colour selection, including the International Colour Chart (ICC) • how the natural hair pigment within African type hair affects the choice of colour and colouring products and the need to pre-lighten • the effect of different colouring and lightening products on the hair structure • how different strengths of hydrogen peroxide influence colouring and lightening • how the texture of the hair influences the choice of hydrogen peroxide strength to be used • how differing hair porosity levels can affect the results of the colouring process • how the factors in the range can affect your choice of colouring and lightening products and application techniques • effects of temperature on the application and development of colouring and lightening products • how to dilute hydrogen peroxide to form different strengths of solutions • the importance of restoring the hair's pH balance after the colouring and lightening process • why it is important to avoid disturbing areas still processing when removing products from developed areas • why it is important to emulsify colour prior to rinsing • why it is important to leave the hair and scalp free of colouring and lightening products • how and why the contra-indications in the range can affect the delivery of colouring services to clients • how to recognise Trichorrhhexis Nodosa and how to deal with this condition • the sequence of applying permanent colour to virgin hair and why this is important

Unit title	Area of knowledge
	<ul style="list-style-type: none"> • the types and causes of colouring and lightening problems that may occur during processing (eg. skin staining, deterioration of hair condition and product seepage) • the potential risks of using lightening products on previously coloured, permed and or relaxed treated hair
AH14: Cultivate Locks	<ul style="list-style-type: none"> • the potential consequences of excessive tension on the hair and scalp • how to identify the first signs of traction alopecia • the types and causes of alopecia • the hair and scalp conditions that require referral to a general practitioner and or Trichologist • the physical effects of the products in the Range on the hair • the development phases of the locking process (eg. budding, growing stage, mature stage) • how the factors in the Range influence your choice of locking technique and the length of time for the lock to form
AH29: Maintain and Repair Locks	<ul style="list-style-type: none"> • the potential consequences of excessive tension on the hair and scalp • how to identify the first signs of traction alopecia • the types and causes of alopecia • the hair and scalp conditions that require referral to a general practitioner and or trichologist • the development phases of the locking process (eg., budding, growing stage, mature stage) • what determines the lock repair method (including types of damage and hair type) and why

Unit title	Area of knowledge
AH33: Provide Shaving Services for African Type Hair	<ul style="list-style-type: none"> • the factors that must be taken into consideration prior to and during the shaving service, (including suspected infections, suspected infestations, hair growth patterns, beard density, facial piercing, skin disorders, skin condition, facial contours) • the scalp and facial skin disorders commonly affecting men with black skin and how to recognise them • the effects of the continual close cutting on black skin • how to carry out a dry shave in the correct sequence and why this is important • why skin needs to be tensioned during shaving • the importance of considering the direction of hair growth when shaving • when and how to cleanse, exfoliate and moisturise
AH34: Design and Create a Range of Facial Hair Shapes for African Type Hair	<ul style="list-style-type: none"> • the importance of consulting with clients and ensuring they are comfortable throughout the cutting process • the factors that must be taken into consideration prior to cutting facial hair (including skin disorders, skin condition, hair style, hair density, head and face shape, hair growth patterns, facial piercing, facial contours, lifestyle and client wishes) • the average rate of hair growth • the effects of continual close cutting on black skin • the potential risk of ingrowing hair resulting from continual close cutting • how facial hair and skin should be prepared prior to cutting (including cleansing and combing out) • the importance of considering density and working with the natural growth patterns of the facial hair • the types of problems that can occur when cutting facial hair and ways in which they can be remedied, if possible

Unit title	Area of knowledge
	<ul style="list-style-type: none"> • the recommended time interval between cuts and why clients need to have their facial hair cut regularly
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
AH36: Creatively Style African Type Men's Hair	<ul style="list-style-type: none"> • the potential consequences of excessive tension on the hair and scalp • how to identify the first signs of traction alopecia • the types and causes of alopecia • the hair and scalp conditions that require referral to a general practitioner and or trichologist • the physical effects of styling and finishing products on the hair • the effect of heat on the hair

Unit title	Area of knowledge
H34: Provide face massage services	<ul style="list-style-type: none"> • 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)
	<ul style="list-style-type: none"> • 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	Area of knowledge
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 i.e. 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 e.g. vellus, terminal, lanugo • the reasons for normal and abnormal hair growth i.e. topical, congenital, systemic • the general factors that contribute to healthy hair and scalp e.g. nutrition, general health, environment, chemicals • the effect of the ageing process on the hair and skin • how to recognise treatable hair and scalp conditions, e.g. 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 e.g. pitted nails, weight loss and lethargy • the types and purposes of tests e.g. 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 e.g. infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc

Unit title	Area of knowledge
	<ul style="list-style-type: none"> • those contra-indications which restrict or where caution should be taken in specific areas and why e.g. 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 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 e.g. allergic reactions, fainting, feeling light headed

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.

5.2 **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 eighteen months of beginning internal verification. Without an appropriately qualified internal verifier, the centre must understand that it cannot submit claims for certification to the Awarding Body.

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

- i *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 life time of any particular NVQ/SVQ or repeated within any five year period.

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

Calculating CPD Hours

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

For example, an assessor contracted for 7 hours/week: $7 \div 37 \times 100 =$ approx. 20% of a full time assessor. $20\% \times 30 \text{ hours} = 6 \text{ hours' CPD}$ in any 12-month period.

- e A nominal time of 30 hours per NVQ/SVQ unit achieved has been set, regardless of the unit.
- f If you are an assessor **and** a verifier, you only have to do the minimum of 30 hours' CPD, **not** 60 hours.
- g All external verifiers must complete a minimum of 30 hours' CPD per annum regardless of actual hours worked as an external verifier.

Appendix 1F Nationally Agreed Maximum Service Times For 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 1 Barbering 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 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 times	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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