

# Level 2 Diploma in Women's Hairdressing (South Africa)

Qualification handbook for centres

[www.cityandguilds.com](http://www.cityandguilds.com)  
September 2015  
Version 1.4



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# Level 2 Diploma in Women's Hairdressing (South Africa)

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Qualification title	Number	Ofqual ref.
Level 2 Diploma in Women's Hairdressing	3002-72	500/9051/3

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<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.2 November 2013	Amendment to error in overall RoC chart re unit 210 – the credit value amended to 6 and the GLH amended to 53. Overall recommended credit changed to 75 to reflect this.	2. Qualification Structure
1.3 July 2015	Added “Strand test” and “Perm skin test” to range item “Tests” in unit 203	6 Unit specifications
1.4 September 2015	Removed reference to the development of unit resource list	Resource requirement

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# 1 Introduction to the qualifications

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

<b>Qualification titles and level</b>	<b>City &amp; Guilds qualification numbers</b>	<b>Ofqual accreditation numbers</b>	<b>Last registration date</b>	<b>Last certification date</b>
Level 2 Diploma in Women's Hairdressing	3002-72	500/9051/3	31/01/2015	31/01/2017

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

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

## Qualifications summary

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

## **Opportunities for progression**

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

## **Age restrictions**

This qualification has been identified as **not** suitable for candidates under the age of 16. Centres and candidates should be fully aware of minimum age requirements and any implications on completing assessments.

## 2

## Qualifications structure

### 3002-72 Level 2 Diploma in Women's Hairdressing (South Africa) – 500/9051/3

A minimum of 75 credits is required to achieve this Level 2 Diploma in Women's Hairdressing – (South Africa). All mandatory units must be achieved. Learners can elect to undertake elective units and / or Evolve assessments for the mandatory units.

The recommended minimum GLH is 653 hours.

<b>Unit number</b>	<b>Mandatory Units (all must be completed)</b>	<b>Credits</b>	<b>GLH</b>
<b>104</b>	Styling Men's Hair (Level 1 unit)	<b>3</b>	<b>30</b>
<b>201</b>	Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b>	Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>203</b>	Client consultation for hair services	<b>3</b>	<b>30</b>
<b>204</b>	Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>205</b>	Promote products and services to clients in a salon	<b>3</b>	<b>28</b>
<b>206</b>	Cut Women's hair	<b>8</b>	<b>75</b>
<b>207</b>	Colour and Lighten hair	<b>10</b>	<b>91</b>
<b>208</b>	Perm and neutralise hair	<b>7</b>	<b>60</b>
<b>209</b>	The Art of Dressing hair	<b>5</b>	<b>30</b>
<b>210</b>	Cut men's hair	<b>6</b>	<b>53</b>
<b>213</b>	Display stock to promote sales in a salon	<b>3</b>	<b>24</b>
<b>215</b>	Provide Scalp Massage Services	<b>4</b>	<b>33</b>
<b>216</b>	Salon Reception Duties	<b>3</b>	<b>24</b>
<b>217</b>	Style and Finish African Type hair	<b>5</b>	<b>45</b>
<b>218</b>	Relax African Type hair	<b>5</b>	<b>44</b>
<b>702</b>	Women's Hairdressing and Barbering Knowledge Test		

<b>Unit number</b>	<b>Elective Units (none of these units / Evolve tests have to be completed)</b>	<b>Credits</b>	<b>GLH</b>
<b>211</b>	Cut facial hair	<b>4</b>	<b>33</b>
<b>501</b>	Working in the Hairdressing Industry (Evolve test)		
<b>502</b>	Maintain Health & Safety in the Salon (Evolve test)		
<b>503</b>	Client consultation for hair services (Evolve test)		
<b>504</b>	Shampoo and condition the hair and scalp (Evolve test)		
<b>505</b>	Promote products and services to clients in a salon (Evolve test)		
<b>506</b>	Cut women's hair (Evolve test)		
<b>507</b>	Colour and lighten hair (Evolve test)		
<b>508</b>	Provide perming services (Evolve test)		
<b>509</b>	The Art of dressing hair (Evolve test)		
<b>510</b>	Cut men's hair (Evolve test)		
<b>511</b>	Cut facial hair (Evolve test)		
<b>513</b>	Display stock to promote sales in a salon (Evolve test)		
<b>515</b>	Scalp massage (Evolve test)		
<b>516</b>	Salon reception duties (Evolve test)		
<b>517</b>	Style and finish African Type Hair (Evolve test)		
<b>518</b>	Relax African Type Hair (Evolve test)		

## Qualification support materials

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

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

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

## 3

# Centre requirements

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

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

Centres must meet a set of quality criteria including:

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

This qualification is **only** available to City & Guilds South Africa centres.

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

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

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

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

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

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

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

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

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

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

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

## 3.3 Resource requirements

### Physical resources

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

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

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

The use of head blocks and fake body parts for summative assessment may **only** be used for the following unit.

- Level 2 Unit – Perm and Neutralise Hair

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

### Realistic learning environment requirements (RLE)

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

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

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

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

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

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

### **Centre staff**

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

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

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

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

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

## Assessor and verifier requirements

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

## Continuous professional development (CPD) in VRQs

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

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

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

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

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

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

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

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

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

## Calculating CPD hours

- CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
- CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
- Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
- The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.**  
**For example**, an assessor contracted for 7 hours/week :  $7 \div 37 \times 100 =$  approx. 20% of a full time assessor.  $20\% \times 30$  hours = 6 hours CPD in any 12 month period.
- A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- If you are an assessor **and** quality assurer, you only have to do the minimum of 30 hours CPD, **not** 60 hours.

## 3.4 Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification

successfully. Some of the qualifications are not suitable for pre-16 candidates, these are indicated in Section 2.

### 3.5 Quality Assurance

#### Internal quality assurance

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

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

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

#### External quality assurance

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

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

#### External verifiers:

The role of the external verifier is to:

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

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

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

### 3.6 Registration and certification

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

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

These details are also available on the walled garden.

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

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

## 4 Assessment

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

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

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

### On-line tests

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

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

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

### Service / Treatment times in VRQs

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

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

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

### Glossary of terms & Guidance notes

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

*Commercial salon* - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken

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

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

## 5 Course design and delivery

### Recommended delivery strategies

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

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

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

### Relationship to other qualifications and wider curriculum

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

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

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

### Health and safety

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

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

### Data protection and confidentiality

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

**Initial assessment and induction**

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

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

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

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

**Equal opportunities**

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

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

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

**Access to assessment**

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

**Appeals**

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

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

## 6 Unit specifications

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

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

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

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

### Structure of units

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

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

**Level:** 2

**Credit value:** 4

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

## **Unit aim**

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

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

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

## **Learning outcomes**

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

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

## **Guided learning hours**

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

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

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

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

This unit is endorsed by Habia.

## **Assessment**

This unit will be assessed by:

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

## Unit 201

## Working in the Hair Industry

### Outcome 1

Be able to describe the key characteristics of the hair industry

#### Assessment criteria

##### Practical skills

The learner can:

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

##### Underpinning knowledge

The learner can:

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

##### Range

##### Sources of information

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

##### Organisations

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

##### Occupational roles

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

##### Main services

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

##### Employment characteristics

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

##### Career patterns

Career development (junior stylist – senior stylist – manager)

Qualifications

## Unit 201

## Working in the Hair Industry

### Outcome 2

Be able to describe working practices in the hair industry

#### Underpinning knowledge

The learner can:

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

#### Range

##### Good working practices

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

##### Personal presentation

Dress, appearance and personal hygiene

##### Employment rights and responsibilities

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

Responsibilities: work safely to meet salon and legal requirements

##### Legislation

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

**Level:** 2

**Credit value:** 3

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 202

### Outcome 1

## Follow Health and Safety Practice in the Salon

Be able to maintain health, safety and security practices

### Practical skills

The learner can:

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

### Underpinning knowledge

The learner can:

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

### Range

#### Hazards

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

#### Personal presentation

Dress, appearance and personal hygiene

#### Security

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

**Personal protective equipment (PPE)**

Aprons, gloves, particle mask

**Types of salon waste**

General waste, waste chemical products, sharps, contaminated waste

**Health and safety legislation**

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

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

Safe working equipment, safe working environment, PPE

**Difference between a hazard and a risk**

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

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

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

## Unit 202

### Outcome 2

## Follow Health and Safety Practice in the Salon

### Be able to follow emergency procedures

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Emergency personnel

Fire warden, first aider

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

Electrical fires: dry powder, carbon dioxide

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

##### Procedures for dealing with emergencies

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

**Level:** 2

**Credit value:** 3

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

### Unit aims

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 203

## Client Consultation for Hair Services

### Outcome 1

Be able to consult and advise clients

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communication techniques

Verbal: questioning techniques, language used, tone of voice

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

Use of: visual aids, client records

##### Client records

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

##### Factors

Adverse hair, skin or scalp conditions (suspected infections, infestations and disorders), incompatibility of previous service or products used, history of allergies or skin sensitivities to products, head/face shape, hair types and textures, density, length, growth patterns, client requirements and lifestyle.

**Referral**

To: general medical practice, chemist, senior stylist

**Safe and hygienic working practices**

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

**Tests**

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

**Legislation**

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

## Unit 203

## Client Consultation for Hair Services

### Outcome 2

Know the characteristics of the hair

#### Underpinning knowledge

The learner can:

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

#### Range

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

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

##### Hair structure

Cuticle, cortex medulla

##### Hair types

Caucasian, African type, Asian

##### Hair growth cycle

Anagen, catagen, telegan

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

Health, diet, environment, chemicals used in the hair

**Level:** 2

**Credit value:** 3

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 204

### Outcome 1

## Shampoo and Condition the Hair and Scalp

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

### Practical skills

The learner can:

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

### Underpinning knowledge

The learner can:

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

### Range

#### Consultation techniques

Open and closed questions, use of visual aid

#### Hair and scalp conditions

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

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

#### Products

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

Conditioners: surface conditioner, penetrating conditioner, scalp treatment

## Unit 204

### Outcome 2

## Shampoo and Condition the Hair and Scalp

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

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

##### Products

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

Conditioners: surface conditioner, penetrating conditioner, scalp treatment

**Hair and scalp conditions**

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

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

**Massage techniques**

Effleurage, friction, rotary, petrissage

**Hair Structure**

Cuticle, cortex, medulla

**Safe and hygienic working practices**

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

**Aftercare advice**

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

## Unit 205

# Promote products and services to clients in a salon

**Level:** 2

**Credit value:** 3

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## **Unit 205            Promote products and services to clients                                  in a salon**

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

### **Practical skills**

The learner can:

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

### **Underpinning knowledge**

The learner can:

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

### **Range**

#### **Communication techniques**

Verbal: questioning techniques, language used, tone of voice

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

Use of: visual aids, client records

#### **Services and/or products**

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

#### **Consultation techniques**

Open and closed questions, use of visual aids

#### **Features and benefits**

Feature – description of product or service

Benefit – description of the benefits to the client

**Personal presentation**

Dress, appearance, personal hygiene

**Stages of the sales process**

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

**Legislation**

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

**Methods of payment**

Cash, cheque, credit/debit card, vouchers

**Level:** 2

**Credit value:** 8

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 206

## Cut Women's Hair

### Outcome 1

Be able to prepare for cutting hair

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

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

#### Safety considerations

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

#### Looks

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

## Unit 206

## Cut Women's Hair

### Outcome 2

Be able to provide a cutting service

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

##### Cutting tools and equipment

Scissors, cutting comb, section clips

##### Look

One length, uniform layer, short graduation, long graduation

##### Cutting techniques

Layering, club cutting, scissor over comb, freehand

##### Factors

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

**Aftercare advice**

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

**Safe and hygienic working practices**

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

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

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

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

Elasticity of hair when wet and dry, accuracy of work

**Importance of cross checking the cut**

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

**Level:** 2

**Credit value:** 10

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 207

## Colour and Lighten Hair

### Outcome 1

Be able to prepare for colouring hair

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

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

#### Safety considerations

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

#### Products

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

#### Necessary tests

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

## **Uses of hydrogen peroxide**

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

## Unit 207

## Colour and Lighten Hair

### Outcome 2

### Be able to provide a colouring service

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

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

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

##### Aftercare advice

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

##### Safe and hygienic working practices

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

##### Problems

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

## Unit 208

## Perm and Neutralise Hair

**Level:** 2

**Credit value:** 7

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 208

## Perm and Neutralise Hair

### Outcome 1

Be able to prepare to perm and neutralise hair

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Consultation techniques

The use of open and closed questions and visual aids

##### Factors

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

##### Tests

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

##### Perm lotions

Acid, alkaline

##### Tools and equipment

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

##### Safety considerations

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

## Unit 208

### Outcome 2

## Perm and Neutralise Hair

### Be able to perm and neutralise hair

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

##### Sectioning techniques

9-section, directional, brick

##### Factors

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

**Perm lotions**

Acid, alkaline

**Safe and hygienic working practices**

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

**Aftercare advice**

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

**How temperature affects the perming process**

Scalp sensitivity, client comfort, effect on processing

**Problems**

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

**Level:** 2

**Credit value:** 5

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

### **Unit aims**

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

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

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

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

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

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

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

## Unit 209

## The Art of Dressing Hair

### Outcome 1

Be able to prepare for dressing hair

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Factors

Hair: wet, dry, curly, straight.

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

##### Styling techniques

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

##### Physical effects

Appearance of the hair, structural changes.

##### Hair structure

Cuticle, cortex, medulla

##### Incorrect use of heat

Temperature, direction of air flow, frequency of use.

## Unit 209

### Outcome 2

## The Art of Dressing Hair

### Be able to provide a dressing hair service

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Styling products

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

##### Tools, equipment and accessories

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

##### Working methods

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

##### Styling techniques

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

**Finishing products**

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

**Aftercare advice**

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

**Safe and hygienic working practices**

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

**Communicate**

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

**Long hair looks**

Scalp plait, vertical roll, twists.

**Purpose of backcombing and back brushing**

Styling: duration, shape, securing.

**Behavioural expectations**

Working cooperatively with others, following salon requirements.

**Level:** 2

**Credit value:** 6

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 210

## Cut Men's Hair

### Outcome 1

Be able to prepare for a cutting service

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Consultation techniques

Open and closed questions, use of visual aids

##### Factors

Hair: wet, dry, curly, straight

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

##### Safety considerations

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

##### Looks

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

## Unit 210

### Outcome 2

## Cut Men's Hair

### Be able to provide a cutting service

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

##### Cutting tools and equipment

Scissors, cutting comb, clippers and attachments

##### Factors

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

##### Cutting techniques

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

**Looks**

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

**Neckline shapes**

Square, rounded, tapered

**Aftercare advice**

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

**Safe and hygienic working practices**

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

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

Angles to create uniform layering, angles to create graduation

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

Elasticity of hair when wet and dry, accuracy of work

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

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

**Importance of cross checking the cut**

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

**Level:** 2

**Credit value:** 4

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

## Unit aims

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

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

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

## Learning outcomes

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

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

## Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

## Assessment

This unit will be assessed by:

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

## Unit 211

### Outcome 1

## Cut Facial Hair

Be able to prepare for a cutting facial hair service

### Practical skills

The learner can:

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

### Underpinning knowledge

The learner can:

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

### Range

#### Facial hair

Beards: full face, moustaches, eyebrows

#### Consultation techniques

Open and closed questions, use of visual aids

#### Looks

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

#### Factors

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

#### Safety considerations

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

#### Facial Hair shapes

Beards: full face.

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

## Unit 211

### Outcome 2

## Cut Facial Hair

Be able to provide a cutting facial hair service

### Practical skills

The learner can:

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

### Underpinning knowledge

The learner can:

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

### Range

#### Communicate

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

#### Cutting equipment

Clippers, scissors, clipper guards

#### Looks

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

#### Cutting techniques

Layering, club cutting, scissor over comb, freehand

#### Factors

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

**Safe and hygienic working practices**

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

**Aftercare advice**

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

**Importance of cross checking the cut**

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

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

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

## Unit 213

## Display Stock to Promote Sales in a Salon

**Level:** 2

**Credit value:** 3

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 213

## Display Stock to Promote Sales in a Salon

### Outcome 1

Be able to prepare the display area

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Legal requirements

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

##### Safety considerations

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

## Unit 213

### Outcome 2

## Display Stock to Promote Sales in a Salon

### Be able to maintain and dismantle the display area

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

#### Safety considerations

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

#### Legal requirements

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

## Unit 215

## Provide Scalp Massage Services

**Level:** 2

**Credit value:** 4

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 215

## Provide Scalp Massage Services

### Outcome 1

Be able to prepare to provide scalp massage services

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Consultation techniques

Use of open and closed questions

##### Benefits and effects

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

##### Safety considerations

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

##### Requirements for client preparation

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

##### Contra-indications

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

##### Factors

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

**Massage media**

Spirit based, shampoo, conditioner, pre-blended oils

**Equipment**

Vibro machines, high frequency machines

## Unit 215

### Outcome 2

## Provide Scalp Massage Services

### Be able to carry out scalp massaging services

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

##### Scalp conditions

Dandruff-affected, dry, oily, sensitive

##### Massage techniques

Effleurage, petrissage, tapotement, friction, vibro

##### Safe and hygienic working practices

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

##### Aftercare advice

The types of scalp products suitable for home use by clients

##### Massage media

Spirit based, shampoo, conditioner, pre-blended oils

**Equipment**

Vibro machines, high frequency machines

**Structure of the skin**

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

**Muscles of the head and neck**

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

## Unit 216

## Salon Reception Duties

**Level:** 2

**Credit value:** 3

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed Habia.

### Assessment

This unit will be assessed by:

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

## Unit 216

## Salon Reception Duties

Outcome 1

Be able to carry out reception duties

### Practical skills

The learner can:

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

### Underpinning knowledge

The learner can:

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

### Range

#### Variety of enquiries

In person, by telephone, electronically

#### Communicate

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

#### Nature of the enquiry

Client, non client, internal, external

## Unit 216

## Salon Reception Duties

### Outcome 2

Be able to book appointments

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

#### Legislation

Data protection legislation

## Unit 216

## Salon Reception Duties

### Outcome 3

Be able to deal with payments

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Methods of payment

Cash, cheque, credit/debit card, vouchers

##### Problems

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

## Unit 217

## Style and Finish African Type Hair

**Level:** 2

**Credit value:** 5

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 217

### Outcome 1

## Style and Finish African Type Hair

Be able to prepare to style and finish African type hair

### Practical skills

The learner can:

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

### Underpinning knowledge

The learner can:

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

### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

Hair: wet, dry, curly, straight

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

#### Safety considerations

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

## Unit 217

## Style and Finish African Type Hair

### Outcome 2

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

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

##### Styling products

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

##### Styling tools and equipment

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

Styling aids: pins, grips, covered bands.

##### Styling techniques

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

**Safe and hygienic working practices**

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

**Aftercare advice**

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

**Physical effects**

Appearance of hair, structural changes

## Unit 218

## Relax African Type Hair

**Level:** 2

**Credit value:** 5

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

### Unit aims

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

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

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

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

## Unit 218

## Relax African Type Hair

### Outcome 1

Be able to prepare African type hair for relaxing

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Consultation techniques

Open and closed questions, use of visual aids

##### Factors

Hair: virgin hair, chemically treated, curly, straight

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

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

##### Safety considerations

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

## Unit 218

### Outcome 2

## Relax African Type Hair

### Be able to relax and normalise hair

#### Practical skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Communicate

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

##### Products, tools and equipment

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

##### Problems

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

**Safe and hygienic working practices**

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

**Aftercare advice**

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

**Factors**

Hair: virgin hair, chemically treated, curly, straight

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

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

## Unit 104

## Styling men's hair

**Level: 1**

**Credit value: 3**

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

### **Unit aims**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

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

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

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

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

## Unit 104

## Styling men's hair

### Outcome 1

Be able to prepare for styling for men

#### Practical Skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Prepare

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

##### Basic techniques

Straightening, smoothing, curling, finger drying, finishing

##### Factors

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

## Unit 104

## Styling men's hair

### Outcome 2

Be able to provide styling for men

#### Practical Skills

The learner can:

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

#### Underpinning knowledge

The learner can:

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

#### Range

##### Products

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

##### Tools and equipment

Combs, brushes, dryers, electrical equipment

##### Safe and hygienic working practices

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

##### Communicate

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

##### Behave

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

## Appendix 1      Connections to other qualifications and NOS

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

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

The qualifications have connections to:

N/SVQ in Hairdressing Level 2

N/SVQ in Barbering Level 2.

### Relationship to NVQ Standards

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

		Unit G20	Unit G4	Unit G17	Unit G18	Unit G7	Unit G8	Unit GB3	Unit GB4	Unit GH8	Unit GH9	Unit GH10	Unit GH11	Unit GH12	Unit GH13	Unit GH14	Unit AH7	Unit AH10
VRQ Level 2 Diplomas/Certificates/Awards	Unit 201						✓											
	Unit 202	✓																
	Unit 203					✓												
	Unit 204									✓								
	Unit 205				✓													
	Unit 206													✓				
	Unit 207														✓			
	Unit 208															✓		
	Unit 209											✓	✓					
	Unit 210							✓										
	Unit 211								✓									
	Unit 213																	
	Unit 215									✓								
	Unit 216		✓															
	Unit 217																	✓
Unit 218																		✓

## Appendix 2     The wider curriculum

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

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

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

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

## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• Evolve</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

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