Level 3 & 4 Awards/Certificate/Diplomas in Hairdressing/Barbering

Qualification handbook for centres
3002-30 Diploma in Women’s Hairdressing
3002-31 Diploma in Barbering
3002-32 Diploma in Hairdressing for Colour Technicians
3002-33 Diploma in Hairdressing for Cutting and Styling Technicians
3002-34 Certificate in Hairdressing
3002-35 Diploma in Hair Services
3002-36 Certificate in Barbering
3002-93 Level 3/4 Awards in Hairdressing
3002-50 Level 4 Certificate in Colour and Colour Correction
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City & Guilds Group
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## Level 3 & 4 Awards/Certificate/Diplomas in Hairdressing/Barbering

**Qualification handbook for centres**

<table>
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Level 3 Awards/Diploma in Hairdressing/Barbering
# 1 Introduction to the qualification[s]

This document contains the information that centres need to offer the following qualification[s]:

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<th>City &amp; Guilds qualification number</th>
<th>City and Guilds qualification numbers with Evolve</th>
<th>Qualification accreditation number</th>
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<tr>
<td>Colouring Hair</td>
<td>500/8594/3</td>
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<tr>
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<td>Hair Extension services</td>
<td>500/8604/2</td>
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<tr>
<td>Make and Style a Hair Addition</td>
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<tr>
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<td>601/3811/7</td>
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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).
<table>
<thead>
<tr>
<th>Publication</th>
<th>Content</th>
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<tr>
<td>Providing City &amp; Guilds qualifications – a guide to centre and qualification approval</td>
<td>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.</td>
</tr>
<tr>
<td>Ensuring quality</td>
<td>This has updates on City &amp; Guilds assessment and policy issues</td>
</tr>
<tr>
<td>Walled Garden</td>
<td>This contains details of the qualification structure, registration and certification procedures and fees.</td>
</tr>
</tbody>
</table>

**Qualifications summary**

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

**Opportunities for progression**

The Level 3 Diplomas/Awards in Hairdressing and Barbering are suitable for people who have taken a level 2 or level 3 qualifications, 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 employment or onto a NVQ/SVQ level 3 qualification.
## Qualification structure

### 3002-30 Level 3 Diploma in Women’s Hairdressing – 500/9099/9

#### 3002-66 To register for this qualification with Evolve

A minimum of 58 credits is required to achieve the Level 3 Diploma in Women’s Hairdressing. All mandatory units must be achieved which is 48 credits and a minimum of 10 credits from the optional units. The recommended GLH is 493 hours.

<table>
<thead>
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<th>Mandatory Units (all must be completed)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>302 Monitor and maintain health and safety practice in the salon</td>
<td>4</td>
<td>29</td>
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<tr>
<td>303 Consultation support for colleagues on hair services</td>
<td>3</td>
<td>30</td>
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<tr>
<td>304 Cut women's hair to create a variety of looks</td>
<td>8</td>
<td>75</td>
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<tr>
<td>305 Style and dress hair using a variety of Techniques</td>
<td>7</td>
<td>60</td>
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<tr>
<td>306 Colour hair to create a variety of looks</td>
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<tr>
<td>316 Creative Hairdressing Design Skills</td>
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<tr>
<td>308 Perm hair to create a variety of looks</td>
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<th>Optional Units – minimum of 10 credits required</th>
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<td>307 Human resource management within the hair and beauty sector</td>
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<td>309 Provide hair extension services</td>
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<td>310 Make and style a Hair Addition</td>
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<tr>
<td>311 Bridal Hairstyling</td>
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<td>314 Style and finish African Type Women's Hair using a variety of techniques</td>
<td>5</td>
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<td>315 Relaxing services for African Type hair</td>
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<td>410 Hair colour correction</td>
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<tr>
<td>205 Promote products and services to Clients in a salon</td>
<td>3</td>
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<td>213 Display stock to promote sales in a salon</td>
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<td>215 Provide scalp massage services</td>
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<td>216 Salon reception duties</td>
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<tr>
<td>317 Promote and sell products and services to clients</td>
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</table>
**3002-31 Level 3 Diploma in Barbering – 500/9100/1**

**3002-67 To register for this qualification with Evolve**

A minimum of 54 credits is required to achieve the Level 3 Diploma in Barbering. All mandatory units must be achieved which is 35 credits and a minimum of 19 credits from the optional units. The recommended GLH is 454 hours.

<table>
<thead>
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<tbody>
<tr>
<td>302 Monitor and maintain health and safety Practice in the salon</td>
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<td>313 Cut facial hair to create a variety of Looks</td>
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<td>318 Provide shaving and face massage services*</td>
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<tr>
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<td>310 Make and Style a Hair Addition</td>
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<tr>
<td>315 Relaxing services for African Type Hair</td>
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<td>317 Promote and sell products and services to clients</td>
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<tr>
<td>410 Hair colour correction</td>
<td>12</td>
<td>112</td>
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<tr>
<td>411 Design and create patterns in hair</td>
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</tr>
<tr>
<td>216 Salon reception duties</td>
<td>3</td>
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*NB Units ‘Colour hair to create a variety of looks’ and ‘Provide shaving and face massage services’ are barred against each other and cannot be taken together.*
3002-32 Level 3 Diploma in Hairdressing for Colour Technicians – 500/9101/3
3002-68 To register for this qualification with Evolve

A minimum of 54 credits is required to achieve the Level 3 Diploma in Hairdressing for Colour Technicians. All mandatory units must be achieved which is 37 credits and a minimum of 17 credits from the optional units.

The recommended GLH is 473 hours.

<table>
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<th>Mandatory Units (all must be completed)</th>
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<tr>
<td>410 Hair colour correction</td>
<td>12</td>
<td>112</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units – minimum of 17 credits required</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Cut women’s hair to create a variety of looks</td>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>307 Human resource management within the hair and beauty sector</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>309 Provide hair extension services</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>310 Make and Style a Hair Addition</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>311 Bridal Hairstyling</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>312 Cut men’s hair to create a variety of looks</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>313 Cut facial hair to create a variety of looks</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>314 Style and finish African Type Women’s hair using a variety of techniques</td>
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<td>41</td>
</tr>
<tr>
<td>315 Relaxing services for African Type hair</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>316 Creative Hairdressing Design Skills</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>317 Promote and sell products and services to clients</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>205 Promote products and services to clients in a salon</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>213 Display stock to promote sales in a salon</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>215 Provide scalp massage services</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>216 Salon reception duties</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>
3002-33 Level 3 Diploma in Hairdressing for Cutting and Styling Technicians – 500/9098/7

3002-69 To register for this qualification with Evolve

A minimum of 54 credits is required to achieve the Level 3 Diploma in Hairdressing for Cutting and Styling Technicians. All mandatory units must be achieved which is 27 credits and a minimum of 27 credits from the optional units.

The recommended GLH is 476 hours.

<table>
<thead>
<tr>
<th>Mandatory Units (all must be completed)</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>302 Monitor and maintain health and safety practice in the salon</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>303 Hairdressing consultation support for colleagues</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>304 Cut women’s hair to create a variety of looks</td>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>305 Style and dress hair using a variety of techniques</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>312 Cut men’s hair to create a variety of looks</td>
<td>5</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units – minimum of 27 credits required</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>205 Promote products and services to clients in a salon</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>213 Display stock to promote sales in a salon</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>215 Provide scalp massage services</td>
<td>4</td>
<td>33</td>
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<td>216 Salon reception duties</td>
<td>3</td>
<td>24</td>
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<tr>
<td>306 Colour hair to create a variety of looks</td>
<td>11</td>
<td>90</td>
</tr>
<tr>
<td>307 Human resource management within the hair and beauty sector’</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>309 Provide hair extension services</td>
<td>5</td>
<td>45</td>
</tr>
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<td>310 Make and Style a Hair Addition</td>
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<td>60</td>
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<td>311 Bridal Hairstyling</td>
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<td>37</td>
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<td>313 Cut facial hair to create a variety of looks</td>
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<td>32</td>
</tr>
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<td>315 Relaxing services for African Type hair</td>
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<td>316 Creative Hairdressing Design Skills</td>
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</tr>
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</tr>
<tr>
<td>318 Provide shaving and face massage services</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td>410 Hair colour correction</td>
<td>12</td>
<td>112</td>
</tr>
<tr>
<td>411 Design and create patterns in hair</td>
<td>8</td>
<td>44</td>
</tr>
</tbody>
</table>
3002-93 Level 3 Awards in Hairdressing
The unit included in each qualification are shown below.

<table>
<thead>
<tr>
<th>Level 3 Award in Cutting Women's hair - 500/8592/X</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Cut women's hair to create a variety of looks</td>
<td>8</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Colouring hair – 500/8593/1</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>306 Colour hair to create a variety of looks</td>
<td>11</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Creative Hairdressing Design Skills – 500/8602/9</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>316 Creative Hairdressing Design Skills</td>
<td>8</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Perming hair – 500/8594/3</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>308 Perm hair to create a variety of looks</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Styling Women’s hair – 500/8595/5</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>305 Style and dress hair using a variety of techniques</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Bridal Hair - 500/8596/7</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>311 Bridal Hairstyling</td>
<td>4</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Hair Extension services – 500/8598/0</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>309 Provide hair extension services</td>
<td>5</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Make and Style a Hair Addition – 500/8604/2</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 Make and Style a Hair Addition</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Cutting Men's hair – 500/8585/2</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>312 Cut men's hair to create a variety of looks</td>
<td>5</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Cutting Facial Hair - 500/8599/2</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>313 Cut facial hair to create a variety of looks</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Styling and finishing African Type Women’s hair – 500/8600/5</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>314 Style and finish African Type Women’s Hair using a variety of techniques</td>
<td>5</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Award in Relax African Type Hair - 500/8597/9</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>315 Relaxing services for African Type Hair</td>
<td>5</td>
<td>44</td>
</tr>
</tbody>
</table>
### 3002-34 Level 3 Certificate in Hairdressing
A minimum of 36 credits is required to achieve the Level 3 Certificate in Hairdressing. All mandatory units must be achieved which is 14 credits and a minimum of 22 credits from the optional units. The minimum 299 GLH is and the maximum GLH is 324.

<table>
<thead>
<tr>
<th>Mandatory Units (all must be completed)</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>302 Monitor and maintain health and safety practice in the salon</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>303 Hairdressing consultation support for colleagues</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>305 Style and dress hair using a variety of techniques</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

##### Optional Units – minimum of 22 credits required

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Cut women’s hair to create a variety of looks</td>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>306 Colour hair to create a variety of looks</td>
<td>11</td>
<td>90</td>
</tr>
<tr>
<td>307 Human resource management within the hair and beauty sector</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>308 Perm hair to create a variety of looks</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>309 Provide hair extension services</td>
<td>5</td>
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<td>310 Make and style a Hair Addition</td>
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<td>311 Bridal Hairstyling</td>
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<tr>
<td>315 Relaxing services for African Type hair</td>
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<td>44</td>
</tr>
<tr>
<td>316 Creative Hairdressing Design Skills</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>317 Promote and sell products and services to clients</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>410 Hair colour correction</td>
<td>12</td>
<td>112</td>
</tr>
</tbody>
</table>

### 3002-50 Level 4 Certificate in Colour and Colour Correction – 600/6000/1
A minimum of 23 credits is required to achieve the Level 4 Certificate in Colour and Colour Correction. Both mandatory units must be achieved. The qualification is 202 GLH.

<table>
<thead>
<tr>
<th>Mandatory Units (both must be completed)</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>306 Colour hair to create a variety of looks</td>
<td>11</td>
<td>90</td>
</tr>
<tr>
<td>410 Hair Colour Correction</td>
<td>12</td>
<td>112</td>
</tr>
</tbody>
</table>
A minimum of 40 credits is required to achieve the Level 3 Diploma in Hair Services. All mandatory units must be achieved which is 14 credits and a minimum of 26 credits from the optional units. The minimum GLH is 341 hours.

<table>
<thead>
<tr>
<th>Mandatory Units (all must be completed)</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>302 Monitor and maintain health and safety practice in the salon</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>303 Hairdressing consultation support for colleagues</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>305 Style and dress hair using a variety of techniques</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units – minimum of 26 credits required</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Cut women's hair to create a variety of looks</td>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>306 Colour hair to create a variety of looks</td>
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<td>90</td>
</tr>
<tr>
<td>307 Human resource management within the hair and beauty sector</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>308 Perm hair to create a variety of looks</td>
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<td>309 Provide hair extension services</td>
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<tr>
<td>315 Relaxing services for African Type hair</td>
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<td>44</td>
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<tr>
<td>316 Creative Hairdressing Design Skills</td>
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<td>60</td>
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<tr>
<td>317 Promote and sell products and services to clients</td>
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<td>34</td>
</tr>
<tr>
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<td>12</td>
<td>112</td>
</tr>
</tbody>
</table>
3002-36 Level 3 Certificate in Barbering – 601/3811/7

Learners must achieve a total of 27 credits. 16 credits must come from the Mandatory group and a minimum of 11 credits must come from the Optional group.

<table>
<thead>
<tr>
<th>Mandatory Units (all must be completed)</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>302 Monitor and maintain health and safety practice in the salon</td>
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<td>29</td>
</tr>
<tr>
<td>303 Hairdressing consultation support for colleagues</td>
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<td>30</td>
</tr>
<tr>
<td>312 Cut men’s hair to create a variety of looks</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>313 Cut facial hair to create a variety of looks</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

Optional Units – minimum of 11 credits required

<table>
<thead>
<tr>
<th>Optional Units</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>306 Colour hair to create a variety of looks</td>
<td>11</td>
<td>90</td>
</tr>
<tr>
<td>307 Human Resource Management within the Hair and Beauty Sector</td>
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<tr>
<td>315 Relaxing Services for African Type Hair</td>
<td>5</td>
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</tr>
<tr>
<td>316 Creative hairdressing design skills</td>
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<td>60</td>
</tr>
<tr>
<td>317 Promote and sell products and services to clients</td>
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<tr>
<td>318 Provide shaving and face massage services</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td>411 Design and create patterns in hair</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>219 Provide threading services for hair removal</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>208 Perm and neutralise hair</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>213 Display stock to promote sales in a salon</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>215 Provide scalp massage services</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>216 Salon reception duties</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>
2.1 Qualification support materials

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

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

The Assessment pack is password protected the password is available on the 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.

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

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

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

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

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

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

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in Providing City & Guilds Qualifications.
3.2 Centres already offering City & Guilds qualification in this subject area

Centres approved to offer 6902 Diplomas in Hairdressing and Barbering, N/SVQ Level 3 or above in Hairdressing (3014/3008) may apply for approval for the 3002 Level 3 Award/Diploma in Hairdressing and Barbering using the fast track approval form, available from the City & Guilds website www.cityandguilds.com

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

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

3.3 Resource requirements

Physical resources

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

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

Use of simulation (head block and fake body parts)

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

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

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

Realistic learning environment requirements (RLE)

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area.
Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and / or workplace to meet the qualification needs and enable candidates' to cover all of the required practical activities.

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

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

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

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

**Centre staff**

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

1. have verifiable and relevant current or real industry experience and competence of the occupational working area at or above the level being assessed and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Appropriate evidence will include:
   - curriculum vitae and references
   - achievement of a relevant qualification
   - continuing professional development (CPD)

2. only assess in their acknowledged area of occupational competence

3. participate in training activities for their continued professional development

4. be competent in making accurate assessment decisions: it is recommended that assessors hold, or are working towards, Learning and Development unit A1; or hold units D32 and D33 and assess to A1 standard.

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

ii. Staff must participate in relevant training activities for their continued professional development (see CPD requirements).

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

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

Continuous professional development (CPD) in VRQs
For City & Guilds VRQs centre staff must continue to meet the requirements for occupational expertise for the specific qualification(s) they assess or quality assure. Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring.

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

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

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

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

The following activities will not count towards CPD:
- reading the trade press and books
- listening to tapes and watching DVDs.

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

Calculating CPD hours
a) CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
b) CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
c) Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
d) The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.
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For example, an assessor contracted for 7 hours/week: 7 ÷ 37 × 100 = approx. 20% of a full time assessor. 20% × 30 hours = 6 hours CPD in any 12 month period.

e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.

f) If you are an assessor and quality assurer, you only have to do the minimum of 30 hours CPD, not 60 hours.

3.4 Candidate entry requirements

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

3.5 Quality Assurance

Internal quality assurance

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

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

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

External quality assurance

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

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

External verifiers:

The role of the external verifier is to:

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

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

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

3.6 Registration and certification

Full details of City & Guilds’ administrative procedures for these qualifications are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:
These details are also available on 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) in an assignment or an on-line tests.

**NB** Candidates can use either the on-line test or knowledge tasks in the assignments. Learners 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.cityandgilds.com](http://www.cityandgilds.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 learners. 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.city-and-guilds.com](http://www.city-and-guilds.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 2.

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 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.
Unit 302  Monitor and maintain health and safety practice in the salon

Level: 3
Credit value: 4
UAN number: R/600/8780

Unit aims
The aim of this unit is about making sure that statutory and work place instruction are being carried out in order to monitor the operation of health and safety procedures.

The skills developed by the learner include monitoring, maintaining and supporting 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 and explain the main provision of the Health and Safety at Work Act, assess hazards and carry out risk assessments and monitor emergency procedures requirements.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to carry out a risk assessment
2. Be able to monitor health and safety in the salon

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the hairdressing NOS, unit G22 Monitor procedures to safely control work operations.

Endorsement of the unit by a sector or other appropriate body (if required)
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 302  Monitor and maintain health and safety practice in the salon
Outcome 1  Be able to carry out a risk assessment

Practical skills
The learner can:
1. carry out risk assessments and take necessary actions.

Underpinning knowledge
The learner can:
1. state the reason for carrying out risk assessments
2. describe the procedures for carrying out a risk assessment
3. describe when risk assessments should be carried out
4. outline necessary actions to take following a risk assessment.

Range

Reason for carrying out risk assessments
To ensure safety in the salon.

When risk assessments should be carried out
Change to salon environment, new service or product, personal circumstances.

Necessary actions
Record the risk assessment, report to salon manager or owner, update risk assessment information, inform staff.
Unit 302  Monitor and maintain health and safety practice in the salon

Outcome 2  Be able to monitor health and safety in the salon

**Practical skills**
The learner can:
1. monitor and **support** the work of others to ensure compliance with health and safety requirements.

**Underpinning knowledge**
The learner can:
1. outline the health and safety **support** that should be provided to staff
2. outline procedures for dealing with different types of security breaches
3. explain the need for **insurance**.

**Range**

**Support**
Clarification of existing requirements, induction for new staff, updating of information, specific training.

**Insurance**
Public liability, product and treatment liability, employer’s liability.
Unit 303  Hairdressing consultation support for colleagues

Level: 3

Credit value: 3

UAN number: H/600/9061

Unit aims
The aim of this unit is about the particular skills involved in supporting colleagues, analysing problems reported during consultation with clients. The knowledge gained in this unit includes consultation techniques, recognising skin, hair and scalp disorders, use of confidential information.

Learning outcomes
There is one learning outcome to this unit. The learner will:
1. Be able to provide consultation support to colleagues

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 G21 Provide hairdressing consultation services.

Endorsement of the unit by a sector or other appropriate body (if required)
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 303  Hairdressing consultation support for colleagues

Outcome 1  Be able to provide consultation support to colleagues

Practical skills
The learner can:
1. communicate effectively with colleagues and their clients in a manner that maintains client goodwill, trust and confidentiality
2. deal with analysis problems reported by colleagues promptly
3. make sure client records are accurately completed
4. balance the client requirements with salon resources
5. provide the type of support required for the reported analysis problems
6. provide clear recommendations based on client requirements and the outcome of analysis of their hair, skin and scalp

Underpinning knowledge
The learner can
1. explain how and why tests are carried out for different services
2. state the likely causes of adverse hair, skin and scalp conditions
3. state which adverse hair, skin and scalp conditions should be referred to other specialists
4. explain the salon’s policy for referring clients to other specialists when requested services are not offered
5. describe how to take part in group discussions in a way that will maintain client goodwill and confidentiality
6. state the importance of recording client responses to questions about contra-indications

Range

Analysis problems
Unrecognised hair conditions, unrecognised skin and scalp conditions, unrealistic and persistent client requests, unexpected test results.

Client records
Salon service record cards, written client responses to questions about contra-indications.

Type of support
Technical clarification to colleagues, visual identification of adverse hair, skin or scalp conditions, specific recommendations to clients with unrealistic expectations, referral to other specialists.

Recommendations
Specific advice on delivery of requested service and use of products, alternative services, alternative products, referral to other salons, referral to other specialists.
Adverse hair, skin and scalp conditions
Pediculosis capitas, scabies, tinea capitis, eczema, psoriasis, folliculitis, keloids, dandruff, alopecia, in-growing hair and impetigo.

Other specialists
Pharmacist, General Practitioner, Registered Trichologist
Unit 304  Cut women’s hair to create a variety of looks

Level: 3
Credit value: 8
UAN number: Y/600/8635

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to cut women’s hair to create a variety of looks.

The skills developed by the learner include graduation, layering, and club cutting, scissor-over-comb, clipper-over-comb, texturising, freehand, tapering and thinning. The ability to combine and adapt cutting techniques to create highly personalised looks will also be developed.

The knowledge acquired by the learner will enable them to understand how to maximise the potential of the clients hair taking into account all factors, the effect cutting hair at different angles has on the haircut, the importance of applying the correct degree of 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 GH16 Creatively cut hair using a combination of techniques.

Endorsement of the unit by a sector or other appropriate body (if required)
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 online test
Unit 304  
Cut women’s hair to create a variety of looks

Outcome 1  
Be able to prepare for cutting hair

Practical skills
The learner can:
1. prepare themselves, the client and work area for cutting services
2. use suitable consultation techniques to identify service objectives
3. evaluate the potential of the hair to achieve the desired look by identifying influencing factors
4. provide clear recommendations to the client based on factors

Underpinning knowledge
The learner can:
1. describe the range of looks for women
2. explain how to achieve looks for women using a combination of cutting techniques
3. explain the safety considerations that must be taken into account
4. describe the factors that need to be considered when cutting hair
5. explain how to maximise the potential of the client's hair taking into account identified factors
6. describe the different consultation techniques used to identify service objectives
7. describe the salon’s requirements for client preparation, preparing themselves and the work area

Range

Consultation 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.

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

Looks
Short graduation, long graduation, reverse graduation, asymmetric, textured, disconnected.

Cutting techniques
Club cutting, scissor over comb, clipper over comb, texturising, freehand, tapering, thinning, disconnecting.

Safety considerations
Handling scissors, protection from infection and cross infection, handling electrical equipment, deportment, trip hazards from hair cuttings, first aid procedures
Unit 304  Cut women's hair to create a variety of looks
Outcome 2  Be able to provide a cutting service

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. select and use cutting tools and equipment required to achieve the desired look
3. establish and follow guidelines where required to achieve the required look
4. combine and personalise cutting techniques to take account of the identified factors and the desired look
5. position themselves and the client correctly throughout the service to ensure the accuracy of the cut
6. check the cut to ensure required balance, weight distribution and shape
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. outline safe and hygienic working practices
2. describe the correct use and routine maintenance of cutting tools and equipment
3. explain 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 checking the cut
6. describe the aftercare advice that should be provided
7. 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, electrical clippers, razor, thinning scissors.

Look
Short graduation, long graduation, reverse graduation, asymmetric, textured, disconnected.

Cutting techniques
Club cutting, scissor over comb, clipper over comb, texturising, freehand, tapering, thinning, disconnecting.

Aftercare advice
Recommend time intervals between cuts, how to maintain the look, suitable styling and finishing products to use, identifying additional services.
**Effects of cutting hair**
Importance of applying correct degree of tension

**Safe and hygienic working practices**
Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and self, removal of accessories.
Unit 305 Style and dress hair using a variety of techniques

Level: 3

Credit value: 7

UAN number: R/600/8634

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

The skills developed by the learner include the use of hair-up techniques on long hair to create a personalised effect.

The knowledge acquired by the learner will enable them to understand how the use of products during styling can prolong the style.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for a styling service
2. Be able to provide a styling service

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 GH19 Creatively style and dress hair.

Endorsement of the unit by a sector or other appropriate body (if required)
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 305  Style and dress hair using a variety of techniques
Outcome 1  Be able to prepare for a styling service

Practical skills
The learner can:
1. prepare themselves, the client and work area for styling services
2. use suitable consultation techniques to identify service objectives
3. evaluate the potential of the hair to achieve the desired style by identifying the influencing factors
4. provide clear recommendations to the client based on factors.

Underpinning knowledge
The learner can:
1. explain the safety considerations that must be taken into account when styling and dressing hair
2. describe the factors that need to be considered when styling and dressing hair
3. describe the physical effects of styling on the hair
4. describe the effect humidity has on the hair during setting
5. state the importance of planning hair-up styles for special occasions
6. describe a range of styles for women
7. describe the different consultation techniques used to identify service objectives
8. describe the salon’s requirement for client preparation, preparing themselves and the work area.

Range

Consultation techniques
Open and closed questions, use of visual aids.

Factors
Hair: wet, dry, curly, straight.
Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.

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

Physical effects
Appearance of the hair, structural changes

Hair up styles
Plaiting, braiding, twists, knots, barrel curls, weaving.
Unit 305  Style and dress hair using a variety of techniques
Outcome 2  Be able to provide a styling service

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. select and use products, tools and equipment to achieve the desired effect
3. position them self and the client correctly throughout the service
4. combine and adapt styling techniques to achieve the desired effects
5. personalise dressing techniques to take account of influencing factors
6. create a finished style that is to the satisfaction of the client
7. provide suitable aftercare advice
8. follow safe and hygienic working practices.

Underpinning knowledge
The learner can:
1. describe the correct use and routine maintenance of styling equipment and tools
2. describe the techniques used for styling and dressing
3. explain the importance of using styling and finishing products on the hair
4. explain the importance of controlling and securing long hair effectively
5. explain the importance of considering tension in hair-up styles
6. explain the effects of incorrect use of heat on the hair and scalp
7. state the purposes of backcombing and back brushing when dressing hair
8. describe the methods used to secure ornamentation in hair-up styles
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
Finishing: sprays, waxes, gels, serums, dressing creams, oils.

Tools and equipment
Hand held dryer, hood dryer, diffuser, nozzle, rollers secured with pins, pin curl clips, round brushes, flat brushes, straighteners, curling tongs, heated rollers.

Styling techniques
Setting, blow drying, finger-drying, pin curling, finger waving, use of heated styling equipment, waving, smoothing, straightening.
Curling: point to root, root to point.
Dressing techniques
Backcombing, back brushing, shaping, moulding, rolls, knots, twists, plaits, curls, woven effects.

Factors
Hair: wet, dry, curly, straight.
Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.

Aftercare advice
How to maintain the look, suitable styling and finishing products to use, identifying additional services.

Safe and hygienic working practices
Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Hair-up styles
Plaiting, braiding, twists, knots, barrel curls, weaving.

Effects of incorrect use of heat
Temperature, direction of air flow, frequency of use.

Purposes of backcombing and back brushing
Styling: duration, shape, securing.
Unit 306  
Colour hair to create a variety of looks

Level: 3

Credit value: 11

UAN number: D/600/8636

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to colour hair to create a variety of looks.

The skills developed by the learner include using combination techniques and colours to create a personalised colour service.

The knowledge acquired by the learner will enable them to understand how to select suitable techniques and products, and solve colour problems identified during the service.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for a colouring service
2. Be able to provide a colouring service

Guided learning hours
It is recommended that 90 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 GH17 Colour hair using a variety of techniques.

Endorsement of the unit by a sector or other appropriate body (if required)
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 306 Colour hair to create a variety of looks
Outcome 1 Be able to prepare for a colouring service

Practical skills
The learner can:
1. prepare themselves, the client and work area for colouring services
2. use suitable consultation techniques to identify service objectives
3. evaluate the potential of the hair to achieve the desired look by identifying influencing factors.
4. provide clear recommendations to the client based on factors

Underpinning knowledge
The learner can:
1. describe the range of colouring techniques
2. describe the factors that need to be considered when colouring and lightening hair
3. describe the effects that colouring and lightening products have on the hair structure
4. explain how natural hair pigmentation affects colour selection
5. explain the reasons for pre-lightening
6. explain the importance of carrying out tests prior and during the colouring process and recording the results
7. explain the principles of colour selection
8. explain how the international colour chart is used to select colour
9. explain how to remedy correction requirements identified during consultation
10. explain how to use pre-softening and pre-pigmenting during a colouring service
11. state what percentage and volume strength hydrogen peroxide means
12. describe the different consultation techniques used to identify service objectives
13. describe the salon’s requirement for client preparation, preparing themselves and the work area
14. explain the safety considerations that must be taken into account when colouring and lightening hair.

Range

Consultation techniques
Open and closed questions, use of visual aids.

Factors
Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, hair cut, strength of hydrogen peroxide, density, porosity, percentage of white hair.

Colouring techniques
Combination of colour, combination of techniques, weaving, slicing, block, full-head, partial head.

Products
Quasi-permanent, semi-permanent, permanent, lightener, toner, temporary
Pre-lightening
Pre-lightener: product that removes melanin and pheomelanin and does not deposit tone.

Tests
Skin, elasticity, porosity, incompatibility, test cutting, colour development strand test.

Correction requirements
Base too dark, base too light, colour fade, restoring depth and tone, neutralising colour tone, translucent result

Safety considerations
Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures, risk of allergic reaction.
Unit 306  Colour hair to create a variety of looks
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 colouring techniques, products, tools and equipment to colour the hair
3. prepare and apply the colour and lightening products to complement the desired look
4. position themselves and the client correctly throughout the service
5. monitor the development of the colour accurately following manufacturers’ instructions
6. remedy problems that may occur during the colouring process
7. check that the colour is thoroughly removed from the hair and scalp without disturbing any packages still requiring development
8. apply a suitable conditioner or post colour treatment to the hair following manufacturers’ instructions
9. create a finished look that is to the satisfaction of the client
10. provide suitable aftercare advice
11. follow safe and hygienic working practices.

Underpinning knowledge
The learner can:
1. describe the correct use and routine maintenance of tools and equipment
2. describe the colouring process for the range of colour and lightening products
3. describe how to remedy colour problems identified during colouring and lightening processes
4. state the importance of restoring the hairs pH after colouring
5. describe the aftercare advice that should be provided
6. outline safe and hygienic working practices
7. 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.

Colouring techniques
Slicing, Block colour, weaving

Tools and equipment
Brush and bowl, colour packages (foils/wraps), foil, applicator bottle, spatula, steamer, infra-red, drying equipment.

Products
Quasi-permanent, semi-permanent, permanent, lightener, toner.

Problems
Colour result, adverse reaction, seepage, hair deterioration.
**Aftercare advice**
How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heated styling equipment, how lifestyle can affect the 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
Unit 307 Human resource management within the hair and beauty sector

Level: 3
Credit value: 7
UAN number: M/601/2481

Unit aims
The aim of this unit is allow the learner to develop an understanding of human resources management in relation to the hair and beauty sector; covering relevant employment legislation, modes of employment and relevant legislation to these employment options, employment rights and responsibilities, recruitment methods, job description, contracts of employment, appraisal systems, Continual Professional Development (CPD) and training opportunities.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to research Human resource management within the hair and beauty sector
2. Be able to carry out a practical presentation

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.

Endorsement of the unit by a sector or other appropriate body (if required)
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 307  Human resource management within the hair and beauty sector

Outcome 1  Be able to research Human resource management within the hair and beauty sector

Practical skills
The learner can:
1. research into Human resource management within the hair and beauty sector
2. use a variety of presentation methods including ICT
3. communicate and behave in a professional manner
4. follow safe and hygienic working practices

Underpinning knowledge
The learner can:
1. describe the purpose of job descriptions
2. describe the purpose of contracts employment
3. state methods of employment options
4. explain relevant employment legislation, rights and responsibilities
5. identify a range of ICT applications that can be used in the hair and beauty sector
6. explain how to communicate in a professional manner

Range

Communicate
Speaking, listening, body language, reading, following instructions, giving instructions, presentation.

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.

Employment options
Self employment, full or part time, permanent or temporary.

Rights and responsibilities
Rights: contract of employment, minimum wage, safe working environment, training (CPD)
Responsibilities: work safely to meet salon and legal requirements.

ICT applications
Internet searches, word processing, spreadsheets, databases, presentations.
Unit 307  Human resource management within the hair and beauty sector
Outcome 2  Be able to carry out a practical presentation

Practical skills
The learner can:
1. present a practical demonstration
2. evaluate the presentation

Underpinning knowledge
The learner can:
1. state the cost implications of staff
2. describe the methodology of retaining staff
3. describe the function of industry associations

Range

Methodology of retaining staff
Psychology of team behaviour, effective communication, motivation, conflict resolution, appraisals.

Industry associations
Advisory, Conciliation of Arbitration Services (ACAS), Hair and Beauty Industry (Habia), National Hairdressers Federation (NHF), Federation of Holistic Therapists (FHT), Guild of Holistic Therapists, Guild of Beauty Therapists, Guild of Nail Technicians, British International Spa Associations (BISA), Hairdressing Council, Guild of Hairdressers, Fellowship of British Hairdressing.
Unit 308  Perm hair to create a variety of looks

Level: 3

Credit value: 7

UAN number: F/600/8533

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to perm hair to create a variety of looks.

The skills developed by the learner include a variety of winding techniques to create a personalised service.

The knowledge acquired by the learner will enable them to understand the importance of selecting suitable winding techniques and how to problem solve.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare to creatively perm the hair
2. Be able to creatively perm 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 GH22 Create a variety of permed effects.

Endorsement of the unit by a sector or other appropriate body (if required)
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 308  Perm hair to create a variety of looks
Outcome 1  Be able to prepare to creatively perm the hair

Practical skills
The learner can:
1. prepare themselves, the client and work area for creatively perming hair
2. use suitable consultation techniques to identify service objectives
3. evaluate the potential of the hair to achieve the desired look by identifying influencing factors
4. provide clear recommendations based on factors.

Underpinning knowledge
The learner can:
1. describe the salon’s requirements for client preparation, preparing them self and the work area
2. compare the range of perming products, tools and equipment and the effects produced
3. describe the different consultation techniques used to identify service objectives
4. explain the importance of carrying out the necessary tests prior to and during the service and recording the results
5. explain the importance of following manufacturers’ instructions
6. describe the factors that need to be considered
7. explain the safety considerations that must be taken into account
8. describe the salon’s requirement for client preparation, preparing themselves and the work area.

Range

Consultation techniques
Open and closed questions, use of visual aids.

Factors
Client requirements, hair texture, hair growth patterns, hair cut and length, hair density, direction and degree of movement required, client lifestyle, test results, previous services, degree of existing curl, temperature.

Perming products
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 bottle.

Tests
Porosity, elasticity, incompatibility, development test curl, pre-perm test curl.

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.
**Requirements for client preparation**
Preparation the hair for different types of perm, protection for the client, protection for self, positioning the client and self.
Unit 308  Perm hair to create a variety of looks
Outcome 2  Be able to creatively perm hair

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. select and use products and winding techniques, which take into account the influencing factors
3. follow safe and hygienic working practices
4. monitor the development of the perming and neutralising processes, following manufacturers’ instructions
5. use creative finishing techniques to achieve the desired look
6. confirm the client’s satisfaction with the finished effect
7. provide suitable aftercare advice.

Underpinning knowledge
The learner can:
1. explain the effects of perming products and neutralisers on the molecular structure of the hair
2. describe how the chemical composition of different types and strengths of perming products affects their use on different hair types
3. describe the use of pre-perm and post-perm treatments on the hair structure
4. explain the importance of accurate timing and thorough rinsing of products
5. explain the sectioning and winding techniques that are suitable for different types of hair and the effects that can be created
6. outline safe and hygienic working practices
7. describe the types and causes of problems that can occur during the perming and neutralising and how to remedy them
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 related terminology.

Winding techniques
Spiral, hopscotch, directional, stack, double, piggyback, weaving, root.

Factors
Client requirements, hair texture, hair growth patterns, hair cut and length, hair density, direction and degree of movement required, client lifestyle, test results, previous services, degree of existing curl, temperature.

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, styling and finishing products, shampoo and conditioning products, future salon services available.

Perming products
Acid, alkaline.

Problems
Causes and remedial action for: discolouration of hair, pull burns, hair breakage, curl good when wet, poor when dry, uneven curl result.
Unit 309  Provide hair extension services

Level:  3
Credit value:  5
UAN number:  A/600/9034

Unit aims
The aim of this unit is about creating a variety of styles using a variety of techniques for attaching hair extensions. The knowledge gained in this unit includes use of products and hair attachments, methods of attaching the added hair, health and safety.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able prepare for hair extensions services
2. Be able to attach and remove hair extensions

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 GH23 Provide creative hair extension service.

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 309  Provide hair extension services
Outcome 1  Be able prepare for hair extensions services

Practical skills
The learner can:
1. prepare themselves, the client and the work area for hair extensions services
2. use suitable consultation techniques to identify service objectives
3. evaluate the hair and scalp for suitability of hair extension services
4. provide clear recommendations based on factors
5. prepare hair extensions.

Underpinning knowledge
The learner can:
1. explain the influencing factors that need to be considered when preparing for hair extension services
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 themselves and the work area.

Range

Consultation techniques
Open and closed questions, use of visual aids.

Factors
Attachment method, direction and fall of hair extensions, the quantity of added hair, the need to blend clients’ hair and hair extensions, hair growth pattern, clients’ own hair length, hair texture, density, elasticity, evident hair damage, traction alopecia, lifestyle, hairstyle.

Safety considerations
Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures.
Unit 309  Provide hair extension services
Outcome 2  Be able to attach and remove hair extensions

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. prepare the hair in suitable sections allowing the hair to fall in the direction required
3. use suitable hair extension methods to meet the hair type being worked on, taking into account influencing factors and following manufacturers’ instructions
4. position themselves and the client appropriately throughout the service
5. check the balance and shape throughout the service
6. use suitable tension throughout the service
7. provide hair extensions to the satisfaction of the client
8. monitor and make adjustments throughout the service
9. remove hair extensions following manufacturers’ instructions
10. follow safe and hygienic work practices
11. provide suitable after care advice.

Underpinning knowledge
The learner can:
1. describe how to remedy problems that may occur during the service
2. describe the after care advice that should be provided
3. outline safe and hygienic working practices
4. 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.

Extension methods
Bonded, plaited, sewing, taped wefts, micro ring or loop.

Factors
Attachment method, direction and fall of hair extensions, the quantity of added hair, the need to blend clients’ hair and hair extensions, hair growth pattern, clients’ own hair length, hair texture, density, elasticity, evident hair damage, traction alopecia, lifestyle, hairstyle.

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.

After care advice
Suitable homecare products, tools and equipment, hair care, how to maintain their style, types of problems that can arise and courses of action.
Problems
Traction alopecia, matting, dreadlocks, discomfort/sensitivity, glue burns, allergy, ineffective bonding.
Unit 310  Make and style a hair addition

Level: 3
Credit value: 7
UAN number: K/600/8638

Unit aims
The aim of this unit is allow the learner to discover how to make a simple hair addition using the wigmaking technique of weaving a weft. The learner will develop and extend their creative and imaginative skills, through the use of perming and/or colouring techniques. The learner will then be able to develop a mood board to plan how they would incorporate their designed hair addition into a creative hair design. The learners’ interest will be engaged through the experiential and innovative aspects of this unit, and their skills of dexterity will be strengthened. The learner will have the opportunity to work with others in small groups to research and produce their findings, and participate in a short verbal presentation to an audience of peers.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to develop a mood board
2. Be able to make and style a hair addition

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.

Endorsement of the unit by a sector or other appropriate body (if required)
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 310  Make and style a hair addition
Outcome 1  1  Be able to develop a mood board

Practical skills
The learner can:
1. develop a mood board which incorporates woven hair additions and accessories, and takes into account influencing factors

Underpinning knowledge
The learner can:
1. describe how to develop a mood board
2. outline the purpose of a mood board
3. outline how to present a mood board which incorporates hair additions, accessories and ornamentation
4. describe the main styles of wigs and hair additions used in historical civilisations and cultures
5. explain how wigs and hair additions are used in modern society
6. describe the employment opportunities for wig making and hair additions specialists
7. describe the influencing factors that need to be considered when creating a hair addition

Range

Accessories
Feathers, ribbons, flowers.

Influencing factors
Ornamentation, hair length, hair colour, degree of curl, gender, and culture, fashion trends, desired finished result.

Purpose of a mood board
Creativity, linked themes, choice of specialised techniques.
Unit 310  Make and style a hair addition
Outcome 2  Be able to make and style a hair addition

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. select products, tools, equipment and accessories to achieve the desired effect
3. produce a woven weft of hair on a weaving frame
4. produce a final finished hair addition
5. style the woven weft of hair using permanent styling techniques
6. present the final finished style addition
7. provide suitable aftercare advice
8. record techniques, products, tools, equipment and accessories used to achieve
9. follow safe and hygienic working practices
10. evaluate the finished hair design

Underpinning knowledge
The learner can:
1. describe how to maintain hair additions
2. describe hair styling techniques for hair additions for men and women
3. describe the aftercare advice that should be provided
4. outline safe and hygienic working practices
5. state how to communicate and behave within a salon environment

Range

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

Products, tools, equipments and accessories
Styling products, finishing products, hand held dryer, hood dryer, diffuser, nozzle, round brushes, flat brushes, rollers secured with pins, pin curls, straighteners, curling tongs, heated rollers.

Permanent styling techniques
Colouring, perming.

Aftercare advice
Maintenance of style, removal and care of the temporary hair extension.

Safe and hygienic working practices
Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, instructions to others and own responsibility.
Unit 311    Bridal hairstyling

Level: 3

Credit value: 4

UAN number: K/600/9059

Unit aims
The aim of this unit is about the creating of a variety of bridal styles for women using a variety of techniques. The knowledge gained in this unit includes, use of ornamentation, selection and use of products and equipment, health and safety.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for bridal hairstyling services
2. Be able to create a variety of bridal effects

Guided learning hours
It is recommended that 37 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 GH20 Creatively dress long hair.

Endorsement of the unit by a sector or other appropriate body (if required)
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 311  Bridal hairstyling
Outcome 1  Be able to prepare for bridal hairstyling services

Practical skills
The learner can:
1. prepare themselves, the client and the work area for bridal hairstyling services
2. use suitable consultation techniques to identify service objectives
3. evaluate the clients existing hair length, texture and density
4. provide clear recommendation to the client based on the factors identified.

Underpinning knowledge
The learner can:
1. describe the range of looks for bridal occasions
2. explain how to achieve the different looks for bridal occasions
3. describe the factors to be consider when styling bridal hair
4. explain the range of additional accessories available for bridal hair
5. explain the range of additional services and products available to support bridal hair styling
6. explain the health and safety considerations that must be taken into account
7. describe the different consultation techniques used to identify service objectives
8. describe the salon’s requirements for client preparation, preparing themselves and the work area.

Range
Consultation techniques
Open and closed questions, use of visual aids.

Factors
Hair: wet, dry, curly, straight.
Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.

Looks
Roll, pleats, knots, twists, plats, curls, woven effects.

Services
Cutting, colouring, styling, perming, straightening.

Products
Finishing: sprays, waxes, gels, serums, dressing creams, oils.

Safety considerations
Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures.
Unit 311  Bridal hairstyling
Outcome 2  Be able to create a variety of bridal effects

Practical skills
The learner can:
1. **communicate** and behave in a professional manner
2. select and use hair styling **products, tools and materials**, ornamentation and added hair to achieve desired look
3. use techniques that take into account the identified **factors** for the finished look
4. position them self and the client appropriately throughout the service
5. follow **safe and hygienic work practices**
6. check the balance and shape throughout the service to ensure correct proportion
7. create the finished Bridal style to the satisfaction of the client
8. provide suitable **aftercare advice**.

Underpinning knowledge
The learner can:
1. describe the correct use of **products, tools and materials**
2. explain the use of ornamentation in Bridal hair styling
3. explain the advantages of added hair and hair pieces when styling Bridal hair
4. describe how to remedy **problems** that may occur during the bridal hairstyling service
5. describe the **after care advice** that should be provided
6. outline **safe and hygienic working practices**
7. state how to **communicate** and behave in a professional manner.

Range

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

**Products**
Finishing: sprays, waxes, gels, serums, dressing creams, oils.

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

**Materials**
Flowers, ribbons, beads, feathers, hair bands.

**Factors**
Hair: wet, dry, curly, straight.
Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.
Safe and hygienic work 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 the look, suitable styling and finishing products to use, identifying additional services.

Problems
Client discomfort, hair texture/type not suitable for styling, fixing headdress or veil, securing ornamentation, balance of the hair style, securing style, availability of resources.
Unit 312  Cut men’s hair to create a variety of looks

Level: 3
Credit value: 5
UAN number: K/600/9062

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to cut men’s hair into a variety of fashion looks.

The skills developed by the learner include layering, club cutting, scissor over comb, use of clippers, texturising/thinning, using a razoring and freehand.

The knowledge acquired by the learner will enable them to understand how to choose suitable cutting techniques and tools, work carefully and efficiently and to give aftercare advice and information on further salon services.

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 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 the hairdressing NOS, unit GB8 Creatively cut hair using a combination of barbering techniques.

Endorsement of the unit by a sector or other appropriate body (if required)
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 312 Cut men's hair to create a variety of looks
Outcome 1 Be able to prepare for a cutting service

Practical skills
The learner can:
1. prepare them self, the client and work area for cutting services
2. use suitable consultation techniques to identify service objectives and any contra-indications
3. evaluate the potential of the hair to achieve the desired look by identifying influencing factors
4. provide clear recommendations to the client based on factors.

Underpinning knowledge
The learner can:
1. describe the range of looks for men
2. explain how to achieve looks for men using a combination of cutting techniques
3. explain the safety considerations that must be taken into account
4. describe the factors that need to be considered when cutting hair
5. explain how to maximise the potential of the client’s hair taking into account identified factors
6. state the known causes of male pattern baldness
7. describe the typical patterns of male pattern baldness
8. state the importance of cutting to the natural hairline in barbering
9. state the effects created by different sized clipper blades and attachments
10. state the risk of in-growing hair from continual close cutting on the skin
11. describe the different consultation techniques used to identify service objectives
12. describe the salon’s requirements for client preparation, preparing them 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, presence of facial hair, neck shapes, client lifestyle, elasticity, contra-indications, natural hairline, presence of male pattern baldness, presence of added hair.

Looks
Graduated, traditional, fashion, textured, disconnected.

Cutting techniques
Layering, club cutting, scissor over comb, use of clippers, texturising, thinning, using a razor, freehand, tapering, graduating, fading, disconnecting.

Safety considerations
Handling scissors, handling razors, handling electrical equipment, protection from infection and cross infection, deportment, trip hazards from hair cuttings, disposal of sharps, first aid procedures.
Unit 312  Cut men's hair to create a variety of looks
Outcome 2  Be able to provide a cutting service

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. select and use cutting tools and equipment required to achieve the desired look
3. establish and follow guidelines where required to achieve the desired look
4. combine and personalise cutting techniques to take account of the identified factors and the desired look
5. position themselves and the client appropriately throughout the service
6. check the finished cut to ensure required balance, weight distribution and shape
7. remove unwanted hair outside the desired outline shape
8. create balanced and shaped sideburns that suit the required look
9. create a finished cut that is to the satisfaction of the client
10. provide suitable aftercare advice
11. follow safe and hygienic working practices.

Underpinning knowledge
The learner can:
1. outline safe and hygienic working practices
2. describe the correct use and routine maintenance of cutting tools and equipment
3. explain 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 checking the cut
6. explain how to make sure that sideburns are cut level
7. describe the aftercare advice that should be provided
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, electrical clippers, clipper attachments, razor, thinning scissors, cutting comb.

Look
Graduated, traditional, fashion, textured, disconnected.

Factors
Hair: wet, dry, curly, straight.
Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, neck shapes, client lifestyle, elasticity, contra-indications, natural hairline, presence of male pattern baldness, presence of added hair.
Aftercare advice
Recommended time intervals between cuts, how to maintain the look, suitable styling and finishing products to use, identifying additional services.

Safe and hygienic working practices
Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Effect cutting hair at different angles has on the finished look
Angles to create graduation, angles to create asymmetric looks.

Importance of applying the correct degree of tension
Elasticity of hair when wet and dry, accuracy of work.

Importance of checking the cut
Even balance, accuracy of cut to the guideline, even weight distribution, desired shape.
Unit 313  Cut facial hair to create a variety of looks

Level:    3
Credit value:  4
UAN number:  D/600/9060

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to cut beards and moustaches to create a variety of looks.

The skills developed by the learner include the use of scissors, clippers and attachments to create a variety of facial hair shapes by scissor over comb, clipper over comb, and freehand cutting techniques.

The knowledge acquired by the learner will enable them to understand how to identify and create a variety of traditional, current and emerging beard and moustache looks, factors to consider prior to and during cutting, selection and use of tools and equipment, 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 a facial hair service
2. Be able to provide a cutting 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 vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the hairdressing NOS, unit GB7 Design and create a range of facial hair shapes.

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 313  
Cut facial hair to create a variety of looks

Outcome 1  
Be able to prepare for cutting a facial hair service

**Practical skills**
The learner can:
1. prepare themselves, the client and work area for cutting facial hair services
2. use suitable consultation techniques to identify service objectives
3. evaluate the client's existing facial hair shape and its potential to achieve the desired look by identifying influencing factors
4. provide clear recommendations to the client based on factors.

**Underpinning knowledge**
The learner can:
1. describe the range of looks for facial hair shapes
2. explain how to achieve different looks for facial hair using a combination of cutting techniques
3. explain the safety considerations that must be taken into account when cutting facial hair
4. describe the factors that need to be considered when cutting facial hair
5. explain how to maximise the potential of the client's facial hair taking into account identified factors
6. state the effects created by different sized clipper blades and attachments
7. describe how to remedy the types of problems that can occur when cutting facial hair
8. state the effects of continual close cutting on the skin
9. describe the potential risk of ingrowing hair
10. describe the different consultation techniques used to identify service objectives
11. describe the salon's requirement for client preparation, preparing themselves and the work area.

**Range**

**Consultation techniques**
Open and closed questions, use of visual aids.

**Factors**
Client requirements, client lifestyle, suspected infections, suspected infestations, hair density, hair growth patterns, head/face shapes/features, hairstyle, adverse skin conditions, contra-indications, facial piercing, facial contours.

**Facial hair**
Moustaches only, partial beard and moustache, full beard and moustache.

**Cutting techniques**
Scissor over comb, clipper over comb, freehand.

**Safety considerations**
Handling scissors, handling razors, handling electrical equipment, protection from infection and cross infection, protection from hair clippings, deportment, trip hazards from hair cuttings, disposal of sharps, first aid procedures.
Problems
Client discomfort

Requirements for client preparation
Gowned and protected, use of barber chair with headrest.
Unit 313 Cut facial hair to create a variety of looks
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 **tools and equipment** required to achieve the desired look
3. establish and follow guidelines where required to achieve the desired look
4. adapt and personalise **cutting techniques** to take account of the identified factors and the desired look
5. position self and client appropriately throughout the service
6. check the cut to ensure required balance, weight distribution and shape
7. create clear, defined and accurate **facial hair** outlines to achieve the desired look
8. remove any unwanted hair outside the outline shape
9. create a new **facial hair** finished look that is to the satisfaction of the client
10. follow **safe and hygienic working practice**
11. provide suitable **aftercare advice**.

Underpinning knowledge
The learner can:
1. describe the correct use and routine maintenance of cutting **tools and equipment**
2. state how to follow and establish guidelines for a new look
3. state the **importance of checking the cut**
4. state the importance of considering weight distribution and working with natural growth patterns
5. describe the **aftercare advice** that should be provided
6. outline **safe and hygienic working practices**
7. 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.

**Tools and equipment**
Scissors, electrical clippers, clipper attachments, razor, cutting comb.

**Cutting techniques**
Scissor over comb, clipper over comb, freehand.

**Facial hair**
Moustaches only, partial beard and moustache, full beard and moustache.

**Safe and hygienic working practice**
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 cuts, how to maintain the look, importance of regularly
exfoliating the skin outside of the facial hair shape, types of suitable exfoliating products, identifying
additional services, potential for style change.

Importance of checking the cut
Even balance, accuracy of cut to the guideline, even weight distribution, desired shape.
Unit 314  Style and finish african type women’s hair using a variety of techniques

Level: 3

Credit value: 5

UAN number: A/600/8532

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

The skills developed by the learner include the use of curling, straightening, smoothing and moulding 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 and after styling can enhance and prolong the style, and be able to provide comprehensive aftercare advice.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for a styling service
2. Be able to provide a styling service

Guided learning hours
It is recommended that 41 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 AH31 Creatively style and dress 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 314  Style and finish african type women's hair using a variety of techniques

Outcome 1  Be able to prepare for a styling service

Practical skills
The learner can:
1. prepare themselves, the client and work area for styling service
2. use suitable consultation techniques to identify service objectives
3. evaluate the potential of the hair to achieve the desired style by identifying the influencing factors
4. provide clear recommendations to the client based on factors.

Underpinning knowledge
The learner can:
1. explain the safety considerations that must be taken into account
2. describe the consultation techniques used to identify service objectives
3. describe the factors that need to be considered when styling and dressing hair
4. describe the physical effects of styling on the hair
5. describe the effect humidity has on the hair during setting
6. describe the salon's requirements for client preparation, preparing themselves and the work area
7. describe a range of styles for women.

Range

Consultation techniques
Open and closed questions, use of visual aids.

Factors
Hair: natural, wet, dry, curly, straight.
Client requirements, hair texture, length, density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, porosity.

Safety considerations
Maintenance of equipment, checks before use, use of equipment, deportment, protection from infection and cross infection, first aid procedures.

Requirements for client preparation
Preparing the hair for different types of styling, protection for the client, positioning the client and self.

Styles
Above shoulder, below shoulder, classic, fashion.
Unit 314  Style and finish african type women's hair using a variety of techniques

Outcome 2  Be able to provide a styling service

Practical skills
The learner can:
1. **communicate** and behave in a professional manner
2. select and use **products, tools and equipment** to achieve the desired effect
3. position themselves and the client appropriately throughout the service
4. combine and adapt **styling techniques** to achieve the desired effects
5. personalise **dressing techniques** to take account of influencing factors
6. secure added hair and effectively blend with the natural hair
7. incorporate and secure ornamentation effectively into the desired look
8. create a finished style that is to the satisfaction of the client
9. provide suitable **aftercare advice**
10. follow **safe and hygienic working practices**

Underpinning knowledge
The learner can:
1. describe the correct use and routine maintenance of styling equipment and tools
2. describe the techniques used for **styling and dressing**
3. explain the importance of using styling and finishing products on the hair
4. explain the importance of controlling and securing long hair effectively
5. explain the **importance of considering tension** in hair-up styles
6. explain the effects of incorrect use of heat on the hair and scalp
7. state the purposes of backcombing and back brushing when dressing hair
8. describe the methods used to secure added hair and ornamentation during styling
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**
Lotions, mousse/foam, gel, spritz, oil, spray, wax, thermal protector, activator/moisturiser.

**Tools and equipment**
Fine tooth combs, large tooth combs, handheld dryer, hood dryer, diffuser, nozzle, curling tongs/irons, straighteners, heated rollers, flat irons, thermal irons, thermal stove, brushes
Styling aids: pins, grips, covered bands.
Styling techniques
Curling, straightening, smoothing, pin curling, fingerwaving, brickwind, directional wind, croquignole, root to point, point to root, setting, blow drying, finger drying.

Dressing techniques
Backcombing, back brushing, shaping, moulding, rolls, knots, twists, plaits/braids, curls, woven effects, weaving.

Aftercare advice
Suitable styling equipment, how to recreate the style, how to maintain the hairs condition, identifying additional services.

Safe and hygienic working practices
Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Importance of considering tension
Elasticity of hair when wet and dry, accuracy of work.
Unit 315  
Relaxing services for african type hair

Level: 3

Credit value: 5

UAN number: D/600/8538

Unit aims
The aim of this unit is about providing specialist relaxing services, including corrective procedures. Learners will develop the ability to analyse issues and problems that arise from relaxing hair, as well as the ability to deal with different kinds of hair and produce varied textured effects on the head.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare to provide a variety of relaxing services
2. Be able to provide relaxing services

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 the hairdressing NOS, unit AH26 Provide a variety of relaxing services.

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 315  
Relaxing services for african type hair

Outcome 1  
Be able to prepare to provide a variety of relaxing services

**Practical skills**
The learner can:
1. prepare themselves, the client and the work area for relaxing services
2. use suitable **consultation techniques** to identify the service objectives
3. evaluate the potential of the hair to achieve the desired style by identifying the influencing **factors**
4. provide clear recommendations to the client based on **factors**
5. select **products, tools and equipment** based on the results of their analysis
6. apply pre-relaxing products to:
   - protect the scalp
   - even out the porosity of the hair.

**Underpinning knowledge**
The learner can:
1. describe the salon’s **requirements for client preparation**, preparing themselves and the work area
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. explain the importance of hair and scalp analysis and **tests**
5. explain the importance of applying scalp protection and pre-relaxing products before the service.

**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.

**Products**
Lye, no lye, pre and post relaxer treatment, neutralising shampoo, barrier cream.

**Tools and equipment**
Applicator brush, tail comb, non metallic bowl.

**Requirements for client preparation**
Preparing the hair for different types of relaxer, protection for the client, protection for self, positioning the client and self.
**Safety considerations**
Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures.

**Tests**
Incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test.
Unit 315  
Relaxing services for african type hair

Outcome 2  
Be able to provide relaxing services

**Practical skills**
The learner can:
1. communicate and behave in a professional manner
2. use products, tools and equipment to achieve the desired affect
3. position them self and the client appropriately throughout the service
4. carry out relaxing services using suitable application techniques
5. monitor the development of the product and remedy any problems
6. remove chemicals in a way that minimises risk of hair damage
7. achieve the desired degree of straightness
8. apply a suitable post-conditioning treatment
9. follow safe and hygienic working practices
10. provide suitable aftercare advice.

**Underpinning knowledge**
The learner can:
1. describe how the different chemical ingredients in relaxing products affect the hair structure
2. explain the importance of using pre and post relaxing treatments and how the active ingredients affect the hair structure
3. explain the effect of neutralising shampoos on the hair structure
4. explain how the pH of relaxing products affects the pH balance of the hair, and the procedures used to restore the natural pH balance of the hair
5. explain the application techniques for relaxing the hair
6. explain the importance of accurate timing and thorough rinsing of products
7. describe the potential problems with relaxing hair and how to remedy them
8. explain the importance of following manufacturers’ instructions when using relaxing products
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.

**Products**
Lye, no lye, pre and post relaxer treatment, neutralising shampoo, barrier cream.

**Tools and equipment**
Applicator brush, tail comb, non metallic bowl.

**Application techniques**
Comb, brush, flowing manufacturer’s instructions
Problems
Causes and remedial action for: under-processed hair, over processed hair skin/scalp irritation, breakage, discolouration.

Safe and hygienic work 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 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.
Unit 316  Creative hairdressing design skills

Level:  3

Credit value:  8

UAN number:  H/600/8637

Unit aims
The aim of this unit is allow the learner to develop their personal creativity by exploring, researching and demonstrating a variety of complex creative dressing techniques, incorporating a range of temporary hair extensions, accessories and ornamentation. The learner will then be able to develop a mood board to plan and incorporate their hair extensions, accessories and ornamentation into a creative hair design, to achieve different, finished looks.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to plan an image
2. Be able to create an image

Guided learning hours
It is recommended that 60 guided learning hours 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 (if appropriate)
This unit is linked to the hairdressing NOS, unit GH21 Develop and enhance your creative hairdressing skills.

Endorsement of the unit by a sector or other appropriate body (if required)
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 316  Creative hairdressing design skills
Outcome 1  Be able to plan an image

Practical skills
The learner can:
1. identify opportunities for creating a total look
2. research ideas for developing the image of the total look
3. create and provide a detailed design plan for the total look
4. agree design plan with others involved in a manner which promotes good working relationships
5. evaluate the design plan.

Underpinning knowledge
The learner can:
1. explain how to research and develop ideas for creating an image for a total look
2. describe ways of combining styling, dressing and finishing techniques to create the completed total look
3. explain ways of presenting a created image and look effectively
4. describe methods of evaluating the design plan
5. describe the potential commercial benefits of developing and creating design work
6. state the importance of accurate planning, attention to detail and working to timescales
7. explain how the venue could affect design plans
8. describe how to remedy problems that may occur with the different opportunities for creating an image.

Range

Opportunities
Hairdressing competition work, hair show, photographic session.

Image
Avant-garde, based on a theme, commercial.

Design Plan
Creative techniques, combination of styling, dressing and finishing techniques, clothes, make-up, accessories, tools and equipment, products, media (video, photographs), budget.

Styling, dressing and finishing techniques
Pin-curling, finger-waving, twisting, knotting, plaiting, weaving and incorporation of temporary hair extensions (wefts, pin-curls, ringlets, switches, wiglets), accessories and ornamentation.

Problems
Availability of models, space limitations, venue restriction, budget, availability of resources.
Unit 316  Creative hairdressing design skills
Outcome 2  Be able to create an image

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. select other services to complement the image and look
3. select and use products, tools and equipment required to achieve the image
4. use and combine techniques and skills to present the image
5. create the finished image to the requirements of the final design plan
6. evaluate the finished result
7. follow safe and hygienic working practices.

Underpinning knowledge
The learner can:
1. explain the safety considerations that must be taken into account
2. outline the skills required for presenting the image
3. explain how other services can develop and complement the image and look
4. outline safe and hygienic working practices
5. 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.

Services
Cutting, colouring, styling and dressing, perming, straightening, adding hair.

Image
Avant-garde, based on a theme, commercial.

Design Plan
Creative techniques, combination of styling, dressing and finishing techniques, clothes, make-up, accessories, tools and equipment, products, media (video, photographs), budget.

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.

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

Skills required for presenting the image
Verbal, visual, body language, multi media.
Unit 410  Hair colour correction

Level:  4

Credit value:  12

UAN number:  F/601/4347

Unit aims
The aim of this unit is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this unit the learner must be able to remove artificial colour, remove bands of colour, recolour lightened hair and recolour hair that has had artificial colour removed.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for colour correction services.
2. Be able to provide a colouring service.

Guided learning hours
It is recommended that 112 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the hairdressing NOS, unit GH18 Provide colour correction services.

Support of the unit by a sector or other appropriate body (if required)
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 410  
**Hair colour correction**

Outcome 1  
Be able to prepare for colour correction service

**Practical skills**
The learner can:
1. Prepare themselves, the client and work area for colouring services
2. Use suitable consultation techniques to identify service objectives.
3. Accurately identify hair colour problems
4. Evaluate the potential of the hair to achieve the desired look by identifying influencing factors.
5. Outline hair colour correction products and techniques required for different hair colour problems.
6. Provide clear recommendations to the client based on factors.

**Underpinning knowledge**
The learner can:
1. Describe the factors that need to be considered when correcting hair colour.
2. Describe the effects that colouring and lightening products have on the hair structure.
3. Explain how natural hair pigmentation affects colour selection.
4. Explain the reasons for pre-lightening.
5. Explain the importance of carrying out tests prior and during the colouring process and recording the results.
6. Explain the principles of Colour Selection.
7. Explain how the International colour chart is used to select a colour.
8. Explain how to use pre-softening and pre-pigmenting during a colour correction service.
9. Explain how to remove artificial colour.
11. Explain how to select the correct strength hydrogen peroxide for correcting different hair colour problems.
12. Describe the different consultation techniques used to identify service objectives.
13. Describe the salon's requirement for client preparation, preparing themselves and the work area.
14. Explain the safety considerations that must be taken into account when colouring and lightening hair.

**Range**

**Consultation techniques**
Open and closed questions, use of visual aids.

**Problems**
Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

**Factors**
Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, hair cut, strength of hydrogen peroxide, high density, high porosity, sequence of application, skin disorders, incompatible products.


**Products**
Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

**Techniques**
Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

**Pre-lightening**
Pre-lightener. Product that removes melanin and pheomelanin and does not deposit tone.

**Tests**
Skin, elasticity, porosity, incompatibility, test cutting, colour development strand test.

**Safety considerations**
Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures, risk of allergic reaction, PPE.
Unit 410 Hair colour correction
Outcome 2 Be able to provide a colouring service

Practical knowledge
The learner can:
1. **Communicate** and behave in a professional manner.
2. Select and use colour correction techniques, products, tools and equipment to colour the hair.
3. Prepare and apply the colour correction products to the hair to correct hair colour problems.
4. Position themselves and the client appropriately throughout the service.
5. Monitor the development of the colour correction accurately following manufacturer’s instructions.
6. Remedy problems that may occur during the colour correction service.
7. Check that the colour is thoroughly removed from the hair and scalp without disturbing any areas still requiring development.
8. Apply a suitable conditioner or post colour treatment to the hair following manufacturer’s instructions.
9. Create a finished look that is to the satisfaction of the client.
10. Provide suitable aftercare advice.
11. Evaluate the effectiveness of colour correction.
12. Follow safe and hygienic working practices.

Underpinning knowledge
The learner can:
1. Describe the correct use and routine maintenance of tools and equipment.
2. Explain the importance of accurate timing and monitoring of the colour correction process.
3. Explain the types and causes of problems which may occur during the colour correction process.
4. Describe how to remedy colour problems during colour correction processes.
5. State the importance of restoring the hairs pH after colouring.
6. Describe the aftercare advice that should be provided.
7. Outline the 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.

**Techniques**
Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

**Products**
Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

**Tools and equipment**
Brush and bowl, colour packages, (foils/wraps), foil, applicator bottle, spatula, steamer, infra-red, drying equipment.
Problems
Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

Aftercare advice
How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heated styling equipment, how lifestyle can affect the 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.
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, methods of communication to give accurate and relevant information, 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, unit G18 Promote additional services or 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 technique
Use of open and closed questions.

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.

Personal presentation
Dress, appearance, personal hygiene.

Legislation

Methods of payment
Cash, cheque, credit/debit card, vouchers.
Unit 213  Display stock to promote sales in 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 outcome 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 an on-line test
Unit 213 Display stock to promote sales in 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 can influence the effectiveness
5. describe safety considerations when assembling a display

Range

Legal requirements

Safety Considerations
Manufacturers’ instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling.
Unit 213       Display stock to promote sales in salon
Outcome 2       Be able to maintain and dismantle the display area

Practical skills
The learner can:
1. maintain the display area for the duration of the display period
2. dismantle the display, restore the area and return stock to storage

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

Range

Safety Considerations
Manufacturers’ instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling.

Legal requirements
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 outcome 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 Provide 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 your salon’s requirements for client preparation, preparing them 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 Provide 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
Preparation of 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.
Unit 215  Provide scalp massage services
Outcome 2  Be able to carry out scalp massaging services

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. select and use products, tools and equipment suitable for the client’s hair and scalp conditions
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 pili muscle, sebaceous gland, blood capillaries.

Muscles of the head and neck
The position and action of the 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 outcome 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 duties.

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 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 317  Promote and sell products and services to clients

Level:  3
Credit value:  4
UAN number:  J/601/5337

Unit aim
This is a preparation for work unit which is based on capability and knowledge. This unit is about the promoting and selling products to clients, in order to give advice on services and products.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to promote and sell hair and beauty products
2. Be able to understand how to evaluate the promotion of products and services.

Guided learning hours
It is recommended that 34 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Beauty Therapy and Hairdressing NOS, unit G18/H32.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
- practical tasks, and
- knowledge and understanding task(s) in an assignment or an on-line test.
Unit 317 Promote and sell products and services to clients

Outcome 1 Be able to promote and sell hair and beauty products

Practical skills
The learner can:
1. identify selling opportunities
2. use effective communication techniques
3. interpret buying signals and the client’s intentions
4. manage clients expectations to achieve a realistic objective
5. Introduce products and/or services to clients
6. use effective selling techniques to close a sale

Underpinning knowledge
The learner can:
1. explain the benefits to the salon of promoting services and products to the client
2. explain the importance of product and service knowledge when selling
3. explain communication techniques used to promote products and services
4. explain the differences between the terms ‘features’ and ‘benefits’
5. describe the stages of the sale process
6. describe how to manage client expectations
7. explain how to interpret buying signals
8. explain the legislation that affects the selling of services or products

Range
Communication techniques
Verbal: questioning techniques, language used, tone of voice
Non-verbal: listening techniques, body language, eye contact, facial expressions
Use of: visual aids, client records

Benefits
Increased sales, productivity and business

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

Manage
Setting manageable and realistic parameters

Legislation
Data protection act, trades descriptions acts, sale and supply of goods act, consumer protection act, consumer safety act, prices act.
Unit 317 Promote and sell products and services to clients

Outcome 2 Be able to understand how to evaluate the promotion of products and services

Practical skills
The learner can:
1. review effectiveness of selling techniques

Underpinning knowledge
The learner can:
1. explain the importance of reviewing selling techniques
2. explain different methods of evaluating selling techniques
3. describe how to implement improvements in their own selling techniques
4. evaluate the effectiveness of advertising services and products to a target audience
5. explain the importance of how to set and agree sales target/objectives

Range
Methods of evaluation
Visual, verbal, written feedback, repeat business
Unit 318  Provide shaving and face massage services

Level: 3
Credit value: 11
UAN number: D/506/4825

Unit aim
The aim of this unit is to provide the learner with knowledge and understanding of providing shaving and face massage services. The skills developed by the learner include shaving techniques and the use of different types of lathering products. The knowledge acquired by the learner will enable them to select suitable products and understand safety considerations when carrying out shaving services.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for shaving and face massage services
2. Be able to provide shaving and face massage services

Guided learning hours
It is recommended that 84 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the NOS Provide shaving services ref SKACB10

Support of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
- practical tasks, and
- knowledge and understanding task(s) in an assignment or an on-line test.
Unit 318  Provide shaving and face massage services
Outcome 1  Be able to prepare for shaving and face massage services

Practical skills
The learner can:
1. prepare them self, the client and work area for shaving services
2. use suitable consultation techniques to identify service objectives and any contra-indications
3. select lathering products, tools and equipment required for shaving services.
4. Provide clear recommendations to the client based on factors

Underpinning knowledge
The learner can:
1. describe a range of services
2. explain the safety considerations that must be taken into account
3. describe the factors that need to be considered when shaving
4. explain hair and skin conditions that may influence shaving services.
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 requirements for client preparation, preparing them self and the work area

Range
Consultation techniques - open and closed questions, use of visual aids.

Products: moisturiser, aftershave, lathering products - creams, oils, gel, soap

Tools and Equipment - open blade razors with disposable blades, shaving brushes, clippers, sponges, lathering bowl/dish/pot, shaving kettle or hot tap (for hot water), towels for clients (both hot and cold).

Factors - hair (curly, straight), client requirements, client lifestyle, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, skin elasticity, facial contour, facial piercing, contra-indications, tattoos

Services - full shave, beard outlines, moustache outlines

Safety considerations - Handling scissors, handling razors, handling electrical equipment, protection from infection and cross infection, protection from hair clippings, deportment, trip hazards from hair cuttings, disposal of sharps, first aid procedures

Hair and skin conditions - Ringworm, scabies, tinea capitis, eczema, psoriasis, folliculitis, keloids, alopecia, in-growing hair and impetigo. recent scar tissue, skin allergies, cuts and abrasions, skin disorders, undiagnosed lumps and swellings, product allergies
Unit 318  Provide shaving and face massage services
Outcome 2 Be able to provide shaving and face massage services

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. use tools and equipment to achieve the desired service
3. use shaving techniques to carry out services
4. position them self and the client appropriately throughout the service
5. provide suitable aftercare advice.
6. follow safe and hygienic working practices

Underpinning knowledge
The learner can:
1. outline safe and hygienic working practices
2. describe the correct use and routine maintenance of shaving tools and equipment
3. explain the importance of preparing skin and facial hair for shaving services
4. explain the importance of technique during shaving services
5. describe the structure and function of the skin
6. explain the effect of heat on the hair and skin
7. explain the importance of lathering and the function it performs on the skin and the hair
8. explain why skin needs to be tensioned during shaving
9. describe when and why to use sponge shaving
10. explain the reasons for and effects of using cool towels after shaving
11. explain the benefits and effects of facial massage
12. describe the problems which may arise during the shaving process and ways of resolving such problems
13. describe aftercare advice
14. 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.

Tools and Equipment - open blade razors with disposable blades, shaving brushes, sponges, lathering bowl/dish/pot, shaving kettle or hot tap (for hot water), towels for clients (both hot & cold).

Shaving techniques - skin tensioning, forehand razoring, backhand razoring, sponge shaving, massage technique (effleurage)
Razor 30 degrees to the skin, tension all the time whilst shaving, shave with the grain first then across the grain on the cheeks only, pull nose up to shave moustache area, ask client to stretch the skin if required.

Aftercare advice - how to maintain their look, time interval between services, present and future products and services, skin care
**Safe and hygienic working practices** - methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and barber, removal of accessories.

**Problems** - shaving hair too close, damage to your client's and your own skin, lack of symmetry with outlines.
Unit 411  Design and create patterns in hair

Level: 4
Credit value: 8
UAN number: Y/506/4824

Unit aim
The aim of this unit is to provide the learner with knowledge and understanding of designing and creating patterns in hair. The skills developed by the learners include establishing and following guidelines and adapting and personalising cutting techniques for creating patterns in hair.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for design and hair patterns services
2. Be able to design and create patterns in 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 standards
This unit is linked to the NOS Design and create patterns in hair ref SKACB9

Support of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
- practical tasks, and
- knowledge and understanding task(s) in an assignment or an on-line test.
Unit 411  Design and create patterns in hair
Outcome 1  Be able to prepare for design and hair patterns services

Practical skills
The learner can:
1. prepare them self, the client and work area for design and hair pattern services
2. use suitable consultation techniques to identify service objectives and any contra-indications
3. evaluate the client’s hair and its potential to achieve the desired design by identifying any influencing factors
4. Agree the design plan and provide clear recommendations to the client based on factors
5. select products, tools and equipment required to create patterns in the hair

Underpinning knowledge
The learner can:
1. describe a range of looks
2. explain the safety considerations that must be taken into account
3. describe the factors that need to be considered when designing and creating patterns in hair
4. explain hair and scalp conditions that may influence the services provided
5. state the average rate of hair growth
6. state the risk of in-growing hair from continual close cutting on the skin
7. describe the types of clippers, clipper blades and attachments available and the effects that these achieve
8. describe the different consultation techniques used to identify service objectives
9. describe the salon requirements for client preparation, preparing them self and the work area

Range
Consultation techniques – open and closed questions, use of visual aids (electronic images, style books, magazines etc).

Factors - hair (dry, curly, straight, colour), client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, neck shapes, client lifestyle, contra-indications, natural hairline, presence of facial hair, alopecia, tattoos on the scalp/head.

Products – wax, graffiti pencils, moisturiser, hair colour

Tools and Equipment - scissors, clippers, trimmers, razors, t-liners, detailers

Looks – 2D, 3D, pictorial, symmetrical, freestyle or a selected picture or a pattern from the barber shop archive or a customer’s own image.

Safety considerations – Handling scissors, handling razors, handling electrical equipment, protection from infection and cross infection, deportment, trip hazards from hair cuttings, disposal of sharps, first aid procedures.

Hair and scalp conditions – dry scalp, oily scalp, sensitised scalp, pityriasis capitis, alopecia, hair condition (chemically damaged hair, environmentally damaged hair, physically damage hair).
Unit 411  Design and create patterns in hair
Outcome 2  Be able to design and create patterns in hair

Practical skills
The learner can:

1. communicate and behave in a professional manner
2. use products, tools and equipment required to create patterns in hair
3. establish and follow guidelines where required to achieve the required look
4. use cutting techniques to carry out hair cutting services
5. adapt and personalise cutting techniques to take account of identified factors and the desired look
6. position them self and the client appropriately throughout the service
7. follow safe and hygienic methods of working throughout services
8. provide suitable aftercare advice

Underpinning knowledge
The learner can:

1. outline safe and hygienic working practices
2. describe the correct use and routine maintenance of cutting tools and equipment
3. explain the importance of preparing hair for cutting services
4. explain the importance of technique during the creative hair cutting services
5. describe the types of problems that can commonly arise when cutting designs in hair and how to remedy them
6. describe the aftercare advise
7. 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 - wax, graffiti pencils, colour hair

Tools and Equipment - scissors, clippers, trimmers, razors, t-liners, detailers

Cutting techniques - clipper over comb, scissor over comb, use of razor, freehand, fading

Factors – hair (wet, dry, curly, straight), client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, neck shapes, client lifestyle, elasticity, contra-indications, natural hairline, alopecia, presence of added hair, scarring, adverse skin, hair colour, tattoos.

Looks – 2D, 3D, pictorial, symmetrical, freestyle or a selected picture or a pattern from the barber shops archive (electronic, photo, style magazine) or a customers own image.

Aftercare advice - how to maintain their look, time interval between services, present and future products and services

Safe and hygienic working practices - methods of sterilisation, health and safety legislation, PPE, positioning of client and barber, removal of accessories
Problems
Scalp irritation from continual close working during design, broken skin, design requires adapting (due to becoming unbalanced, removal of too much length, client unsure of pattern as it progresses)
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 NVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the NVQ standards.

The qualifications have connections to:
NVQ in Hairdressing Level 3
NVQ in Barbering Level 3.
Relationship to NVQ Standards
The following grid maps the knowledge covered in the City & Guilds Level 3 Awards and Diplomas in Hairdressing and Barbering against the underpinning knowledge of the Level 3 N/SVQ in Hairdressing, Level 3 N/SVQ in Barbering and Level 3 N/SVQ Hairdressing (Combined Hair Types)

| VRQ Level 3 Awards and Diplomas | Unit G22 | Unit G18 | Unit GH16 | Unit GH17 | Unit GH18 | Unit GH19 | Unit GH20 | Unit GH21 | Unit GH22 | Unit GH23 | Unit GH1 | Unit G11 | Unit H32 | Unit GB6 | Unit GB7 | Unit GB8 | Unit GB9 | AH26 | AH31 | AH32 |
|---------------------------------|---------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--------|--------|--------|--------|--------|--------|--------|-------|-------|-------|
| Unit 302                        | ✔       |         |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 303                        |         | ✔       |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 304                        |         | ✔       |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 305                        |         |         | ✔         | ✔         | ✔         |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 306                        |         |         |           |           | ✔         |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 307                        |         |         |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 308                        |         |         |           |           |           |           |           |           |           | ✔         |          |        |        |        |        |        |        |       |       |       |
| Unit 309                        |         |         |           |           |           |           |           |           |           |           |          | ✔      | ✔      | ✔      | ✔      | ✔      | ✔      | ✔      | ✔      | ✔      |
| Unit 310                        |         |         |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 311                        |         |         |           |           |           | ✔         | ✔         |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 312                        |         |         |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        |       |       | ✔      |
| Unit 313                        |         |         |           |           |           |           |           |           |           | ✔         |          |        |        |        |        |        |        |       |       |       |
| Unit 314                        |         |         |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        | ✔      |       |       |       |
| Unit 315                        |         |         |           |           |           |           |           |           |           |           |          |        |        |        |        |        |        |       |       |       |
| Unit 316                        |         |         |           |           |           |           |           |           |           |           |          |        |        |        |        | ✔      | ✔      | ✔      |       |       |       |
| Unit 410                        |         |         |           |           |           |           |           |           |           |           |          |        |        |        | ✔      | ✔      | ✔      | ✔      | ✔      | ✔      |
Appendix 1  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

<table>
<thead>
<tr>
<th>Type</th>
<th>Contact</th>
<th>Query</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK learners</td>
<td>T: +44 (0)20 7294 2800&lt;br&gt; E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
<td>• General qualification information</td>
</tr>
<tr>
<td>International learners</td>
<td>T: +44 (0)20 7294 2885&lt;br&gt; F: +44 (0)20 7294 2413&lt;br&gt; E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td>• General qualification information</td>
</tr>
<tr>
<td>Centres</td>
<td>T: +44 (0)20 7294 2787&lt;br&gt; F: +44 (0)20 7294 2413&lt;br&gt; E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td>• Exam entries&lt;br&gt; • Registrations/enrolment&lt;br&gt; • Certificates&lt;br&gt; • Invoices&lt;br&gt; • Missing or late exam materials&lt;br&gt; • Nominal roll reports&lt;br&gt; • Results</td>
</tr>
<tr>
<td>Single subject qualifications</td>
<td>T: +44 (0)20 7294 8080&lt;br&gt; F: +44 (0)20 7294 2413&lt;br&gt; F: +44 (0)20 7294 2404 (BB forms)&lt;br&gt; E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td>• Exam entries&lt;br&gt; • Results&lt;br&gt; • Certification&lt;br&gt; • Missing or late exam materials&lt;br&gt; • Incorrect exam papers&lt;br&gt; • Forms request (BB, results entry)&lt;br&gt; • Exam date and time change</td>
</tr>
<tr>
<td>International awards</td>
<td>T: +44 (0)20 7294 2885&lt;br&gt; F: +44 (0)20 7294 2413&lt;br&gt; E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
<td>• Results&lt;br&gt; • Entries&lt;br&gt; • Enrolments&lt;br&gt; • Invoices&lt;br&gt; • Missing or late exam materials&lt;br&gt; • Nominal roll reports</td>
</tr>
<tr>
<td>Walled Garden</td>
<td>T: +44 (0)20 7294 2840&lt;br&gt; F: +44 (0)20 7294 2405&lt;br&gt; E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
<td>• Re-issue of password or username&lt;br&gt; • Technical problems&lt;br&gt; • Entries&lt;br&gt; • Results&lt;br&gt; • Evolve&lt;br&gt; • Navigation&lt;br&gt; • User/menu option problems</td>
</tr>
<tr>
<td>Employer</td>
<td>T: +44 (0)121 503 8993&lt;br&gt; E: <a href="mailto:business_unit@cityandguilds.com">business_unit@cityandguilds.com</a></td>
<td>• Employer solutions&lt;br&gt; • Mapping&lt;br&gt; • Accreditation&lt;br&gt; • Development Skills&lt;br&gt; • Consultancy</td>
</tr>
<tr>
<td>Publications</td>
<td>T: +44 (0)20 7294 2850&lt;br&gt; F: +44 (0)20 7294 3387</td>
<td>• Logbooks&lt;br&gt; • Centre documents&lt;br&gt; • Forms&lt;br&gt; • Free literature</td>
</tr>
</tbody>
</table>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com