



# **Level 3 Advanced Technical Diploma in Hairdressing (540) (6002-31)**

**Version 1.4 (September 2018)**

**Qualification Handbook**

## Qualification at a glance

|                                                           |                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Industry area</b>                                      | Hair & Beauty - Hair                                                                                                                                                                                                                                                                                                                         |
| <b>City &amp; Guilds qualification number</b>             | 6002-31                                                                                                                                                                                                                                                                                                                                      |
| <b>Age group</b>                                          | 16-19 (Key Stage 5), 19+                                                                                                                                                                                                                                                                                                                     |
| <b>Entry requirements</b>                                 | Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.                                                                                                                                                                                                                          |
| <b>Assessment</b>                                         | To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> <li>• One externally set, externally moderated assignment</li> <li>• One externally set, externally marked exam, sat under examination conditions</li> <li>• Optional unit assessments as required</li> </ul> |
| <b>Additional requirements to gain this qualification</b> | Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.                                                                                                                                                                                         |
| <b>Grading</b>                                            | This qualification is graded Pass/Merit/Distinction/Distinction*<br>For more information on grading, please see Section 7: Grading.                                                                                                                                                                                                          |
| <b>Approvals</b>                                          | These qualifications require full centre and qualification approval                                                                                                                                                                                                                                                                          |
| <b>Support materials</b>                                  | Sample assessments<br>Guidance for delivery<br>Guidance on use of marking grids                                                                                                                                                                                                                                                              |
| <b>Registration and certification</b>                     | Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.                                                                                                                                                                                                                              |
| <b>External quality assurance</b>                         | This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.                                                                                                                               |

| Title and level                                    | Size (GLH) | TQT | City & Guilds qualification number | Ofqual accreditation number |
|----------------------------------------------------|------------|-----|------------------------------------|-----------------------------|
| Level 3 Advanced Technical Diploma in Hairdressing | 540        | 900 | 6002-31                            | 601/7348/8                  |

| Version and date   | Change detail                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Section                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 May 2016       | <p>Small typographical errors</p> <hr/> <p>TQT added for qualifications<br/>Assessment component titles amended</p> <hr/> <p>Employer involvement guidance updated throughout</p> <hr/> <p>Summary of assessment methods and conditions</p> <hr/> <p>Moderation and standardisation of assessment updated throughout</p> <hr/> <p>Awarding individual assessments<br/>Awarding grades and reporting results</p> <hr/> <p>Enquiries about results<br/>Re-sits and shelf-life of assessment results<br/>Malpractice<br/>Access arrangements and special consideration</p> | <p>Throughout</p> <hr/> <p>1. Introduction</p> <hr/> <p>4. Employer involvement</p> <hr/> <p>5. Assessment</p> <hr/> <p>6. Moderation and standardisation of assessment</p> <hr/> <p>7. Grading</p> <hr/> <p>8. Administration</p>                                                                                                                                                                                                        |
| June 2017 V1.2     | <p>Addition of the examination paper based module number</p> <hr/> <p>Removal of AO 6-8 from Synoptic Assignments</p> <hr/> <p>Branding Changes</p> <hr/> <p>Addition of Provisional Grade Boundaries for the Synoptic Assignment</p> <hr/> <p>Revised Exam Specification and AO weightings</p> <hr/> <p>Revised assessment description and conditions for optional assignments</p>                                                                                                                                                                                     | <p>1. Introduction – Assessment requirements and employer involvement</p> <p>5. Assessment<br/>5. Assessment – exam Specification</p> <p>7. Grading – Awarding grades and reporting results</p> <hr/> <p>5. Assessment – Assessment Objectives</p> <hr/> <p>City and Guilds Logo</p> <hr/> <p>7. Grading</p> <hr/> <p>5. Assessment – Exam Specification</p> <hr/> <p>5. Assessment-<br/>Summary of assessment methods and conditions</p> |
| December 2017 V1.3 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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# 1 Introduction

## Purpose statement

The following purpose statement is for the **Level 3 Advanced Technical Diploma in Hairdressing (540)**.

| Area                                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OVERVIEW                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Who is this qualification for?      | <p>This Level 3 Advanced Technical Diploma in Hairdressing (540) aims to provide you with a range of specialist practical skills and technical knowledge which will equip you to seek employment or further training within the hairdressing industry. We recommend you achieve a Level 2 qualification in hairdressing or have equivalent industry experience before enrolling on this course.</p> <p>This qualification is suitable for anyone over the age of 16 years.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| What does this qualification cover? | <p>This qualification covers a very wide range of skills and knowledge required for working in the hairdressing industry.</p> <p>These are compulsory areas:</p> <ul style="list-style-type: none"><li>• Cut hair using a combination of techniques</li><li>• Creatively colour and lighten hair</li><li>• Hairdressing consultation services</li><li>• Creatively style and dress hair</li><li>• Hair colour correction services</li></ul> <p>Optional areas include:</p> <ul style="list-style-type: none"><li>• Cut men's hair using basic techniques</li><li>• Creative hair design skills</li><li>• Creative hair extension services</li><li>• Smoothing and strengthening systems</li><li>• Create a variety of perming effects</li><li>• Hair relaxing services</li><li>• Specialist hair and scalp treatments</li></ul> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining employment in the hairdressing industry or specialist further study.</p> |

## WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

Achievement of this qualification demonstrates to an employer that the individual has the skills and knowledge of health & safety, customer service and also has the necessary advanced cutting, styling, colouring and colour correction skills necessary to be employed as a senior stylist.

This qualification could lead to a job as a hairdresser working in one of the following establishments:

- Hair salon
- Spa
- Cruise ship
- Hotel salon

Why choose this qualification over similar qualifications?

This qualification is aimed at you if you wish to work as a senior stylist in the hairdressing industry; the City & Guilds Level 3 Advanced Technical Diploma in Barbering is a similar qualification, but covers the skills and knowledge required to work on just male clients.

Will the qualification lead to further learning?

The learner could progress into employment or onto a Level 4 qualification in Advanced Techniques or Management, such as such as:

- *Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector.*

## WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

National Hairdressers Federation  
Lee Stafford Ltd.  
Hairdressing Council

FURTHER INFORMATION

Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

## Qualification structure

For the **Level 3 Advanced Technical Diploma in Hairdressing (540)** the teaching programme must cover the content detailed in the structure below:

| Unit number                                                            | Unit title                                 | GLH |
|------------------------------------------------------------------------|--------------------------------------------|-----|
| <b>Mandatory</b>                                                       |                                            |     |
| 301                                                                    | Hairdressing consultation services         | 60  |
| 302                                                                    | Cut hair using a combination of techniques | 120 |
| 303                                                                    | Creatively colour and lighten hair         | 120 |
| 304                                                                    | Creatively style and dress hair            | 60  |
| 401                                                                    | Hair colour correction services            | 120 |
| <b>Optional – A minimum of 60 GLH are required from optional units</b> |                                            |     |
| 201                                                                    | Cut men's hair using basic techniques      | 120 |
| 305                                                                    | Creative hair extension services           | 60  |
| 306                                                                    | Smoothing and strengthening systems        | 60  |
| 307                                                                    | Create a variety of perming effects        | 90  |
| 308                                                                    | Hair relaxing services                     | 90  |
| 402                                                                    | Specialist hair and scalp treatments       | 90  |
| 403                                                                    | Creative hair design skills                | 60  |

## Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level                                    | GLH | TQT |
|----------------------------------------------------|-----|-----|
| Level 3 Advanced Technical Diploma in Hairdressing | 540 | 900 |

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## Assessment requirements and employer involvement

To achieve the **Level 3 Advanced Technical Diploma in Hairdressing (540)** candidates must successfully complete **all** the mandatory assessment components.

| City & Guilds component number | Title                                                      |
|--------------------------------|------------------------------------------------------------|
| <b>Mandatory</b>               |                                                            |
| 032/532                        | Level 3 Hairdressing - Theory exam (1)*                    |
| 033                            | Level 3 Hairdressing - Synoptic assignment (1)*            |
| <b>Optional</b>                |                                                            |
| 201                            | Level 2 Cut men's hair using basic techniques - Assignment |
| 305                            | Level 3 Creative hair extension services - Assignment      |
| 306                            | Level 3 Smoothing and strengthening systems - Assignment   |
| 307                            | Level 3 Create a variety of perming effects - Assignment   |
| 308                            | Level 3 Hair relaxing services - Assignment                |
| 402                            | Level 4 Specialist hair and scalp treatments - Assignment  |
| 403                            | Level 4 Creative hair design skills - Assignment           |

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

### Employer involvement

| Component number | Title                        |
|------------------|------------------------------|
| <b>Mandatory</b> |                              |
| 831              | Level 3 Employer involvement |

*\*Number of mandatory assessments per assessment type*

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## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com)

### Resource requirements

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

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver these this qualifications and its assessment.

### Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

### Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

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## 3 Delivering technical qualifications

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Qualification delivery guidance

It is recommended that the learners have foundation skill and knowledge of hairdressing before beginning this qualification so that delivery that will develop further their knowledge, understanding and skills enabling them to achieve more 'on-trend' and diverse styles.

This qualification should primarily be delivered in a Realistic Learning Environment (RLE) and be mainly practical to engage, motivate and ensure learners have access to sufficient opportunity to practice / demonstrate their competency and skills. Additional suggestions for delivery include lectures, presentations, use of internet, social networks and guest speakers to promote understanding, generate group discussions on new technologies and developments within the industry and ensure the essential knowledge of the principles of hairdressing are understood.

Tutors must deliver the theory that underpins safe working practices in the salon and the elements associated with preparing for and providing services. Learners must be given the appropriate opportunities to develop their creative use of a combination of tools, products, equipment and techniques to maximise the effectiveness of meeting the client objectives and to develop their own confidence in preparation for the final synoptic assignment. It is recommended that tutors provide full demonstration to learners, describing the different effects that tools and techniques can achieve and how these can be combined creatively to produce a variety of alternative looks. Learners should be encouraged to experience the services and be given the opportunity to practise the techniques on one another, before progressing onto clients. This will enable them to describe the service to their clients and fully appreciate the importance of client care and satisfaction. Such involvement along with experience of a RLE will encourage learners to generate ideas, explore possibilities for different client needs thus extending their knowledge and experience. Tutors must ensure participation gives the learner opportunity to experience in-depth consultations that encompass a significant range of relevant factors.

Learners should develop a professional knowledge of relevant products and complementary services. There must be the opportunity for learners to provide a range of appropriate aftercare advice and recommendation to clients following hairdressing services.

Tutors should focus on positive values, behaviours and skills throughout their delivery. Learners must be encouraged to work efficiently towards times that are commercially viable. Tutors should promote personal and professional ethics to encourage a willingness to learn, with a positive and flexible attitude that allows learners to be team workers along with the ability to self-manage. They must reinforce to learners professional and courteous behaviours when performing services, to ensure that clients receive a positive impression of both the organisation and the stylist, and so learners gain an appreciation of the importance of this in relation to success and building a loyal clientbase. This is an essential skill which will prepare the learners for employment, where the client/stylist relationship is of paramount importance.

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Learners should be encouraged to use a variety of resources to support their study and aid their professional development. Suggestions include, the use of libraries, learning resource centres, websites, research articles journals, books, watching documentaries, attending trade exhibitions educational trips and visits, accessing guest speakers, professional lectures, manufacturer workshops, work experience and social media / networks for information and new trends.

### **Employer involvement**

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

### **Support materials**

The following resources are available for this qualification:

| <b>Description</b>                                                              | <b>How to access</b>                                                                                                                            |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Sample assessments<br>Guidance for delivery<br>Guidance on use of marking grids | Available 2016 on the qualification pages on the City & Guilds Website: <b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b> |

## 4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

*Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.*

*[Technical qualifications] must:*

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: **Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90**

City & Guilds will provide support, guidance and quality assurance of employer involvement.

### Qualification approval

To be approved to offer City & Guilds technicals, the centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

### Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

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## Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1,2</sup>:

### **The following activities meet the requirement for meaningful employer involvement:**

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification<sup>3</sup>;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

*In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.*

*The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:*

- employers' or industry practitioners' input to the initial design and content of a qualification;
- employers hosting visits, providing premises, facilities or equipment;
- employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;
- student attendance at career fairs, events or other networking opportunities;
- simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;
- employers providing students with job references.

The use of scenario led tasks are essential in the assessment of this qualification. Work can be set in the context of case studies from local employers. Visits to companies/shows/exhibitions will enhance this aspect of the qualification.

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds  
2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup>This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> **DfE work experience guidance**

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A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for tutors to develop a method of maintaining contact with a range of employers in the sectors who may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content up to date.

### **Types of evidence**

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

### **Quality assurance process**

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

### **Sufficiency of involvement for each learner**

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

### **Live involvement**

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

### **Timing**

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

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## 5 Assessment

### Summary of assessment methods and conditions

| Component numbers | Assessment method      | Description and conditions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 032/532           | Externally marked exam | <p>The exam is <b>externally set and externally marked</b>, and will be taken online through City &amp; Guilds' computer-based testing platform (032) or as a paper-based exam (532).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have <b>one</b> opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>                                                                                                                                                                                                                |
| 033               | Synoptic assignment    | <p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p> |

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Optional units  
201, 305, 306,  
307, 308, 402,  
403

Unit  
assignment

These unit assignments are **externally set, internally marked and externally moderated**. The assignment requires candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria.

The assignments are available on our website. The assignments can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in Assessment and Examination timetable, published on our website.

Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.

There is no re-sit limit for these assignments. If a learner fails an assignment they can re-sit a different version. Assessors should allow seven days before resubmission or reassessment.

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## **What is synoptic assessment?**

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

## **How the assignment is synoptic for this qualification**

The typical assignment brief could require candidates to provide a variety of hairdressing services to a number of clients within a commercially viable time. This will require learners to use consultation techniques to identify client requirements and build a professional rapport. Learners will draw from their knowledge, understanding and practical skills acquired during the qualification to deliver a range of personalised hairdressing services, adapting to any factors as required during the services.

## **External exam for stretch, challenge and integration**

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

## **Optional unit assessments and integration into the synoptic qualification content**

While the mandatory units for this qualification provide the main skills and knowledge required to work as a hairdresser the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

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## Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

| Assessment objective                                                                                                                                                 | Level 3 Advanced Technical Diploma<br>Hairdressing (540)<br>Typical expected evidence of knowledge,<br>understanding and skills                                                                                                                                          | Approximate<br>weighting<br>(Assignment) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>A01</b> Recalls knowledge from across the breadth of the qualification.                                                                                           | Safe working practices, legislation, manufacturer's instructions, carrying out testing, awareness of tools, products and equipment, works with sustainable working practice (for example waste disposal, efficient use of utilities), personal presentation and hygiene. | 10%                                      |
| <b>A02</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.                                              | Interpretation of test results, consideration of factors that can affect services and managing client expectations in relation to this, selection of products, tools, equipment and techniques, aftercare advice and recommendations.                                    | 15%                                      |
| <b>A03</b> Demonstrates technical skills from across the breadth of the qualification.                                                                               | Use of products, tools and equipment, application and adaptation of techniques, adapting services following results of tests and due to factors that may impact services, following methodical processes.                                                                | 25%                                      |
| <b>A04</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | Planning a working timetable, working logically and methodically, keeping tools nearby, work stations are organised sensibly, analysing, responding and adapting to factors that may affect services.                                                                    | 25%                                      |
| <b>A05</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.            | Cross-checking, identification of factors, monitoring colour progression/development, fading/blending with precision, balancing the look, takes a step back and looks from different angles, takes into account environmental effects eg lighting.                       | 25%                                      |

## Exam specification

AO weightings per Exam

| AO                                                                                                                                                            | Component 032 weighting (approx. %) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| AO1 Recalls knowledge from across the breadth of the qualification.                                                                                           | 36%                                 |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.                                              | 48                                  |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 15%                                 |

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type:** Examiner marked, written exam, usually delivered online\*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

| 032/532 |                                                                                                             | Duration: 160 minutes |     |
|---------|-------------------------------------------------------------------------------------------------------------|-----------------------|-----|
| Unit    | Outcome                                                                                                     | Number of marks       | %   |
| 301     | 1. Work safely in a salon environment<br>2. Provide client consultation services                            | 25                    | 31% |
| 302     | 2. Provide hair cutting services using a combination of techniques                                          | 12                    | 15% |
| 304     | 2. Provide creative style and dressing services                                                             | 8                     | 10% |
| 303&401 | 1. Work safely when providing hair colouring services<br>2. Provide hair colouring services                 | 23                    | 29% |
|         | 1. Work safely when providing hair colour correction services<br>2. Provide hair colour correction services |                       |     |
| N/A     | Integration across the units                                                                                | 12                    | 15  |

032/532

Duration: 160 minutes

**Total**

**80**

**100**

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\*These exams are sat under invigilated examination conditions, as defined by the JCQ:  
**<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>**.

Entry for exams can be made through the City & Guilds Walled Garden.

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## 6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

### **Supervision and authentication of internally assessed work**

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

### **Internal standardisation**

For internally marked work<sup>4</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### **Provision for reworking evidence after submission for marking by the tutor**

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

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<sup>4</sup> For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

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## Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

## Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

## Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

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### **Centres retaining evidence**

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.



## 7 Grading

### Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

### Grade descriptors

#### To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

#### To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
  - Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
  - Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
  - Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.
  - Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
-

- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

## Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 3 Advanced Technical Diploma in Hairdressing** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction\*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

| Synoptic Assignment | Pass Mark (%) |
|---------------------|---------------|
| 033                 | 45            |

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

| Assessment method         | Grade scale | % contribution |
|---------------------------|-------------|----------------|
| Synoptic Assignment (033) | X/P/M/D     | 60%            |
| Exam (032/532)            | X/P/M/D     | 40%            |

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

|                 | Pass | Merit | Distinction |
|-----------------|------|-------|-------------|
| Assignment: 60% | 6    | 12    | 18          |
| Exam: 40%       | 6    | 12    | 18          |

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

| <b>Qualification Grade</b> | <b>Minimum points</b> |
|----------------------------|-----------------------|
| Distinction*               | 20.5                  |
| Distinction                | 17                    |
| Merit                      | 11                    |
| Pass                       | 6                     |

Candidates achieving Distinction\* will be the highest achieving of the Distinction candidates.

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## 8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

### External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

### Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **[www.cityandguilds.com](http://www.cityandguilds.com)**.

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## Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

## Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

## Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

## Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

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Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

### **Special consideration**

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

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## Unit 301

## Hairdressing consultation services

|               |            |
|---------------|------------|
| <b>UAN:</b>   | M/507/5988 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60 hours   |

### What is this unit about?

This unit is about providing a comprehensive consultation and advisory service to clients. Client consultation is critical to the success of all technical services ensuring that learners fully engage with clients to meet their needs and manage expectations.

To complete this unit, learners will be required to consult with clients with a variety of hair classifications and characteristics and tailor recommendations to suit those factors.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing hairdressing services
- Advanced consultation techniques to help identify client requirements
- Different factors that will impact recommendations made during consultation

Learners may be introduced to the unit by asking themselves question such as:

- What communication methods will encourage clients to discuss their requirements?
- How can I personalise my services to individual requirements?

### Learning outcomes

In this unit, learners will be able to

1. Work safely in a salon environment
  - Provide client consultation services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely in a salon environment

#### Topics

- 1.1 Health and safety working practices
- 1.2 Environmental and sustainable working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices requirements when working in a salon environment.

The following is a comprehensive list of the legislation that applies in the hairdressing industry. For purposes of assessment learners must appreciate that there is legislation and how each applies:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) Order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Health and Safety (Information for Employees) Regulations
- The Data Protection Act - the importance of the correct completion, storage and security of client records, the importance of confidentiality and the consequences if this is not maintained.
- Working Time Directives
- Cosmetic Products Regulations
- The Sale of Goods Act and the Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations) - legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services
- The Trade Descriptions Act
- Consumer Protection Legislation
- The Equality Act - the importance of not discriminating against clients
- Local by-laws specific to some services eg colouring, colour correction

Learners will need to understand the legal significance of maintaining client records:

- referring to client records for previous services that may affect services
  - recording of client responses to questioning in case of legal dispute
  - the importance of gaining and recording client agreement to services
-

- the importance of updating client records with services.

Learners will need to understand industry requirements relevant to consultation services including:

- responsibilities and reasons for maintaining personal hygiene, protection and appearance
- salon procedures and manufacturers' instructions in relation to conducting tests
- the importance of agreeing, confirming and recording the course of action

**Topic 1.2:** Learners will need to understand the different types of environmental and sustainable working methods as stipulated in the The Environmental Protection Act, including:

- environmental, for example temperature, ventilation, lighting, volume of music/sounds
- sustainability, for example recycling, reducing and managing waste, reducing utility usage, using eco-friendly products

## Learning outcome:

### 2. Provide client consultation services

#### Topics

2.1 The science of hair, skin and scalp

2.2 Consult with clients on hair services

**Topic 2.1:** Learners will need to understand the science of hair, skin and scalp and how it affects services with consideration of:

- the structure and function of hair and skin
- the growth cycle of hair
- male pattern baldness
- different types of hair classification for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- different types of hair characteristics, for example hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- recognising adverse hair, skin and scalp conditions and their possible causes for example, ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloid scarring, ingrowing hair, head lice
- the types and purposes of tests including elasticity, porosity, incompatibility, skin, development
- the consequences of failing to carry out hair and skin tests.

**Topic 2.2:** Learners will need to consult with clients to identify the best course of action with consideration of:

- using a variety of verbal and non-verbal communication skills
  - treating clients with courtesy, empathy and sensitivity throughout services
  - professional practice, positive values and behaviours
  - maintaining customer care
  - exploring client expectations and explaining any service limitations
  - using previous client records to identify any factors likely to affect services
  - using a variety of communication skills, for example verbal and non-verbal
  - adapting consultation techniques when communicating with clients as required, for example: different cultures, religions, ages, disabilities and genders
  - using different types of visual aids for example, magazines, colour charts, Instagram, Pinterest
-

- using sources of inspiration for example, historical, cultural and fashion
  - confirming age of clients
  - explaining the client commitment to agreed services, for example duration, cost and maintenance
  - analysing hair, skin and scalp
  - recognising contra-indications that could prevent or affect services and the action to take for example allergies and contagious skin disorders
  - carrying out necessary hair and skin tests
  - basing recommendations on an accurate analysis of the client's hair and its potential to achieve the look
  - considering the impact client features may have on the finished look for example, facial features, head, face and body shape
  - remaining diplomatic when referring clients with adverse hair, skin or scalp conditions
  - recommending external services that may be required by the client
  - working within limits of authority
  - agreeing the best course of action to meet client requirements
  - providing advice on maintenance and future services
  - recording results of tests and services
  - maintaining client records and confidentiality.
-

## Unit 302

## Cut hair using a combination of techniques

|               |            |
|---------------|------------|
| <b>UAN:</b>   | H/507/5986 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 120 hours  |

### What is this unit about?

This unit is about the use of advanced cutting techniques in hairdressing to create personalised and individual restyled looks. In this unit learners will work towards industry standards and develop skills and techniques required to deliver professional hairdressing services. Learners will develop and hone their hairdressing skills through gaining practical experience.

To complete this unit, learners will be required to provide hair cutting services using a combination of techniques taking into account any factors that may impact the style.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing hair cutting services
- Current trends in hairdressing
- Different factors that will impact hair cutting services
- Tools and products to use when providing services
- Advanced hair cutting techniques

Learners may be introduced to the unit by asking themselves question such as:

- How can I upskill my existing cutting techniques to achieve advanced looks?
- How can I personalise hair cutting services to individual requirements?
- How can I creatively work around factors that could affect services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when cutting hair using a combination of techniques
  - Provide hair cutting services using a combination of techniques

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when cutting hair using a combination of techniques

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices and how they affect cutting hair with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the protective clothing that should be available for clients
- the importance of preventing cross-infection and cross-infestation
- methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation.

**Topic 1.2:** Learners will need to be able to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- keeping client skin free of excess hair cuttings throughout services
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

## Learning outcome:

### 2. Provide hair cutting services

#### Topics

- 2.1 The different factors that can impact services
  - 2.2 Tools, products, equipment for cutting hair
  - 2.3 Provide haircutting services
  - 2.4 Aftercare advice and recommendations
-

**Topic 2:1** Learners will need to adapt hair cutting to take into account the relevant factors that may affect services and any problems that may occur:

- wet or dry hair cutting
- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- the impact client features may have on the finished look for example, facial features, head, face and body shape
- client requirements
- client lifestyle
- the types of problems that may occur during cutting services and ways in which they can be resolved.

**Topic 2.2:** Learners will need to use tools, products and equipment when cutting hair with consideration of:

- why hair products should be removed from hair prior to cutting
- how to use and maintain cutting tools and equipment
- effects that different sizes of clipper blades and attachments achieve
- how to align blades and test clippers
- which tools can be used on either wet or dry hair or both
- the types of products available for finishing hair

**Topic 2.3:** Learners will need to cut hair using a combination of cutting techniques including:

- graduation
- layering
- tapering
- club cutting
- scissors over comb
- clipper over comb
- thinning
- freehand
- texturising
- disconnecting

Learners will need to understand the considerations to be taken when providing hair cutting services:

- the importance of keeping hair damp when cutting wet hair
- how to create and follow guidelines
- how to create outline shapes that are accurate and defined
- the importance of applying the correct degree of tension to the hair when cutting
- how to personalise cutting and finishing techniques
- how to cross check the cut including checking distribution of weight, balance and shape

**Topic 2.4:** Learners will need to advise clients and make recommendations following hair cutting services including:

- how to maintain the look
  - suggested time between cuts
  - the products and services provided in the salon.
-

## Unit 303

## Creatively colour and lighten hair

|               |            |
|---------------|------------|
| <b>UAN:</b>   | K/507/5987 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 120 hours  |

### What is this unit about?

This unit is about combining, adapting and personalising a range of colouring and lightening techniques to achieve a variety of fashion effects. The use of weaving and colouring techniques based on slicing and block colouring is required, as is the ability to carry out a full head and regrowth application of lightener. The ability to restore depth and tone of colour, neutralise colour tone and to colour resistant hair is also required.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing colouring lighting services
- Current trends in colouring and lightening
- Different factors that will impact colouring and lightening services
- The scientific principles of colouring and lightening hair
- Tools and products to use when providing services
- Advanced colouring and lightening techniques

Learners may be introduced to the unit by asking themselves question such as:

- How can I upskill my existing colouring and lightening techniques to achieve advanced looks?
- How can I personalise colouring and lightening services to individual requirements?
- How can I creatively work around factors that could affect services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when providing colouring and lightening services
  - Provide colouring and lightening services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when providing colouring and lightening services

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices and how they affect colouring and lightening hair services with consideration of:

- methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- how to avoid contact dermatitis developing whilst carrying out colouring and lightening services
- the types and purposes of tests
- when and how colouring and lightening tests are carried out
- the potential consequences of failing to carry out tests
- the importance of recording test results
- client age limitations for the use of colouring and lightening products in line with EU regulations.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
  - preparing and keeping the work area clean and tidy
  - minimising the risk of contact dermatitis, cross-infection and cross-infestation
  - ensuring own posture and working methods minimise fatigue and risk of injury
  - positioning clients to meet the needs of services without causing discomfort
  - preparing client's hair and protecting clothing and skin
  - testing hair and skin prior to and during colouring and lightening
  - following manufacturer and workplace instructions for the safe use of equipment and products.
-

## Learning outcome:

### 2. Provide colouring and lightening services

#### Topics

- 2.1 The scientific principles of colouring and lightening hair
- 2.2 The different factors that can impact services
- 2.3 Colouring and lightening techniques
- 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to understand the scientific principles of colouring and lightening hair including:

- types of colouring and lightening products including semi-permanent, quasi-permanent, permanent, lighteners, toners
- the pH values of different colouring and lightening products
- the effects on the hair structure when colouring and lightening hair
- the principles of colour selection, including the International Colour Chart (ICC)
- how the natural pigmentation of hair affects the choice of colouring and lightening products
- how the type and distribution of melanin creates natural hair colour
- the effects of natural and artificial light on the appearance of hair colour
- how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair
- what is meant by the term 'oxidation'
- the effects on the hair structure when pre-softening and pre-pigmenting hair
- effects of temperature on the application and development of colouring products and lighteners
- the importance of monitoring the development of colouring and lightening products
- the importance of restoring the hair's pH balance after the colouring or lightening process.

**Topic 2.2:** Learners will need to adapt colouring and lightening services to take account of the relevant factors that may affect services and any problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- skin tone
- existing colour of hair
- percentage of white hair
- test results, hair and scalp conditions, contra-indications
- product choice and strength of hydrogen peroxide
- application and development times
- temperature
- previous hair services, for example recent perm or relaxer, recent removal of hair extensions.

**Topic 2.3:** Learners will need to colour and lighten hair using a variety of techniques:

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- full head or regrowth application of a lightener
- slicing
- weaving
- balayage/ombre
- block colour

Learners will need to understand the considerations to be taken when providing colouring and lightening services:

- how to place colour in a way to complement a hair style
- how to carry out a full head and regrowth application using lighteners
- the importance of applying lighteners quickly and accurately
- how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage
- why it is important to avoid disturbing areas still processing when removing product from developed areas
- why toners are used after lightening products
- the reasons for pre-lightening
- how to neutralise colour tone

**Topic 2.4:** Learners will need to advise clients and make recommendations following colouring and lightening services including:

- how to maintain colour
  - suggested time interval between services
  - aftercare products and future services
-

## Unit 304

## Creatively style and dress hair

|               |            |
|---------------|------------|
| <b>UAN:</b>   | T/507/5989 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### What is this unit about?

This unit is about using a variety of conventional and non-conventional styling and dressing techniques to produce innovative, fashionable, creative and personalised looks. Learners will learn to combine and adapt a variety of styling and dressing techniques incorporating accessories and or added hair is required.

To complete this unit, learners will be required to provide styling and dressing hair services using a combination of techniques taking into account any factors that may impact the style.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing styling and dressing hair services
- Creative styling and dressing for different occasions
- Different factors that will impact styling and dressing services
- The scientific principles of styling and dressing hair
- Tools and products to use when providing services
- Advanced styling and dressing techniques

Learners may be introduced to the unit by asking themselves question such as:

- How can I upskill my existing styling and dressing skills to achieve advanced looks?
- How can I personalise my services to individual requirements?
- Where can my skills progress to?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when styling and dressing hair
  - Provide creative style and dressing services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when styling and dressing hair

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices and how they affect styling and dressing hair services with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the protective clothing that should be available for clients
- the importance of preventing cross-infection and cross-infestation
- methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices and legal requirements by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

## Learning outcome:

### 2. Provide creative styling and dressing hair services

#### Topics

- 2.1 The scientific principles of creatively styling and dressing hair
  - 2.2 The different factors that can impact services
  - 2.3 Techniques for styling and dressing hair
  - 2.4 Aftercare advice and recommendations
-

**Topic 2.1:** Learners will need to understand the scientific principles of creatively styling and dressing hair and how they affect the hair structure:

- styling, setting and drying
- humidity
- styling and finishing products
- backcombing and back brushing

**Topic 2.2:** Learners will need to adapt creative styling and dressing services to take into account any factors that may affect services and any problems that may occur:

- hair characteristics for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair classifications for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- desired look for example, height, curl requirement, blow drying, setting
- the occasion for which the style is required for example, prom, wedding, party
- head and face shape
- the potential consequences of excessive tension on the hair and scalp.

**Topic 2.3:** Learners will need to style and dress hair using a combination of techniques:

- conventional styling tools and techniques including, tools – thermal styling tools: tongs, straighteners, wands, heated rollers, crimpers techniques – setting, pin curling, finger waving, rolls, plaits, twists, curls, woven effects
- non-conventional styling techniques including, rags, foil, straws, ribbons, chopsticks, rik-raks, added hair
- incorporating ornamentation.

Learners will need to understand the considerations to be taken when providing styling and dressing services:

- suitability of specific products and tools for use with different hair types and classifications
- methods of handling, controlling and securing hair during the styling and dressing process the importance of applying correct technique during styling and dressing services
- types of conventional and non-conventional items that may be used when styling hair and the effects they create
- how to incorporate and secure added hair
- how to blend the client's own hair and added hair
- how to combine and adapt styling and dressing techniques in an innovative way
- how to incorporate and secure accessories to complement and enhance the look
- ways to secure the hair so that any pins, grips or bands are hidden
- how to avoid damage to the hair, skin and scalp including the application of setting
- 
- the type of checks needed during styling, dressing and finishing services to ensure the intended shape, direction, balance and volume is achieved.

**Topic 2.4 :** Learners will need to be able to advise clients and make recommendation following creative styling and dressing services including:

- how to maintain the look during the occasion
  - how to remove the style
-

- aftercare products and future services



## Unit 401

## Hair colour correction services

|               |            |
|---------------|------------|
| <b>UAN:</b>   | K/507/5990 |
| <b>Level:</b> | 4          |
| <b>GLH:</b>   | 120        |

### What is this unit about?

This unit is about the advanced skills necessary to determine and correct complex colouring problems. Learners will remove artificial colour, remove bands of colour, recolour lightened hair, recolour hair that has had artificial colour removed and correct highlights and lowlights.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing colour correction
- The legal significance of maintaining client records
- Different factors that will impact colour correction
- The scientific principles of colour correction
- Tools and products to use when providing services
- Advanced colour correction techniques

Learners may be introduced to the unit by asking themselves question such as:

- How can I upskill my existing colouring and lightening techniques to be able to provide advanced colour correction?
- How can I creatively work around factors that could affect services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when providing hair colour correction services
  - Provide hair colour correction services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when providing colour correction services

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices when working with colour, with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- how to avoid contact dermatitis developing whilst carrying out colouring correction services
- the importance of preventing cross-infection and cross-infestation
- the types and purposes of tests
- when and how colouring tests are carried out
- the potential consequences of failing to carry out tests
- the importance of recording test results
- client age limitations for the use of colouring products in line with EU regulations

Learners will need to work with consideration of health and safety working practices and legal requirements by:

- maintaining personal hygiene and safety practices
  - preparing and keeping the work area clean and tidy
  - minimising the risk of contact dermatitis, cross-infection and cross infestation
  - ensuring own posture and working methods minimise fatigue and risk of injury
  - positioning clients to meet the needs of services without causing discomfort
  - preparing client hair and protecting clothing and skin
  - testing hair and skin prior to and during colour correction
  - following manufacturer and salon instructions for the safe use of equipment and products.
-

## Learning outcome:

### 2. Provide hair colour correction services

#### Topics

- 2.1 The scientific principles of hair colour correction
- 2.2 The different factors that can impact hair colour correction services
- 2.3 Tools, products, equipment and techniques for colour correction services
- 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to understand scientific principles of colour correction including:

- types of colouring and lightening products including semi-permanent, quasi-permanent, permanent, lighteners, toners, colour remover
- principles of colour correction
- the pH values of different colouring and lightening products
- the effects on the hair structure of colour correction services
- Diagnostic
- 
- the principles of colour selection, including the International Colour Chart (ICC)
- how the natural pigmentation of hair affects colour correction
- how the type and distribution of melanin creates natural hair colour
- the effects of natural and artificial light on the appearance of hair colour
- how the different strengths of hydrogen peroxide affect colour correction
- the effects on the hair structure when pre-softening and pre-pigmenting hair
- how oxidation agents affect the natural and artificial colour pigments
- effects of temperature on the application and development of colouring products and lighteners
- the importance of monitoring the development of colouring and lightening products
- the importance of restoring the hair's pH balance after the colour correction service.

**Topic 2.2:** Learners will need to adapt colour correction services to take account of relevant **factors** that may affect services and problems that may occur including:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
  - hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
  - temperature for example, environment, body heat, applied heat
  - existing colour of hair
  - percentage of white hair
  - test results, hair and scalp conditions, contra-indications
  - product choice and strength of hydrogen peroxide
  - sequence of application
  - application and development time
  - previous hair services, for example recent perm or relaxer, recent removal of hair extensions, previous colour or lightening treatments
  - the nature and extent of the colour correction
  - the extent of artificial colour and natural colour
  - how to correct problems that may occur during colour correction services for example, hair
-

breakage, over-development, uneven colour.

**Topic 2.3:** Learners will need to carry out colour correction using a range of techniques: removing artificial colour

- removing artificial colour
- removing bands of colour
- recolouring hair treated with lightener using pre-pigmentation and permanent colour
- recolouring hair that has had artificial colour removed
- restoring depth & tone, neutralising colour tone & colouring resistant hair.

Learners will need to understand the considerations to be taken when providing colour correction services:

- when to use different colour correction tools, materials and equipment
- the use of pre and post treatments when carrying out colour correction services
- methods of applying and removing colour correction products
- the importance of sectioning hair accurately for the colour correction service
- the reasons for pre-lightening
- the importance of applying lighteners quickly and accurately
- the reasons for pre-softening and pre-pigmenting hair
- how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage
- why toners are used after lightening products
- how to recolour hair previously treated with lighteners using pre-pigmentation and permanent colour to restore depth of colour

**Topic 2.4:** Learners will need to advise and make recommendations about aftercare on the service provided including:

- clearly explaining any restrictions colour correction services may place on further hairdressing services
  - how to maintain colour and condition
  - suggested time interval between services
  - aftercare products and future services.
-

## Unit 201

## Cut men's hair using basic techniques

|               |            |
|---------------|------------|
| <b>UAN:</b>   | M/507/5991 |
| <b>Level:</b> | 2          |
| <b>GLH:</b>   |            |

### What is this unit about?

This unit is about the precision cutting skills involved in barbering to achieve a variety of looks and neckline finishes for men using club cutting, scissor over comb, clipper over comb, thinning and freehand techniques.

To complete this unit, learners will be required to cut men's hair using a combination of basic cutting techniques taking into account any factors that may impact the style.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when cutting men's hair
- Current trends in men's hair cutting
- Different factors that will impact the haircut
- Tools and products to use when providing services
- Haircutting techniques

Learners may be introduced to the unit by asking themselves question such as:

- How can I identify client requirements?
- How might cutting men's hair differ to cutting women's hair?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when cutting men's hair
  - Provide men's hair cutting services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when cutting men's hair

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices when cutting men's hair with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the importance of preventing cross-infection and cross-infestation.
- the protective clothing that should be available for clients.

**Topic 2.1:** Learners will to work with consideration of health and Safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- keeping client skin free of excess hair cuttings throughout services
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

## Learning outcome:

### 2. Provide hair cutting services

#### Topics

- 2.1 The different factors that can impact services
  - 2.2 Provide hair cutting services
  - 2.3 Aftercare advice and recommendations
-

**Topic 2.1:** Learners must be able to adapt men's hair cutting services to take into account the relevant factors that may affect services, and any problems that may occur:

- wet or dry hair cutting
- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- the impact client features may have on the finished look for example, facial features, head, face and body shape
- client requirements
- client lifestyle
- resolve problems that may occur during cutting services.

**Topic 2.2:** Learners will need to provide hair cutting services to create different men's looks using a combination of cutting techniques including:

- graduation
- layering
- tapering
- club cutting
- scissors over comb
- clipper over comb
- thinning
- freehand
- texturizing
- fading

Learners will need to understand the considerations to be taken when providing men's haircutting services:

- why hair products should be removed from hair prior to cutting
  - how to maintain cutting tools and equipment
  - effects that different sizes of clipper blades and attachments achieve
  - how to align blades and test clippers
  - which tools can be used on either wet or dry hair or both
  - different looks for men's hairdressing including uniform layer, graduation, around the ear outline, below the ear
  - additional men's hairdressing services for example, eyebrow trim, ear hair trim
  - effects that can be achieved by combining different cutting techniques
  - the importance of keeping hair damp when cutting wet hair
  - how to create and follow guidelines
  - how to create different neckline and outline shapes accurately
  - cutting to the natural neckline
  - balancing and shaping sideburns
  - the importance of applying the correct degree of tension to the hair when cutting
  - how to personalise cutting and finishing techniques
  - how to cross check the cut including checking distribution of weight, balance and shape
  - the types of products available for finishing men's hair.
-

**Topic 2.3:** Learners will need to advise and give recommendations to clients following hair cutting services including:

- how to maintain the look
  - suggested time intervals between cuts
  - providing advice and recommendations on the products and services provided in the salon.
-

## Unit 305

## Creative hair extension services

|               |            |
|---------------|------------|
| <b>UAN:</b>   | A/507/5993 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   |            |

### What is this unit about?

This unit is about the skills required to provide a full and partial hair extension service to clients to reflect current trends. It includes preparing, creatively selecting, blending and placing hair extensions to add length, colour and or volume to the client's hair. Cutting the new extensions for creatively styling and finishing is required, as is the maintenance and removal of extensions.

### Learning outcomes

In this unit, learners will be able to

1. Work safely when providing creative hair extension services
  - Provide creative hair extensions

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when providing creative hair extension services

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the importance of preventing cross-infection and cross-infestation
- the protective clothing that should be available for clients.

Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- minimising the risk of damage to cutting tools
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

## Learning outcome:

### 2. Provide creative hair extension services

#### Topics

- 2.1 The different factors that can impact services
- 2.2 Provide creative hair extension services
- 2.3 Aftercare advice and recommendations

**Topic 2.1:** Learners must be able to adapt creative hair extension services to take into account relevant factors that may affect services and any problems that may occur:

- the hair growth cycle
-

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, texture, colour, length, width
- the impact client features may have on the finished look for example, facial features, head, face and body shape, natural hair growth patterns
- test results
- attachment method
- direction and fall of added hair
- evident hair damage
- quantity of added hair
- treating clients with sensitivity throughout the service, for example if excessive shedding occurs
- resolve problems that may occur during hair extension services, for example stray hairs and breakage.

**Topic 2.2:** Learners will need to provide creative hair extension services including:

- short term
- long term artificial
- human
- full head
- partial head
- cutting and finishing services

Learners will need to understand considerations to be taken when providing creative hair extension services including:

- confirming service requirements before ordering hair extension and attachment systems
  - how to estimate the length of time hair extension services can take
  - the different types of hair extension systems, including short term and long term
  - methods of applying short term and long term hair extension systems
  - the principles of blending added hair
  - how to mix extension hair to achieve colour effects for example block colour, highlighting
  - the quantity of hair to be added to achieve a balanced and well proportioned look
  - preparing hair extensions to avoid wastage and tangling
  - how the intended style can affect the choice and placement of different hair extension systems
  - the requirement for assistance when using hair extension systems
  - how client's hair should be prepared for each of the hair extensions
  - the differences in preparation requirements between human hair and artificial extensions
  - the tools and equipment necessary for each attachment method
  - the types of products used for providing hair extension services
  - sectioning the hair and working cleanly and methodically for attachment of hair extensions
  - attaching hair extensions to allow for natural hair growth patterns
  - securing any hair not being extended to keep each section clearly visible
  - maintaining a correct and even tension when adding hair extensions
  - the potential consequences of excessive tension, for example traction alopecia
  - adapting cutting techniques to suit different types of hair extensions, for example artificial and human
-

- cross checking haircuts for accuracy
- the types of finishing products for use with hair extensions
- how to maintain and remove the hair extension systems
- removal of residue and product build up.

**Topic 2.3:** Learners will need to advise clients and make recommendations following creative hair extension services including:

- how to maintain the look
  - suggested time interval between extension services
  - products and services provided in the salon.
-

## Unit 306

## Smoothing and strengthening systems

|               |            |
|---------------|------------|
| <b>UAN:</b>   | F/507/5994 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### What is this unit about?

The purpose is about smoothing and strengthening systems, giving learners an understanding of the technology, application methods and outcomes of the services. Learners will explore the different categories of products available, study the different technologies and understand the effects of each product on the hairs' structure. Learners will recognise how different products can be used to achieve a variety of techniques on all hair classifications.

Through a range of activities and practical tasks, the learners will cover the following areas:

- Health and safety to be considered when smoothing and strengthening hair
- Different factors that may impact smoothing and strengthening services
- The scientific principles of smoothing and strengthening systems
- Tools and products to use when providing services
- Adaptation of application techniques and working methods.

Learners may be introduced to the unit by asking themselves questions such as:

- How can learning about smoothing and strengthening systems upgrade my skills as a hairdresser?
- How can I creatively work around factors that could affect services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when smoothing and strengthening hair
  - Provide smoothing and strengthening hair services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when providing smoothing and strengthening system services

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices and how they affect smoothing and strengthening hair with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- how to avoid contact dermatitis
- the importance of cross infection and cross infestation
- the types and purposes of tests
- the potential consequences of failing to carry out tests
- the importance of recording test results.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of contact dermatitis, cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- testing hair prior to the service
- following manufacturer and workplace instructions for the safe use of equipment and products.

## Learning outcome:

### 2. Provide smoothing and strengthening hair service

#### Topics

- 2.1 The scientific principles of smoothing and strengthening systems
  - 2.2 The different factors that can impact services
  - 2.3 Smoothing and strengthening systems
  - 2.4 Aftercare advice and recommendations
-

**Topic 2.1:** Learners will need to understand scientific principles of smoothing and strengthening systems including:

- how hair and scalp analysis can affect the choice of products used
- how different products affect the hair structure
- the effects of thermal styling tools during the services.

**Topic 2.2:** Learners will need to adapt smoothing and strengthening systems to take account of relevant factors that may affect services and problems that may occur including:

- Different types of hair classification for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- Contra-indications including adverse hair, skin and scalp conditions
- the impact client features may have on the finished look for example, facial features, head, face and body shape
- client requirements and lifestyle
- how to resolve problems that may occur during hair smoothing and strengthening.

**Topic 2.3:** Learners will smooth and strengthen hair on the following:

- partial head
- full head
- above shoulder looks

below shoulder looks. Learners will need to understand the considerations to be taken when smoothing and strengthening hair:

- the types of tools and equipment that can be used to smooth and strengthen hair for example, thermal styling, infra-red irons
- different smoothing and strengthening systems including maximum volume reduction, volume control, curl management, conditioning effects
- sectioning the hair, and working cleanly and methodically for an even application of the smoothing and strengthening products
- development times
- rinsing hair thoroughly leaving hair free of all visible traces of smoothing and strengthening product
- techniques to be used during the application of heat, for example section sizes and degree of tension
- minimising heat damage to the hair during thermal straightening

the types of products available for finishing hair

**Topic 2.4:** Learners will need to advise and make recommendations about aftercare following hair smoothing and strengthening including:

- how to maintain the look.
  - suggested time interval between services
  - aftercare products and future services.
-

## Unit 307

## Create a variety of perming effects

|               |            |
|---------------|------------|
| <b>UAN:</b>   | J/507/5995 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 90         |

### What is this unit about?

This unit is about combining, adapting and personalising a range of sectioning and winding techniques to achieve a variety of fashionable permed effects. Permed effects include root lifted, waved, corkscrewed and textured curls. The ability to work with sensitised hair is also required.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety working practices to be considered when providing perming services
- Different factors that will impact the perming service
- Tools, products and equipment to use when providing perming services
- Perming techniques.

Learners may be introduced to the unit by asking themselves questions such as:

- How can I adapt perming techniques to create a variety of modern looks?
- How can I creatively work around factors that could affect services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely to perm hair
  - Provide perming services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely to perm hair

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices and how they affect perming services with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- how to avoid contact dermatitis developing while carrying out perming services
- the importance of preventing cross-infection and cross-infestation
- the types and purposes of tests including, incompatibility, elasticity, porosity
- the potential consequences of failing to carry out tests
- the importance of recording test results.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
  - wearing personal protective equipment when using perming and neutralising chemicals
  - preparing and keeping the work area clean and tidy
  - minimising the risk of contact dermatitis, cross-infection and cross-infestation
  - ensuring own posture and working methods minimise fatigue and risk of injury
  - positioning clients to meet the needs of services without causing discomfort
  - preparing client hair and protecting clothing and skin
  - testing hair prior to perming and neutralising
  - following manufacturer and workplace instructions for the safe use of equipment and products.
-

## Learning outcome:

### 2. Provide perming services

#### Topics

- 2.1 The scientific principles of perming and neutralising hair
- 2.2 The different factors that can impact services
- 2.3 Provide perming services
- 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to understand the scientific principles of perming hair and neutralising hair including:

- how sensitised hair reacts to perming products
- the chemical composition of perming and neutralising products
- the effects of perm lotions and neutralisers on the hair structure
- the effects of chemically rearranging hair during a perming service
- the effects of pre-perm and post-perm treatments on the hair structure
- how temperature affects the perming process.
- the effects of restoring the hair's pH balance after the perming and neutralising process.

**Topic 2.2:** Learners will need to adapt perming services to take account of relevant factors that may affect services and any problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- temperature
- direction and degree of movement required
- length of re-growth
- test results, hair and scalp conditions, contra-indications
- sensitised hair including previously chemically treated hair, recent removal of hair extensions
- rectify problems that can occur during the perming process.

**Topic 2.3:** Learners will need to provide perming services to create a variety of effects using sectioning and winding techniques including:

- Piggyback
- spiral
- weaving
- root
- hopscotch
- double wind.

Learners will need to understand the considerations to be taken when providing perming services:

- different perming effects including root lifted, waved, corkscrewed, textured curl
  - the types of tools that can be used to achieve different curl formations monitoring methods of applying perming and neutralising products
-

- the types and purpose of equipment used during the perm development process
- development times to avoid over-processing
- taking development test curls throughout the perming process
- ensuring hair is neutralised
- the importance of thorough rinsing of products.

**Topic 2.4:** Learners will need to advise and give recommendations to clients following perming services including:

- how to maintain the look
  - suggested time interval between services including a sufficient time lapse
  - aftercare products and future services.
-

## Unit 308

## Hair relaxing services

|               |            |
|---------------|------------|
| <b>UAN:</b>   | L/507/5996 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 90         |

### What is this unit about?

This unit is about providing prescriptive relaxing services. The ability to analyse relaxing issues, deal with chemically treated hair, sensitised hair and plan and agree a course of action is required, as treatment may need to span a period of time and a number of appointments.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing relaxing hair services
- Consultation techniques to help identify the requirements
- The scientific principles of relaxing hair
- Tools and products to use when providing services
- Relaxing hair techniques

Learners may be introduced to the unit by asking themselves question such as:

- What is the science behind relaxing hair?
- What factors should I be aware of that might impact services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when providing hair relaxing services
  - Provide hair relaxing services

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when providing hair relaxing services

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and Safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the types and purposes of tests
- the potential consequences of failing to carry out tests
- the importance of recording test results.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- wearing personal protective equipment when using relaxing chemicals
- preparing and keeping the work area clean and tidy
- minimising the risk of contact dermatitis, cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client's hair and protecting clothing and skin
- testing hair prior to relaxing following the manufacturer instructions
- following manufacturer and workplace instructions for the safe use of equipment and products.

## Learning outcome:

### 2. Provide hair relaxing services

#### Topics

- 2.1 The scientific principles of relaxing hair
  - 2.2 The different factors that can impact services
  - 2.3 Relaxing hair services
  - 2.4 Aftercare advice and recommendations
-

**Topic 2.1:** Learners will need to understand the scientific principles of relaxing hair including:

- how hair and scalp analysis can affect the choice of products used
- how hydroxides behave to change the hair structure for example sodium or non-sodium
- the implications of using a hydroxide based product on ammonium thioglycolate treated hair
- how to identify the difference between hair porosity and natural keratinisation
- how normalising shampoos work and their affect on the hair structure
- the effects of pre and post treatments
- the effects of restoring the hair's pH balance after the relaxing process.

**Topic 2.2:** Learners will need to adapt relaxing services to take account of the relevant factors that may affect the services and any problems that may occur:

- hair classifications for example, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- selecting sodium or non-sodium relaxing products
- test results, hair and scalp conditions, contra-indications
- how to deal with scalp irritation during and after the relaxing process
- rectify problems that can occur during the relaxing process.

**Topic 2.3:** Learners will need to provide relaxing services to create a variety of effects using techniques including:

- correction of under processing
- partial relaxing
- relaxing varying texture on the same head
- relaxing coloured hair.

Learners will need to understand considerations to be taken when providing hair relaxing services:

- when to select sodium or non-sodium relaxer
- preparing the client hair and scalp prior to the relaxing services for example using scalp protectors and, length and ends treatments
- the different types of application techniques used during relaxing services including resistant areas, virgin hair or regrowth
- how to texturise hair
- closely monitoring development

the necessity of thoroughly rinsing products.

**Topic 2.4:** Learners will need to advise clients and make recommendations following hair relaxing services:

- how to maintain the look
  - suggested time interval between services including a sufficient time lapse
  - aftercare products and future services.
-

## Unit 402

## Specialist hair and scalp treatments

|               |            |
|---------------|------------|
| <b>UAN:</b>   | R/507/5997 |
| <b>Level:</b> | 4          |
| <b>GLH:</b>   | 90         |

### What is this unit about?

This unit is about identifying a range of hair and scalp conditions and providing treatments and advice to clients to improve these conditions.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety to be considered when providing specialist hair and scalp treatments
- The legal significance of maintaining client records
- The importance of empathy and sensitivity when working with clients in this context
- Different hair and scalp conditions
- The scientific principles of specialist hair and scalp treatments
- Tools and products to use when providing services
- Specialist hair and scalp treatments that can be used to treat adverse conditions

Learners may be introduced to the unit by asking themselves question such as:

- What are the important personal skills required when handling sensitive issues?
- How can I upgrade my knowledge of relevant anatomy and physiology?
- What specific tools, products and equipment will support specialist services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when providing special hair and scalp treatments
  - Provide specialist hair and scalp treatments

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when providing specialist hair and scalp treatments

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices and how they affect specialist hair and scalp services with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- the implications of not following current relevant legislation and regulations
- responsibilities and reasons for maintaining personal hygiene, protection and appearance
- the potential consequences of failing to carry out tests
- the importance of recording test results
- salon procedures and manufacturers' instructions in relation to products, equipment and tools.

**Topic 1.2:** Learners need to be able to demonstrate working with consideration of health and safety working practices and legislation by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client's hair and protecting clothing and skin
- testing hair prior to providing hair and scalp treatments
- following manufacturer and workplace instructions for the safe use of equipment and products.

Learners will need to understand the legal significance of maintaining client records:

- recording of client responses to questioning in case of legal dispute
  - the importance of gaining and recording client agreement to treatments
  - the importance of updating client records with details of specialist hair and scalp treatments
-

## Learning outcome:

### 2. Provide specialist hair and scalp treatments

#### Topics

- 2.1 The scientific principles of specialist hair and scalp treatments
- 2.2 The different factors that can impact services
- 2.3 Provide specialist hair and scalp treatments

**Topic 2.1:** Learners will need to understand the scientific principles of specialist hair and scalp treatments services:

- the structure, function and actions of muscles of the head and neck
- the position of the primary bones of the head and neck
- the principles of the endocrine system
- the structure and function of the circulatory system, the lymphatic system, the nervous system
- the structure and function of the skin and hair
- the hair growth cycle
- the reasons for normal and abnormal hair growth for example, topical, congenital, systemic
- how the active ingredients in specialist hair and scalp products work
- different types of hair loss, their causes and how to recognise them
- the stages of male and female pattern hair loss using different classifications for example Hamilton and Ludwig
- the effects of erythema and hyperemia
- the effects of chemotherapy and radiotherapy on hair growth
- the signs, symptoms and causes of treatable adverse hair and scalp conditions including dry, oily, sensitive, pityriasis capitis, scaling, chemically, physically and environmentally damaged hair
- how other signs and symptoms can give an indication of the cause of hair and scalp problems
- the likely causes of adverse hair and scalp conditions.

**Topic 2.2:** Learners will need to adapt specialist hair and scalp treatments to take account of the relevant factors that may affect services and any problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- scalp conditions
- unusual features on the scalp.

**Topic 2.3:** Learners will need to provide specialist hair and scalp treatments on adverse hair and scalp conditions including:

- dry scalp
  - oily scalp
  - sensitised scalp
  - scaling scalp
  - pityriasis capitis
-

- diffuse hair loss (general thinning)
- chemically damaged hair
- environmentally damaged hair
- physically damaged hair.

Learners need to understand considerations to be taken when providing specialist hair and scalp treatments:

- specialist hair and scalp treatment products, oils, creams, lotions, spirit based, treatment conditioners and shampoos
- the effects different tools and equipment, high frequency, vibro massage, heat accelerators, steamers
- the preparation and application techniques
- the effects of different massage techniques including tapotment, effleurage, petrissage, friction, vibraton
- the importance of adapting massage techniques, treatments and equipment to suit the hair and scalp condition and the client's needs
- the importance of ensuring the hair and scalp are left clear of treatment products
- different types of medical treatments for hair loss
- the different types of technological advancements for the treatment of hair and scalp conditions.

**Topic 2.4:** Learners will need to advise clients and make recommendations following specialist hair and scalp treatments including:

- general factors that contribute to healthy hair and scalp
  - advice and support available for clients with hair loss
  - explaining any further requirement for courses of treatment
  - evaluating the effectiveness of the hair and scalp treatment
  - products and services provided in the salon.
-

## Unit 403

## Creative hair design skills

|               |            |
|---------------|------------|
| <b>UAN:</b>   | T/507/5992 |
| <b>Level:</b> | 4          |
| <b>GLH:</b>   | CHB15      |

### What is this unit about?

This unit is about developing creative skills in a way that enhances the learner's professional profile. The ability to research, plan and create a range of images in conjunction with others is required. Evaluation of the results and how the design image may be adapted for commercial use also forms an important part of this unit. Learners will plan showcasing opportunities and consider the market benefits of showcasing their work in this way.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety to be considered when attending showcasing events
- Communication skills needed when working with stakeholders
- Researching creative design ideas
- Planning showcasing events
- Designing and producing creative hair styles
- Evaluating designs

Learners may be introduced to the unit by asking themselves question such as:

- Why is it beneficial to showcase my work?
- What sources of inspiration could influence my designs?
- Where can my design skills progress to?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when producing creative hair designs
  - Research creative hair designs and plan showcasing opportunities
  - Develop creative hair designs

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely when producing creative hair designs

#### Topics

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1:1:** Learners will need to understand health and safety working practices with consideration of:

- safe and hygienic working practices for example, clean and tidy work area, preparing model's hair and protecting clothing
- different methods of cleaning, disinfecting and sterilisation
- hazards and risks which exist in the work area
- carrying out risk assessments, for example when working at external venues or off site
- the potential hazards and risks to consider when working at external venues or off site.

Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning models to meet the needs of the design without causing discomfort.

## Learning outcome:

### 2. Research creative hair designs and planning showcasing opportunities

#### Topics

- 2.1 Communicating with stakeholders
- 2.2 Research creative hair designs
- 2.3 Plan showcasing opportunities

**Topic 2.1:** Learners will need to use effective communication skills with stakeholders including:

- ways of visually presenting design ideas or concepts effectively to others
  - accepting constructive feedback when presenting design ideas or concepts
  - listening to and respecting the views and opinions of others
-

- how and when to participate in discussions and move them forward
- how to encourage interaction of ideas.

**Topic 2.2:** Learners will need to research creative design ideas including:

- developing a theme as a basis for a hair design image for example historical, cultural, fashion, avant garde
- using sources of creative information for example front cover of magazines, catwalks, Instagram, Pinterest
- using basic principles of design, scale and proportion when creating an image
- identifying the intended activity for which the images are required
- Identifying ways to showcase creative hair designs for example, photographic shoots, hair shows and competitions, social media

**Topic 2.3:** Learners will need to plan showcase opportunities with consideration of:

- the range and availability of resources for showcasing
- identifying stakeholders including models, photographers, line manager, make-up artists, colleagues, audience, competition judges
- clearly defining the roles and responsibilities of others involved
- detailed and accurate planning
- identifying how to resolve common problems associated with showcasing events such as staffing, tools and equipment breakdowns and time overruns
- considering factors when planning promotional activities for example, working to a budget, venue requirements, objective
- gaining feedback from stakeholders
- identifying potential commercial benefits that can arise from showcasing creative hair design work.

## Learning outcome:

### 3 Develop creative hair designs

#### Topics

- 3.1 Tools, products, equipment and techniques for developing creative hair designs
- 3.2 Produce creative hair designs images
- 3.3 Evaluate creative hair designs

**Topic 3.1:** Learners will need to understand the selection of tools, products, equipment and techniques when developing creative hair designs with consideration of:

- the different effects products, tools and equipment can achieve
- creative techniques including finger waving, pin curling, adding hair, plaiting, twisting, weaving
- the types of non-conventional items that may be used when styling hair and the effects they can create for example tin cans, chopsticks, rik raks, foil, cardboard, postiche
- ways in which additional media can be used to complement the overall design image for example, ornamentation, accessories, clothes, make-up
- adapting designs to meet any influencing factors for example model cancellation, availability of resources, limitations of hair type
- ensuring the finished images meets agreed design plans

**Topic 3.2:** Learners must produce hair images using a combination of creative techniques that

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could be showcased including:

- avant garde
- based on a theme
- commercial.

**Topic 3.3:** Learners will need to evaluate their creative hair designs by:

- presenting final results in a way that demonstrates innovative feature designs and enhances professional profile
- seeking feedback from relevant stakeholders on the impact and effectiveness of images
- evaluating performance against objectives
- evaluating how the design image may be adapted for commercial use.

Learners are expected to identify and plan showcasing opportunities but are not expected to carry out showcasing events. Learners will be expected to design and create all the looks in 2.2 with the intention of using them to showcase their professional skills.

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## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***City & Guilds Centre Manual***

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### ***Our Quality Assurance Requirements***

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden:** how to register and certificate candidates on line
  - **Events:** dates and information on the latest Centre events
  - **Online assessment:** how to register for e-assessments.
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## Useful contacts

### UK learners

General qualification information

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**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

General qualification information

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**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

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**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **[feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

### About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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