



## **ITEC Level 2 NVQ Diploma in Hairdressing 601/5795/1**

### **Assessment Guidance Document**

#### **Introduction**

This document sets out the technical specification relating to the ITEC Level 2 NVQ Diploma in Hairdressing

The following sections include:

- Assessor requirements
- Internal Verifier (IQA) requirements
- Qualification structures and rules of combination
- Industry specific requirements
- Practical assessment evidence requirements

The principles in this document are in addition to criteria that Awarding Organisations must meet for the delivery of qualifications as required by the Regulators, for example Ofqual's General Conditions of Recognition

#### **Assessor Requirements**

The Assessor must:

- be “occupationally competent”. Assessors must provide current evidence of competence, knowledge and understanding in the areas they are assessing
- have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification
- have access to, and be engaging with, Continuous Professional Development (CPD) activities in order to keep up-to-date with developments and any issues relevant to the qualification and/or its units. CPD is required per annum and must be demonstrated through a personal development plan (PDP) or as a reflective diary
- hold, or be working towards; a valid Assessor qualification based on LSIS, formerly LLUK

Learning and Development National Occupational Standards (2010):

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
  - Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
  - Level 3 Certificate in Assessing Vocational Achievement or
  - Level 3 Award in Assessing Competence in the Work Environment
- or hold one of the following:
- A1 Assess Candidates using a range of methods\*; or

- D32/33 Assess Candidate performance, using differing sources of evidence\*

\*Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development

### Unqualified Assessors

Awarding Organisations may approve individuals to assess qualifications who have not yet achieved their Assessor qualification. However, these individuals must be working towards and achieve this qualification and have an appropriate development plan. Should an unqualified Assessor be used, they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the Learner has achieved the required standard

### Witness Requirements

A Witness testimony, a statement made by someone present while the learner was performing an activity on-the-job, may be used to support the assessment process and where permitted by the awarding organisation. Witness testimony should only be used as an additional method of assessment when all observations have been carried out by an Assessor.

Where Witnesses are used:

1. evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony
2. any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided
3. they must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the Assessor.

### Internal Verifier/Internal Quality Assurer (IQA) Requirements

The Internal Verifier (IQA) must:

- have sufficient occupational experience across the range of units and qualifications for which they are responsible prior to commencing their role. This must be of sufficient depth to be effective and reliable when quality assuring judgements about Assessors' assessment processes and decisions
- must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification
- have access to, and be engaging with, Continuous Professional Development (CPD) activities in order to keep up-to-date with developments and any issues relevant to the qualification and/or its units. CPD is required per annum and must be demonstrated through a personal development plan (PDP) or as a reflective diary
- hold a valid Assessor qualification as specified under the Assessor requirements and hold or be working towards an internal quality assurance qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

Internal quality assurance qualifications:

- Learning and Development Unit 11 – Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- V1 Conduct Internal Quality Assurance of the Assessment Process\*; or
- D34 Internally Verify the Assessment Process\*.

\*Holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development

### **Unqualified Internal Quality Assurers**

Awarding Organisations may approve individuals to quality assure qualifications who have not yet achieved their internal quality assurance qualification. However, these individuals must be working towards and achieve this qualification and have an appropriate development plan. Should an unqualified Internal Quality Assurer be used, they must be fully supported and have their quality assurance decisions countersigned by a qualified Internal Quality Assurer to ensure the quality and consistency of assessment decisions

### **Continuous Professional Development (CPD) requirements**

Assessors, Internal Quality Assurers and External Quality Assurers should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the Awarding Organisation or other recognised and relevant providers in the sector.

For Assessors, Internal Quality Assurers and External Quality Assurers a minimum of 30 hours CPD is required per annum (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the organisation they work for.

## Qualification Structure: ITEC Level 2 NVQ Diploma in Hairdressing

The Learner must complete 7 mandatory units to achieve 55 credits, plus a minimum of 9 credits from the optional unit group to achieve a total of 64 credits

Unit reference number	ITEC Unit Number	Mandatory Units	Credit Value	Guided Learning Hours
J/506/9372	676 (CH1)	Style and Finish Hair	6	58
L/506/9373	677 (CH2)	Set and Dress Hair	7	62
D/506/9782	678 (CH3)	Cut Hair Using Basic Techniques	12	111
K/506/9381	679 (CH4)	Colour and Lighten Hair	14	124
F/506/9368	684 (CHB9)	Advise and Consult with Clients	8	63
T/506/9383	685 (CHB11)	Shampoo, Condition and Treat the Hair and Scalp	5	40
L/506/9499	669 (CHB12)	Develop and Maintain Effectiveness at Work	3	26
<b>Optional Units</b>				
R/506/9360	686 (AH2)	Relax Hair	9	82
M/506/9382	680 (CH5)	Perm and Neutralise Hair	10	93
R/506/9374	681 (CH6)	Plait and Twist Hair	5	42
M/506/9494	682 (CH7)	Temporarily Attach Hair to Enhance a Style	3	30
Y/506/9375	683 (CHB8)	Remove Hair Extensions	5	48
R/506/9584	687 (CHB13)	Fulfil Salon Reception Duties	6	47
J/506/9775	671 (CB2)	Cut Men's Hair Using Basic Techniques	12	111

### Practical Unit Evidence Requirements

ITEC Unit Ref	NOS Ref	Unit Title:
676	SKACH1	Style and Finish Hair
<ol style="list-style-type: none"> <li>Simulation is not allowed for any performance evidence within this unit</li> <li>You must practically demonstrate in your everyday work that you have met the standard for styling and finishing hair</li> <li>Your Assessor will observe your performance on <b>at least 4 occasions, each on different clients</b></li> <li>From the range, you must show that you have:</li> </ol>		

<ul style="list-style-type: none"> <li>- used <b>4 out of the 7</b> products</li> <li>- used <b>both</b> the types of heated styling equipment</li> <li>- styled <b>all</b> hair lengths</li> <li>- used <b>all</b> the blow drying tools and equipment</li> <li>- taken into account <b>all</b> the factors</li> <li>- produced <b>all</b> the blow dry finishes</li> <li>- given <b>all</b> advice and recommendations</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p>		
<b>ITEC Unit Ref</b>	<b>NOS Ref</b>	<b>Unit Title:</b>
677	SKACH2	Set and Dress Hair
<p>1. Simulation is not allowed for any performance evidence within this unit</p> <p>2. You must practically demonstrate in your everyday work that you have met the standard for setting and dressing hair</p> <p>3. Your Assessor will observe your performance on <b>at least 4 occasions on 4 different clients</b></p> <ul style="list-style-type: none"> <li>- <b>At least one of the observations must be of a set using rollers secured with pins</b></li> </ul> <p>4. From the range, you must show that you have:</p> <ul style="list-style-type: none"> <li>- used <b>4 out of the 8</b> products</li> <li>- used <b>all</b> the types of tools and equipment</li> <li>- used <b>3 out of 5</b> setting techniques</li> <li>- taken into account <b>all</b> factors</li> <li>- used <b>all</b> the sectioning and winding techniques</li> <li>- used <b>all</b> the dressing techniques and created all the effects</li> <li>- given <b>all</b> advice and recommendations</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p>		
<b>ITEC Unit Ref</b>	<b>NOS Ref</b>	<b>Unit Title:</b>
678	SKACH3	Cut Hair Using Basic Techniques
<p>1. Simulation is not allowed for any performance evidence within this unit</p> <p>2. You must practically demonstrate in your everyday work that you have met the standard for cut hair using basic techniques</p> <p>3. Your Assessor will observe your performance on <b>at least 6 occasions</b></p> <p>These looks must include:</p> <ul style="list-style-type: none"> <li>- a one length above the shoulder</li> <li>- a short graduation incorporating the use of scissor over comb</li> </ul> <p>4. From the range, you must show that you have:</p> <ul style="list-style-type: none"> <li>- adapted your cutting techniques to take into account the factors</li> <li>- achieved all the looks</li> <li>- used all the cutting techniques</li> <li>- given all the advice and recommendations</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p>		

ITEC Unit Ref	NOS Ref	Unit Title:
679	SKACH4	Colour and Lighten Hair
<ol style="list-style-type: none"> <li>Simulation is not allowed for any performance evidence within this unit</li> <li>You must practically demonstrate in your everyday work that you have met the standard for colour and lighten hair</li> <li>Your Assessor will observe your performance on <b>at least 4 occasions</b>, each on different clients</li> <li>From the range, you must show that you have: <ul style="list-style-type: none"> <li>used <b>4 of the 5 types</b> of products</li> <li>carried out <b>all</b> the tests</li> <li>taken into account <b>all</b> the factors</li> <li>used <b>4 of the 5</b> colouring and lightening techniques</li> <li>given <b>all</b> the advice and recommendations</li> </ul> </li> <li>You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</li> </ol>		
ITEC Unit Ref	NOS Ref	Unit Title:
684	SKACHB9	Advise and Consult with Clients
<ol style="list-style-type: none"> <li>Simulation is not allowed for any performance evidence within this unit</li> <li>You will need to demonstrate in your everyday work that you have met the standard for developing client consultancy skills</li> <li>Your Assessor will observe these aspects of your performance as part of all technical observations and will be recorded on <b>at least 5 occasions</b>. These recorded observations must cover different technical units</li> <li>From the range statement, you must show you: <ul style="list-style-type: none"> <li>have consulted with new and regular clients</li> <li>have used <b>all</b> the means of identifying clients' wishes</li> <li>have adapted your advice to take into account the factors limiting or affecting services</li> <li>have identified or can describe the problems</li> <li>have taken into account all hair characteristics</li> <li>used 3 of the 4 classifications</li> <li>given <b>all</b> the advice and recommendations</li> </ul> </li> <li>You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</li> </ol>		
ITEC Unit Ref	NOS Ref	Unit Title:
685	SKACHB11	Shampoo, Condition and Treat the Hair and Scalp
<ol style="list-style-type: none"> <li>Simulation is not allowed for any performance evidence within this unit</li> <li>You must practically demonstrate in your everyday work that you have met the standard for shampooing, conditioning and treating the hair and scalp</li> <li>Your Assessor will observe these aspects of your performance on <b>at least 3 occasions</b></li> <li>From the range, you must show that you have: <ul style="list-style-type: none"> <li>adapted your shampooing techniques for <b>3 out of the 5</b> hair conditions</li> </ul> </li> </ol>		

- adapted your shampooing techniques for **3 out of the 5** scalp conditions
  - used **2 out of the 3** shampooing massage techniques
  - used **all** the conditioning products
  - used **all** of the conditioning massage techniques
  - given **all** advice and recommendations
5. If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence

ITEC Unit Ref	NOS Ref	Unit Title:
669	SKACHB12	Develop and Maintain your Effectiveness at Work

1. Simulation is not allowed for any performance evidence within this unit
2. You will need to demonstrate in your everyday work that you have met the standard for developing and maintaining your effectiveness at work
3. Your Assessor will observe your contributions to effective teamwork on **at least 2 occasions**
4. From the range statement, you must show that you:
  - have participated in **all** the listed opportunities to learn
  - have agreed and reviewed your progress towards both productivity and personal development targets
  - have offered assistance on a one-to-one basis and in a group

ITEC Unit Ref	NOS Ref	Unit Title:
686	SKAAH2	Relax Hair

1. Simulation is not allowed for any performance evidence within this unit
2. You will need to demonstrate in your everyday work that you have met the standard for developing client consultancy skills
3. Your Assessor will observe these aspects of your performance on **at least 2 occasions for relaxing processes**
4. From the range, you must show that you have:
  - used **all** the products in the range
  - carried out **all** the tests in the range
  - used **3 out of the 4** types of tools listed
  - considered **all** the factors listed in the range
  - used **all** the application techniques
  - carried out relaxing in **3 out of the 4** areas listed in the range
  - given **all** advice and recommendations
5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range

ITEC Unit Ref	NOS Ref	Unit Title:
680	SKACH5	Perm and Neutralise Hair

1. Simulation is not allowed for any performance evidence within this unit
2. You must practically demonstrate in your everyday work that you have met the standard for perming and neutralising hair
3. Your Assessor will observe these aspects of your performance on **at least 2 occasions**

<p><b>each on a different client</b></p> <p>4. From the range, you must show that you have:</p> <ul style="list-style-type: none"> <li>- 1 of the observed performances must be carried out on a full head</li> <li>- used <b>3 out of the 6</b> products</li> <li>- carried out <b>4 out of the 5</b> tests</li> <li>- taken into account <b>all</b> the factors</li> <li>- carried out <b>1 out of the 3</b> sectioning techniques</li> <li>- given <b>all</b> the advice and recommendations</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p> <p><i>*knowledge of the 3 remaining products can be demonstrated through any form of a portfolio of evidence;</i></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Observed work</li> <li>• Witness statements</li> <li>• Audio-visual media</li> <li>• Evidence of prior learning or attainment</li> <li>• Written questions</li> <li>• Oral questions</li> <li>• Assignments</li> <li>• Case studies</li> <li>• Professional discussion</li> </ul>		
<b>ITEC Unit Ref</b>	<b>NOS Ref</b>	<b>Unit Title:</b>
681	SKACH6	Plait and Twist Hair
<p>1. Simulation is not allowed for any performance evidence within this unit</p> <p>2. You must practically demonstrate in your everyday work that you have met the standard for using plaiting and twisting techniques</p> <p>3. Your Assessor will observe your performance on <b>at least 3 occasions. Each occasion must be of a different look</b></p> <p>4. From the range, you must show that you have:</p> <ul style="list-style-type: none"> <li>- used <b>2 out of 3</b> products</li> <li>- taken into account <b>all</b> the factors</li> <li>- created <b>3 out of the 5</b> types of plaits and twists</li> <li>- given <b>all</b> advice and recommendations</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p>		
<b>ITEC Unit Ref</b>	<b>NOS Ref</b>	<b>Unit Title:</b>
682	SKACH7	Temporarily Attach Hair to Enhance a Style
<p>1. Simulation is not allowed for any performance evidence within this unit</p> <p>2. You must practically demonstrate in your everyday work that you have met the standard for attaching hair to enhance a style</p> <p>3. Your Assessor will observe your performance <b>on at least 2 occasions, which must include a removal of attached hair</b></p> <p>4. From the range, you must show that you have:</p> <ul style="list-style-type: none"> <li>- used <b>both</b> types of attachment systems</li> </ul>		



<ul style="list-style-type: none"> <li>- taken account of <b>all</b> the factors</li> <li>- given <b>all</b> advice and recommendations</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p>		
ITEC Unit Ref	NOS Ref	Unit Title:
683	SKACHB8	Remove Hair Extensions
<p>1. Simulation is not allowed for any performance evidence within this unit</p> <p>2. You must practically demonstrate in your everyday work that you have met the standard for removing hair extensions</p> <p>3. Your Assessor will observe your performance on <b>at least 2 occasions</b></p> <p>4. From the range, you must show that you have:</p> <ul style="list-style-type: none"> <li>- used <b>2 out of the 4</b> types of tools and products</li> <li>- removed <b>both</b> types of extensions</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p>		
ITEC Unit Ref	NOS Ref	Unit Title:
687	SKACHB13	Fulfil Salon Reception Duties
<p>1. Simulation is not allowed for any performance evidence within this unit</p> <p>2. You must practically demonstrate in your work situation that you have met the standards for fulfilling salon reception duties</p> <p>3. Your Assessor will observe these aspects of your performance on <b>at least 1 occasion</b></p> <p>4. From the range statement, you must show that you have:</p> <ul style="list-style-type: none"> <li>- handled <b>1 of the 2</b> types of people</li> <li>- handled <b>2 of the 3</b> types of enquiries</li> <li>- handled <b>both</b> types of appointments</li> <li>- handled <b>both</b> the methods of payment</li> </ul> <p>5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range</p>		
ITEC Unit Ref	NOS Ref	Unit Title:
671	SKACB2	Cut Men's Hair using Basic Techniques
<p>1. Simulation is not allowed for any performance evidence within this unit</p> <p>2. You must practically demonstrate in your everyday work that you have met the standard for cutting hair using barbering techniques</p> <p>3. Your Assessor will observe your performance on <b>at least 6 occasions</b></p> <p>4. From the range, you must show that you have:</p> <ul style="list-style-type: none"> <li>- used <b>all</b> the tools and equipment</li> <li>- cut both wet and dry hair</li> <li>- taken into account all the factors</li> <li>- cut 6 of the 10 looks</li> <li>- used <b>all</b> the techniques</li> <li>- created <b>all</b> the neckline shapes</li> </ul>		

- achieved **all** the outline shapes
  - given **all** the advice and recommendations
5. You must prove to your Assessor that you have the necessary skills to be able to perform competently in respect of all the items in this range

## Mandatory External Assessment Questions

Theory knowledge requirements can be found in the Rationale and individual unit Test Specifications.

## Glossary of Assessment Range terms

### All Units

Hair classification (this is a guideline only)

#### Type 1 – Straight Hair

Fine/Thin – hair tends to be very soft, shiny and oily, and it can be difficult to hold a curl

Medium – hair has lots of volume and body

Coarse – hair is normally extremely straight and difficult to curl

#### Type 2 – Wavy Hair

Fine/Thin – hair has a definite “S” pattern. Normally can accomplish various styles

Medium – hair tends to be frizzy and a little resistant to styling

Coarse – hair is also resistant to styling and normally very frizzy; tends to have thicker waves

#### Type 3 – Curly Hair

Loose curls – hair tends to have a combination texture. It can be thick and full with lots of body, with a definite “S” pattern. It also tends to be frizzy

Tight curls – also tends to have a combination texture, with a medium amount of curl.

#### Type 4 – Very Curly Hair

Soft – hair tends to be very fragile, tightly coiled and has a more defined curly pattern

Wiry – also very fragile and tightly coiled; however with a less defined curly pattern – has more of a “Z” pattern shape

Hair characteristics includes the following:

- hair density
- hair texture
- hair elasticity
- hair porosity
- hair condition
- hair growth patterns

## Unit 677Set and Dress Hair - SKACH2

### Heated Equipment

- heated rollers
- tongs

- straighteners

### **Wrap Setting**

When hair is wound clockwise or anti-clockwise so that the contours of the head form the finished shape of the hair

### **Unit 678 Cut Hair Using Basic Techniques - SKACH3**

Cutting terminology

#### **Long Graduation Cut**

A long graduation cut is when the inner layers of the hair lengths are shorter than the outline shape

#### **One length Cut**

A one length cut is when the hair is cut the same outside length

#### **Short Graduation Cut**

A short graduation cut is when the inner layers of the hair lengths are longer than the outline shape

#### **Uniform Layer Cut**

The uniform layer cut is when all sections of the hair are the same length

#### **Freehand**

The cutting of hair without holding it in place

#### **Texturising (by cutting)**

Introducing differing lengths in areas

### **Unit 679 Colour and Lighten Hair - SKACH4**

Pulled through highlights and or lowlights

Techniques could include

- combs
- spatula
- cap
- foil or film pull-through strips
- cones

### **Unit 684 Advise and Consult with Clients - SKACHB9**

#### **Adverse Hair, Skin and Scalp Conditions**

These are examples of conditions that can have an effect on what and how a service is delivered to clients:

- psoriasis
- alopecia
- cysts
- impetigo
- scars

- moles

### **Confidential Information**

This may include:

- personal aspects of conversations with clients
- personal aspects of conversations with colleagues
- contents of client records
- client and staff personal details
- addresses and telephone numbers
- financial aspects of the business
- gossip

### **Factors Influencing Services**

Anything which could affect the hairdressing service. You will find that these factors have been listed in the range statement for each outcome

### **Tests**

A test determines if a client is suitable for a particular service such as a skin test which identifies if the client is allergic to a product or chemical

### **Manufacturers' Instructions**

Explicit guidance issued by manufacturers' or suppliers' of products or equipment, concerning their safe and efficient use

## **Unit 685 Shampoo, Condition and Treat the Hair and Scalp - KACHB11**

### **Conditioning Products (examples)**

These can include:

- surface conditioners, including leave-in
- penetrating conditioners, including leave-in
- scalp treatments, including leave-in

Massage techniques:

#### **Effleurage**

A gentle stroking movement

#### **Friction**

A vigorous rubbing movement using the finger pads. It is stimulating, rather than relaxing, and is not always carried out. It is only done for a few minutes, working from front to back

#### **Petrissage**

Slow, firm, kneading movement

## **Unit 686 Relax Hair - SKAAH2**

### **Contraindications**

Conditions that indicate a service should not be carried out

### **Normalising Products**

These are post-relaxing treatments and shampoos. They are sometimes also known as “stabilisers” or “neutralising” products for the relaxing process

### **Texturising (using chemicals)**

A method of relaxing African type hair which reduces the natural curl pattern, to leave the hair softer and more manageable. This process is carried out on hair up to 5 cm (2 inches) in length

### **Unit 680 Perm and Neutralise Hair - SKACH5**

Basic sectioning technique includes 6 section and 9 section perm

#### **Pre-perm treatment**

A product which is applied to the hair prior to a chemical service to even out porosity along the hair shaft

#### **Chemical Rearranger**

Ammonium-thioglycollate-based product used to pre-soften tight/curly hair prior to winding a perm

#### **Strand Test**

This test is used in the rearranging process to establish the effect of the product on the hair and its condition, such as, the degree of straightness has been achieved before winding

### **Unit 681- Plait and Twist Hair - SKACH6**

#### **Traction Alopecia**

The loss of hair because of excessive or continuous tension on the hair such as regular wearing of extensions or plaiting

#### **Cornrow**

A three strand plait which sits on top of its base. This is also known as a canerow

#### **French Plait**

This is known as a Congo plait or Guinea plait. It is a single, inverted plait

### **Unit 682 Temporarily Attach Hair to Enhance a Style - SKACH7**

#### Tests

- pull
- elasticity
- skin
- porosity

Temporary hair attachment (hair attachment systems which last anything between 24 hours and six weeks)

- sewn
- plaited
- rings
- tapes
- clip-in hairpieces and additions
- taped weft
- cold bonding (latex)
- wefted hair – tracks/rows

- plaited cornrows

### **Pull Test**

The pull test helps evaluate excessive and/or abnormal hair loss; gently pulling small sections of hair whilst sliding the fingers from root to point on at least 3 areas of the scalp. If more than 12 hairs per hand are shed, it may be an indication of an abnormal hair growth condition

### **Traction Alopecia**

The loss of hair because of excessive and/or continuous tension on the hair, such as, regular wearing of extensions and plaiting

## **Unit 683 Remove Hair Extensions - SKACHB8**

Short term hair extensions (hair extensions which last anything between 24 hours and six weeks)

- sewn
- plaited
- rings
- tapes
- clip-in hairpieces and additions
- taped weft
- cold bonding (latex)
- wefted hair – tracks/rows
- plaited cornrows

Long term hair extensions (hair extensions which last six weeks plus)

- hot bonded or fusion
- micro ring or loop
- cornrow based wefts
- cornrow plaits

## **Unit 687 Fulfil Salon Reception Duties - SKACHB13**

### **Confidential Information**

May include personal aspects of conversations with clients, personal aspects of conversations with colleagues, contents of client records, client and staff personal details such as addresses and telephone numbers, financial aspects of the business, gossip

### **Limits of Own Authority**

The extent of your responsibility as determined by your own job description and workplace policies

### **Personal Presentation**

This includes personal hygiene; use of personal protection equipment; clothing and accessories suitable to the particular workplace

### **Relevant Person**

An individual deemed responsible for supervising you during a given task or service or the person to whom you normally report such as your Line Manager. In these particular Standards, it may also refer to an individual deemed responsible by the salon for specific areas and services

## Tests

A test will determine if a client is suitable for a particular service such as a skin test which identifies if the client is allergic to a product or chemical

## Unit 671 Cut Men's Hair using Basic Techniques - SKACB2

### Uniform Layer Cut

All sections of the hair are cut to the same length with scissors

### Full Neck Line

Collar length hair

## Trimmers

Small clippers with smaller blades to create a closer, finer cut with more definition and detail

## Flat Top

The haircut is usually done with clippers using the clipper over comb technique, though it can also be cut scissor over comb or freehand with a clipper. The hair at the crown is cut from about one quarter to one half inch whilst the barber stands behind the client. He then positions himself in front and cuts the top hair to about two inches in length and then to the desired height across the top from side to side whilst progressing back to the shorter hair at the crown. The exact lengths are dependent on skull shape and the style of flat top. Intricate cutting of the top and upper sides follow to achieve a specific inclination and squarish effect. There are many adaptations of this haircut such as the DA, horseshoe or high top fade.

## Values

The following Key Values underpin the delivery of services in the hair and barbering sector:

- a willingness to learn
- the completion of services in a commercially viable time
- meeting both organisational and industry standards of appearance
- ensuring personal hygiene and protection meets accepted industry and organisational requirements
- a flexible working attitude
- a team worker
- maintaining customer care
- a positive attitude
- personal and professional ethics
- the ability to self-manage
- creativity skills
- excellent verbal and non-verbal communication skills
- the maintenance of effective, hygienic and safe working methods
- adherence to workplace, suppliers or manufacturers' instructions for the safe use of equipment, materials and product

## Behaviours

The following behaviours underpin the delivery of services in the hair and barbering sector. These behaviours ensure that clients receive a positive impression of both the salon and the individual

- meeting the salon's standards of behaviour
- greeting the client respectfully and in a friendly manner
- communicating with the client in a way that makes them feel valued and respected
- identifying and confirming the client's expectations
- treating the client courteously and helpfully at all times
- keeping the client informed and reassured
- adapting the behaviour to respond effectively to different client behaviour
- responding promptly to a client seeking assistance
- selecting the most appropriate way of communicating with the client
- checking with the client that you have fully understood their expectations
- responding promptly and positively to the clients' questions and comments
- allowing the client time to consider the response and give further explanation when appropriate
- quickly locating information that will help the client
- giving the client the information they need about the services or products offered by the salon
- recognising information that the client might find complicated and checking whether they fully understand
- explaining clearly to the clients any reasons why their needs or expectations cannot be met