



Qualification Specification

ProQual Level 1

Award/Certificate in

Introduction to the Hair

Industry

ProQual Level 1 Award/Certificate in Introduction to the Hair Industry



This qualification is part of ProQual's broad offer of qualifications in the Hair and Beauty Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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Introduction

The ProQual Level 1 Award/Certificate in Introduction to the Hair Industry provides a nationally recognised qualification for those who wish to enter the hair industry, either as a hairdresser or barber, but who do not yet feel ready to complete a level 2 qualification. It would also be suitable for young people who wish to, or think they may wish to, become hair professionals.

The aims of this qualification are:

- To develop a foundational understanding of the hair industry.
- To develop and demonstrate basic skills as a hair professional.
- To provide a pathway for young people and career changers wishing to enter the hair industry, and complete further study and training.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 1 Award in Introduction to the Hair Industry
Qualification Number:	610/4740/5
Level:	1
Total Qualification Time (TQT):	120
Guided Learning Hours (GLH):	80
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assurance by ProQual verifiers
Qualification Start Date:	01/10/2024
Qualification Review Date:	01/10/2027

Qualification Title:	ProQual Level 1 Certificate in Introduction to the Hair Industry
Qualification Number:	610/4741/7
Level:	1
Total Qualification Time (TQT):	180
Guided Learning Hours (GLH):	120
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assurance by ProQual verifiers
Qualification Start Date:	01/10/2024
Qualification Review Date:	01/10/2027

Learner Profile

There are no formal entry requirements for this qualification. Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan.

Candidates must be **at least** 14 years old on the day that they are registered with ProQual. Centres are reminded that no assessment activity should take place until a candidate has been registered.

Candidates who complete this qualification may progress onto the ProQual Level 2 Certificate or Diploma for Hair Professionals.

Qualification Structure

These qualifications both contain **two** mandatory unit/units. Candidates must complete both mandatory units to complete either qualification.

To be awarded the Level 1 Award in Introduction to the Hair Industry, candidates must additionally complete **two** optional units.

To be awarded the level 1 Certificate in Introduction to the Hair Industry, candidates must additionally complete **four** optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/651/3225	Introduction to Working in a Hair Salon	1	30	20
T/651/3226	Introduction to Client Consultation as a Hair Professional	1	30	20
Optional Units				
Y/651/3227	Introduction to Shampooing and Conditioning Hair	1	30	20
A/651/3228	Introduction to Blow-drying Hair	1	30	20
D/651/3229	Introduction to Plaiting Hair	1	30	20
J/651/3230	Introduction to Winding Hair	1	30	20
K/651/3231	Introduction to Women's Hair Styling	1	30	20
L/651/3232	Introduction to Men's Hair Styling	1	30	20
M/651/3233	Colouring Hair with Temporary Colour	1	30	20
H/651/3258	Introduction to the Front of House Role in a Salon	1	30	20
M/651/3260	Creating a Basic Retail Display	1	30	20

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 1 Award in Introduction to the Hair Industry

ProQual Level 1 Certificate in Introduction to the Hair Industry

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working salon only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		Introduction to Working in a Hair Salon		Level:		1	
Unit Number:		R/651/3225		TQT:		30	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand the hair industry	1.1	Describe the following hairdressing and barbering services: <ul style="list-style-type: none"> • Shampoo and condition. • Hair and scalp treatments. • Blow-drying. • Setting. • Colouring. • Perming. • Relaxing. • Hair extensions. • Facial hair cutting. • Hot towel shaving. 				
		1.2	Describe the responsibilities of the following roles within a hair salon: <ul style="list-style-type: none"> • Receptionist. • Junior assistant. • Practitioner. • Manager. • Salon Owner. 				
		1.3	Explain how a qualified hair professional could find work: <ul style="list-style-type: none"> • In an independent salon. • As a freelance practitioner. • In the leisure industry. • In the fashion industry. • In the media. • In schools and colleges. 				
		1.4	Describe the career progression opportunities for qualified hair professionals.				

2	Understand how to stay safe in a salon environment.	2.1	Identify the requirements placed on a hair professional by: <ul style="list-style-type: none"> • The Health and Safety at Work Act. • Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR). • Manual Handling Operations Regulations. • Control of Substances Hazardous to Health (COSHH).
		2.2	Define the following terms: <ul style="list-style-type: none"> • Risk. • Hazard. • PPE
		2.3	Identify common hazards within the salon environment.
		2.4	Describe at least three ways the risks of the salon environment can be controlled.
		2.5	Describe the steps that should be taken if an accident occurs in the salon.
		2.6	Describe the steps that should be taken if the fire alarm sounds in the salon.
3	Understand how to serve customers in the salon environment.	3.1	Identify examples of good customer service.
		3.2	Identify examples of poor customer service.
		3.3	Explain the importance of making a good first impression with a client.
		3.4	Describe the possible consequences of poor customer service.
		3.5	Describe professional appearance for a hair professional.
		3.6	Describe how the following methods can be used to communicate with a client: <ul style="list-style-type: none"> • Verbal. • Non-verbal. • Written. • Visual aids.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

Title:		Introduction to Client Consultation as a Hair Professional		Level:	1
Unit Number:	T/651/3226	TQT:	30	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to perform a client consultation.	1.1	Describe what is meant by the term contraindication .		
		1.2	Explain why you should not provide services that are contraindicated.		
		1.3	Explain why it is important to discuss the following with a client, before agreeing the service plan: <ul style="list-style-type: none"> • Medical history. • Treatment history. • The client's expectations. 		
		1.4	Explain why it is important to agree the service plan with the client.		
		1.5	Explain what is meant by informed consent, and why it is important.		
		1.6	Describe how social influences, the media and trends can influence the consultation outcome.		
		1.7	Describe the benefits of using visual aids during a consultation.		
		1.8	Explain why it is important to discuss the fees and service timescales with the client.		
		1.9	Describe how the consultation records should be stored.		

2	Understand how to develop a service plan.	2.1	Identify sources of inspiration when developing a service plan.
		2.2	Describe how the following techniques can be used to create a unique image: <ul style="list-style-type: none"> • Curling. • Straightening. • Colouring. • Plaiting
		2.3	Describe how the following products can be used to create a unique image: <ul style="list-style-type: none"> • Temporary colour. • Setting lotions. • Mouses • Hairspray. • Hair gel/wax • Hair chalk.
		2.4	Describe how the following equipment can be used to create a unique image: <ul style="list-style-type: none"> • Hairdryer. • Flat brush. • Round brush. • Comb. • Straighteners. • Curling tongs. • Rollers.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

Title:		Introduction to Shampoo and Conditioning		Level:	1	
Unit Number:		Y/651/3227	TQT:	30	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>				
1	Understand how to shampoo and condition hair.	1.1	Describe the following hair conditions: <ul style="list-style-type: none"> Balanced. Dry. Oily. 			
		1.2	Describe the following hair states: <ul style="list-style-type: none"> Non-chemically treated. Partially chemically treated. Chemically treated. 			
		1.3	Describe the following hair densities: <ul style="list-style-type: none"> Sparse. Medium. Abundant. 			
		1.4	Describe the following hair textures: <ul style="list-style-type: none"> Fine. Medium. Coarse. 			
		1.5	Describe the different types of shampoo products available and how they are used.			
		1.6	Describe the different types of conditioning products available and how they are used.			
		1.7	Describe the tools and equipment used to carry out a shampoo and conditioning service.			
		1.8	Describe how to prepare the client for the shampoo and conditioning service.			
		1.9	Describe how to prepare the workspace for the shampoo and conditioning service.			

1	<i>Continued</i>	1.10	Identify the steps that should be taken when shampooing a client's hair.
		1.11	Identify the steps that should be taken when conditioning a client's hair.
		1.12	Describe the hazards present when carrying out a shampoo and conditioning service.
		1.13	Describe how to reduce the risk of at least three hazards of a shampoo and conditioning service.
		1.14	Describe how to reduce the risk of spreading infection when carrying out a shampoo and conditioning service.
2	Carry out a shampoo and conditioning service.	2.1	Carry out a consultation with the client and determine the following: <ul style="list-style-type: none"> • If there are any contraindications. • The client's hair and scalp condition. • If the client's hair has been chemically treated. • The density of the client's hair. • The texture of the client's hair. • The purpose of the shampoo and conditioning service.
		2.2	Select an appropriate shampoo product for the client's hair and the desired outcome.
		2.3	Select an appropriate conditioning product for the client's hair and the desired outcome.
		2.4	Select appropriate tools and equipment for the shampoo and conditioning service.
		2.5	Prepare for the shampoo and conditioning service, including preparing: <ul style="list-style-type: none"> • Yourself. • The client. • The workspace.

2	Continued	2.6	<p>Shampoo the client's hair, including:</p> <ul style="list-style-type: none"> • Brush the hair to remove knots. • Wet the hair thoroughly. • Apply shampoo using effleurage technique. • Use rotary massage technique as appropriate. • Use friction massage technique as appropriate. • Rinse the shampoo out of the hair. • Repeat the process if required.
		2.7	<p>Condition the client's hair, including:</p> <ul style="list-style-type: none"> • Squeeze water from the hair. • Towel dry the hair. • Apply the conditioner using effleurage technique. • Massage the product into the hair using petrissage technique. • Rinse the conditioner out of the hair. • Remove excess water • Wrap the towel around the head and blot the hair. • Seat the client at the workstation and remove the towel.
		2.8	<p>Detangle the client's hair, including:</p> <ul style="list-style-type: none"> • Working from roots to ends. • Taking small sections at a time. • Avoiding damage, tugging, pain and further knots.
		2.9	<p>Follow health and safety requirements throughout the service.</p>
		2.10	<p>Ensure the comfort and dignity of the client throughout the service.</p>
		2.11	<p>Act in a professional manner throughout the service.</p>
		2.12	<p>Provide appropriate aftercare advice to the client, including:</p> <ul style="list-style-type: none"> • Which products to use at home, and their benefits. • Which tools and equipment to use at home, and how to use them correctly. • How to detangle their hair at home.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

Evidence of practical skills **may** be simulated, provided:

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

Title:		Introduction to Blow-drying Hair		Level:	1	
Unit Number:		A/651/3228	TQT:	30	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>				
1	Understand how to blow-dry hair.	1.1	Describe the following hair conditions: <ul style="list-style-type: none"> Balanced. Dry. Oily. 			
		1.2	Describe the following hair states: <ul style="list-style-type: none"> Non-chemically treated. Partially chemically treated. Chemically treated. 			
		1.3	Describe the following hair densities: <ul style="list-style-type: none"> Sparse. Medium. Abundant. 			
		1.4	Describe the following hair textures: <ul style="list-style-type: none"> Fine. Medium. Coarse. 			
		1.5	Describe the following hair curl classifications: <ul style="list-style-type: none"> Straight. Wavy. Curly. Tight curls. 			
		1.6	Describe the tools, equipment and products used to blow dry hair, including: <ul style="list-style-type: none"> Round brushes. Bristle brushes. Flat/paddle brushes. Hand dryer. Mousse. Lotion. Oil. Heat Protector. Serum. 			

1	<i>Continued</i>	1.7	Identify the steps that should be taken when blow-drying a client's hair.
		1.8	Describe the aftercare advice you would give to a client after a blow-drying service.
		1.9	Describe the hazards present when carrying out a blow-drying service.
		1.10	Describe how to reduce the risk of at least three hazards of a blow-drying service.
2	Carry out a blow-drying service.	2.1	Carry out a consultation with the client and determine the following: <ul style="list-style-type: none"> • If there are any contraindications. • The client's hair and scalp condition. • If the client's hair has been chemically treated. • The density of the client's hair. • The texture of the client's hair. • The purpose of the blow-drying service
		2.2	Select an appropriate styling product for the client's hair and the desired outcome.
		2.3	Select appropriate tools and equipment for the blow-drying service.
		2.4	Prepare for the blow-drying service, including preparing: <ul style="list-style-type: none"> • Yourself. • The client. • The workspace.
		2.5	Provide the blow-drying service, including: <ul style="list-style-type: none"> • Detangle the hair. • Apply a suitable styling product. • Section the hair into quarters. • Working in sections, use the dryer in a downward motion from root to tip. • Use appropriate tension. • Ensure the hair is dry and smooth.
		2.6	Follow health and safety requirements throughout the service.
		2.7	Ensure the comfort and dignity of the client throughout the service.

2	<i>Continued</i>	2.8	Act in a professional manner throughout the service.
		2.9	Provide appropriate aftercare advice to the client, including how to look after the style at home.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

Evidence of practical skills **may** be simulated, provided:

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

Title:		Introduction to Plaiting Hair		Level:		1	
Unit Number:		D/651/3229		TQT:		30	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand how to plait hair.	1.1	Describe the following hair conditions: <ul style="list-style-type: none"> Balanced. Dry. Oily. 				
		1.2	Describe the following hair states: <ul style="list-style-type: none"> Non-chemically treated. Partially chemically treated. Chemically treated. 				
		1.3	Describe the following hair densities: <ul style="list-style-type: none"> Sparse. Medium. Abundant. 				
		1.4	Describe the following hair textures: <ul style="list-style-type: none"> Fine. Medium. Coarse. 				
		1.5	Describe the following hair curl classifications: <ul style="list-style-type: none"> Straight. Wavy. Curly. Tight curls. 				
		1.6	Describe the following hair growth patterns: <ul style="list-style-type: none"> Cowlick. Widow's peak. Nape whorl. Double crown. 				

1	<i>Continued</i>	1.7	Describe how the following face shapes can influence the choice of plaiting services: <ul style="list-style-type: none"> • Oval. • Round. • Square. • Oblong. • Heart. • Pear.
		1.8	Describe how the following products are used when plaiting hair: <ul style="list-style-type: none"> • Wax. • Sprays. • Dressing Creams. • Gel. • Serum.
		1.9	Describe how the following tools are used when plaiting hair: <ul style="list-style-type: none"> • Combs. • Flat brushes. • Covered hair bands. • Pins and grips. • Sectioning clips.
		1.10	Identify the steps that should be taken when plaiting a client's hair.
		1.11	Describe the aftercare advice you would give to a client after a plaiting service.
		1.12	Describe the hazards present when carrying out a plaiting service.
		1.13	Describe how to reduce the risk of at least three hazards of a plaiting service.

2	Carry out a plaiting service.	2.1	Carry out a consultation with the client and determine the following: <ul style="list-style-type: none"> • If there are any contraindications. • The client's hair and scalp condition. • If the client's hair has been chemically treated. • The density of the client's hair. • The texture of the client's hair. • The client's face shape. • The desired outcome of the plaiting service.
		2.2	Select an appropriate styling product for the client's hair and the desired outcome.
		2.3	Select appropriate tools and equipment for the plaiting service.
		2.4	Prepare for the plaiting service, including preparing: <ul style="list-style-type: none"> • Yourself. • The client. • The workspace.
		2.5	Provide the plaiting service, including: <ul style="list-style-type: none"> • On scalp plaits. • Off scalp plaits. • Twists.
		2.6	Follow health and safety requirements throughout the service.
		2.7	Ensure the comfort and dignity of the client throughout the service.
		2.8	Act in a professional manner throughout the service.
		2.9	Provide appropriate aftercare advice to the client, including how to look after the style at home.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
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- Expert witness testimony.
- Candidate reflection on own practical work.

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Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

Evidence of practical skills **may** be simulated, provided:

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

Title:		Introduction to Winding Hair		Level:		1	
Unit Number:		J/651/3230		TQT:		30	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand how to wind hair.	1.1	Describe the following hair conditions: <ul style="list-style-type: none"> Balanced. Dry. Oily. 				
		1.2	Describe the following hair states: <ul style="list-style-type: none"> Non-chemically treated. Partially chemically treated. Chemically treated. 				
		1.3	Describe the following hair densities: <ul style="list-style-type: none"> Sparse. Medium. Abundant. 				
		1.4	Describe the following hair textures: <ul style="list-style-type: none"> Fine. Medium. Coarse. 				
		1.5	Describe the following hair curl classifications: <ul style="list-style-type: none"> Straight. Wavy. Curly. Tight curls. 				
		1.6	Describe the following hair growth patterns: <ul style="list-style-type: none"> Cowlick. Widow's peak. Nape whorl. Double crown. 				

1	<i>Continued</i>	1.7	Describe how the following tools and equipment are used when winding hair: <ul style="list-style-type: none"> • Setting rollers. • Setting pins. • Detangling comb. • Tail comb.
		1.8	Identify the steps that should be taken when winding a client's hair.
		1.9	Describe the aftercare advice you would give to a client after a winding service.
		1.10	Describe the hazards present when carrying out a winding service.
		1.11	Describe how to reduce the risk of at least three hazards of a winding service.
2	Carry out a winding service.	2.1	Carry out a consultation with the client and determine the following: <ul style="list-style-type: none"> • If there are any contraindications. • The client's hair and scalp condition. • If the client's hair has been chemically treated. • The density of the client's hair. • The texture of the client's hair. • The client's face shape. • The desired outcome of the plaiting service.
		2.2	Select appropriate tools and equipment for the winding service.
		2.3	Prepare for the winding service, including preparing: <ul style="list-style-type: none"> • Yourself. • The client. • The workspace.

2	<i>Continued</i>	2.4	<p>Provide the winding service, including:</p> <ul style="list-style-type: none"> • Preparing the hair by dampening. • Detangle the hair. • Section the hair appropriately. • Wind the hair using appropriate tension. • Ensure rollers are sat appropriately for the required root lift. • Secure rollers with setting pins. • Ensure each section is equal in size, with no loose ends.
		2.5	<p>Follow health and safety requirements throughout the service.</p>
		2.6	<p>Ensure the comfort and dignity of the client throughout the service.</p>
		2.7	<p>Act in a professional manner throughout the service.</p>
		2.8	<p>Provide appropriate aftercare advice to the client, including how to look after the style at home.</p>

Additional Assessment Information

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Evidence of practical skills **may** be simulated, provided:

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

Title:		Introduction to Women's Hair Styling		Level:		1	
Unit Number:		K/651/3231		TQT:		30	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand how to use basic techniques to style women's hair.	1.1	Describe the following hair densities: <ul style="list-style-type: none"> • Sparse. • Medium. • Abundant. 				
		1.2	Describe the following hair textures: <ul style="list-style-type: none"> • Fine. • Medium. • Coarse. 				
		1.3	Describe the following hair curl classifications: <ul style="list-style-type: none"> • Straight. • Wavy. • Curly. • Tight curls. 				
		1.4	Describe the following hair growth patterns: <ul style="list-style-type: none"> • Cowlick. • Widow's peak. • Nape whorl. • Double crown. 				
		1.5	Describe how the following face shapes can influence the choice of hair style: <ul style="list-style-type: none"> • Oval. • Round. • Square. • Oblong. • Heart. • Pear. 				
		1.6	Describe how a client's lifestyle can affect the choice of hair style.				
		1.7	Identify three currently popular women's hair styles.				

1	<i>Continued</i>	1.8	Describe how the following techniques are used to style women's hair: <ul style="list-style-type: none"> • Straightening. • Smoothing. • Curling. • Hair up. • Blow drying. • Setting. • Pin curling. • Finger drying.
		1.9	Describe how the following products are used to style women's hair: <ul style="list-style-type: none"> • Mousse. • Gel. • Lotion • Spray. • Moisturisers. • Wax. • Heat Protectors.
		1.10	Describe the hazards present when carrying out a styling service.
		1.11	Describe how to reduce the risk of at least three hazards of a styling service.
2	Style women's hair using basic techniques.	2.1	Carry out a consultation with the client and determine the following: <ul style="list-style-type: none"> • If there are any contraindications. • The client's hair and scalp condition. • If the client's hair has been chemically treated. • The density of the client's hair. • The texture of the client's hair. • The client's face shape. • The desired outcome of the styling service.
		2.2	Select appropriate tools and equipment for the styling service.
		2.3	Select appropriate styling products for the styling service.

2	<i>Continued</i>	2.4	Prepare for the styling service, including preparing: <ul style="list-style-type: none"> • Yourself. • The client. • The workspace.
		2.5	Use the basic techniques to create the client's desired style, including: <ul style="list-style-type: none"> • Straightening. • Smoothing. • Curling. • Hair up. • Blow drying. • Setting. • Pin curling. • Finger drying.
		2.6	Follow health and safety requirements throughout the service.
		2.7	Ensure the comfort and dignity of the client throughout the service.
		2.8	Act in a professional manner throughout the service.
		2.9	Provide appropriate aftercare advice to the client, including how to look after the style at home.

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- Work is carried out in a realistic environment.
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Title:		Introduction to Men's Hair Styling		Level:		1	
Unit Number:		L/651/3232		TQT:		30	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand how to use basic techniques to style men's hair.	1.1	Describe the following hair densities: <ul style="list-style-type: none"> • Sparse. • Medium. • Abundant. 				
		1.2	Describe the following hair textures: <ul style="list-style-type: none"> • Fine. • Medium. • Coarse. 				
		1.3	Describe the following hair curl classifications: <ul style="list-style-type: none"> • Straight. • Wavy. • Curly. • Tight curls. 				
		1.4	Describe the following hair growth patterns: <ul style="list-style-type: none"> • Cowlick. • Widow's peak. • Nape whorl. • Double crown. 				
		1.5	Describe how the following face shapes can influence the choice of hair style: <ul style="list-style-type: none"> • Oval. • Round. • Square. • Oblong. • Heart. • Pear. 				
		1.6	Describe how a client's lifestyle can affect the choice of hair style.				
		1.7	Identify three currently popular men's hair styles.				

1	<i>Continued</i>	1.8	Describe how the following techniques are used to style men's hair: <ul style="list-style-type: none"> • Straightening. • Smoothing. • Curling. • Blow drying. • Finger drying.
		1.9	Describe how the following products are used to style men's hair: <ul style="list-style-type: none"> • Mousse. • Gel. • Lotion • Spray. • Moisturisers. • Wax. • Dressing creams. • Heat Protectors.
		1.10	Describe the hazards present when carrying out a styling service.
		1.11	Describe how to reduce the risk of at least three hazards of a styling service.
2	Style Men's hair using basic techniques.	2.1	Carry out a consultation with the client and determine the following: <ul style="list-style-type: none"> • If there are any contraindications. • The client's hair and scalp condition. • If the client's hair has been chemically treated. • The density of the client's hair. • The texture of the client's hair. • The client's face shape. • The desired outcome of the styling service.
		2.2	Select appropriate tools and equipment for the styling service.
		2.3	Select appropriate styling products for the styling service.

2	<i>Continued</i>	2.4	Prepare for the styling service, including preparing: <ul style="list-style-type: none"> • Yourself. • The client. • The workspace.
		2.5	Use the basic techniques to create the client's desired style, including: <ul style="list-style-type: none"> • Straightening. • Smoothing. • Curling. • Blow drying. • Finger drying.
		2.6	Follow health and safety requirements throughout the service.
		2.7	Ensure the comfort and dignity of the client throughout the service.
		2.8	Act in a professional manner throughout the service.
		2.9	Provide appropriate aftercare advice to the client, including how to look after the style at home.

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- All assessed treatments or services are performed on a live model.

Title:	Colouring Hair with Temporary Colour			Level:	1
Unit Number:	M/651/3233	TQT:	30	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to use temporary hair colour.	1.1	Describe the following hair densities: <ul style="list-style-type: none"> • Sparse. • Medium. • Abundant. 		
		1.2	Describe the following hair textures: <ul style="list-style-type: none"> • Fine. • Medium. • Coarse. 		
		1.3	Describe the following hair curl classifications: <ul style="list-style-type: none"> • Straight. • Wavy. • Curly. • Tight curls. 		
		1.4	Describe the following hair growth patterns: <ul style="list-style-type: none"> • Cowlick. • Widow's peak. • Nape whorl. • Double crown. 		
		1.5	Describe how the following factors can influence the choice of colour: <ul style="list-style-type: none"> • Hair style. • Hair length. • Skin tone. • Skin classification. 		
		1.6	Identify the reasons why a client may wish to use temporary hair colours.		

1	<i>Continued</i>	1.7	Describe how the products are used when applying temporary hair colour: <ul style="list-style-type: none"> • Colour rinse. • Hair mascara. • Coloured mousse. • Coloured setting lotions. • Coloured creams. • Coloured wax. • Coloured hair chalk. • Colour hairsprays. • Colour shampoos. • Colour conditioners.
		1.8	Describe how the following tools and equipment are used when applying temporary hair colour: <ul style="list-style-type: none"> • Wide tooth comb. • Pin tail comb. • Sectioning clips. • Tint brush and bowl.
		1.9	Describe how the following sectioning techniques are used when applying temporary hair colour: <ul style="list-style-type: none"> • Quarters. • Half head. • Placed application.
		1.10	Describe the hazards present when applying temporary hair colour.
		1.11	Describe how to reduce the risk of at least three hazards of applying temporary hair colour.
2	Style women's hair using basic techniques.	2.1	Carry out a consultation with the client and determine the following: <ul style="list-style-type: none"> • If there are any contraindications. • The client's hair and scalp condition. • If the client's hair has been chemically treated. • The density of the client's hair. • The texture of the client's hair. • The desired outcome of the colouring service.
		2.2	Select appropriate tools and equipment for the colouring service.

2	<i>Continued</i>	<p>2.3 Select appropriate styling products for the colouring service, including:</p> <ul style="list-style-type: none"> • Colour rinse. • Hair mascara. • Coloured mousse. • Coloured setting lotions. • Coloured creams. • Coloured wax. • Coloured hair chalk. • Colour hairsprays. • Colour shampoos. • Colour conditioners.
		<p>2.4 Prepare for the colouring service, including preparing:</p> <ul style="list-style-type: none"> • Yourself. • The client. • The workspace.
		<p>2.5 Apply the temporary colour using an appropriate sectioning and application technique, to achieve the desired effect.</p>
		<p>2.6 Follow health and safety requirements throughout the service.</p>
		<p>2.7 Ensure the comfort and dignity of the client throughout the service.</p>
		<p>2.8 Act in a professional manner throughout the service.</p>
		<p>2.9 Provide appropriate aftercare advice to the client, including how to look after the style at home.</p>

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Title:	Introduction to the Front of House Role in a Salon			Level:	1
Unit Number:	H/651/3258	TQT:	30	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to perform basic salon front of house duties.	1.1	Explain why it is important to present a positive image to the customer.		
		1.2	Describe the responsibilities of the salon reception role.		
		1.3	Describe the features of an efficient and effective reception service.		
		1.4	Identify the payment methods used in a salon.		
		1.5	Describe the different types of system available for recording and tracking appointments.		
		1.6	Explain how to record appointments for a range of services, in accordance with organisational policy.		
		1.7	State the information that must be collected from the client when taking an appointment.		
		1.8	Explain the importance of maintaining client confidentiality.		
		1.9	Identify the factors that must be considered when agreeing appointment times.		
2	Perform basic salon front of house duties.	2.1	Communicate with clients in a professional manner.		
		2.2	Record and pass on information accurately, both from and to the client.		
		2.3	Maintain client confidentiality.		
		2.4	Accurately record appointments for a range of services.		

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Title:		Creating a Basic Retail Display		Level:		1	
Unit Number:		M/651/3260		TQT:		30	
				GLH:		20	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand how to create a basic retail display.	1.1	Describe the factors that need to be taken into account when creating a retail display.				
		1.2	Identify the types of products suitable for a retail display.				
		1.3	Describe the organisational procedure for reporting retail stock shortages.				
		1.4	Describe safe working practices that should be followed when creating, stocking and removing retail displays.				
2	Create a basic retail display.	2.1	Obtain and follow advice and instruction for creating a retail display.				
		2.2	Produce at least two plans for a new retail display, in line with organisational policies and image.				
		2.3	Create at least two new retail displays, in line with organisational policies and image.				
		2.4	Maintain at least two new retail displays, in line with organisational policies and image.				

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Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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