



# Qualification Specification:

**OCN NI Level 2 Diploma in Hairdressing**

- **Qualification No: 610/2773/X**

**Version: 2.0**



## 1. Specification Updates

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Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format and scope	V2.0 – May 2025

## 2. Contents

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### 3. Introduction to Open College Network Northern Ireland (OCN NI)

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The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website [www.ocnni.org.uk](http://www.ocnni.org.uk).

For further information on OCN NI qualifications or to contact us, you can visit our website at [www.ocnni.org.uk](http://www.ocnni.org.uk). The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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## 4. About this Specification

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This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Diploma in Hairdressing**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the **OCN NI Level 2 Diploma in Hairdressing**.

- **Qualification Features:** this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These includes guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualification.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at [www.ocnni.org.uk](http://www.ocnni.org.uk).

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

## 4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets:** These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Material:** These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack:** A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators:** OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting [www.ocnni.org.uk](http://www.ocnni.org.uk)
- **OCN NI Subject Advisors:** Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

## 5. About this Qualification

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### 5.1 Qualification Regulation Information

#### **OCN NI Level 2 Diploma in Hairdressing**

Qualification Number: 610/2773/X

Operational start date: 01 June 2023

Operational end date: 31 May 2028

Certification end date: 31 May 2030

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website [www.ocnni.org.uk](http://www.ocnni.org.uk).

### 5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

#### **7.3 Service enterprises**

This qualification has been mapped to National Occupational Standards including the following:

SKAHDBR1 - <https://www.ukstandards.org.uk/en/nos-finder/SKAHDBR1/shampoo%2C-condition-and-treat-the-hair-and-scalp>

SKAHDBR16 Dry, style and finish hair using hairdressing techniques - National Occupational Standards ([ukstandards.org.uk](https://www.ukstandards.org.uk))

SKAHDBR18 Cut and clipper hair using hairdressing techniques - National Occupational Standards ([ukstandards.org.uk](https://www.ukstandards.org.uk))

SKAHDBR20 Combine hairdressing cutting techniques to create a bespoke restyled look - National Occupational Standards ([ukstandards.org.uk](https://www.ukstandards.org.uk))

SKAHD1 Set, style and dress hair - National Occupational Standards ([ukstandards.org.uk](https://www.ukstandards.org.uk))

SKACHB4 Assist with hair colouring and lightening services ([ukstandards.org.uk](https://www.ukstandards.org.uk))

SKAG20 Ensure responsibility for actions to reduce risks to health and safety ([ukstandards.org.uk](https://www.ukstandards.org.uk))

### 5.3 Grading

Grading for this qualification is pass/fail.

### 5.4 Qualification's Aim and Objectives

#### Qualification's Aim

The aim of the OCN NI Level 2 Diploma in Hairdressing is to enable the learner to develop a broad range of hairdressing skills and practical hairdressing techniques.

#### Qualification's Objectives

The OCN NI Level 2 Diploma in Hairdressing will enable learners to gain skills and knowledge relating to the following:

- hairdressing health, safety and science
- shampoo and conditioning hair services
- hair styling services
- setting and dressing hair services
- hair cutting services
- hair colouring and lightening hair services
- a practical hairdressing project



### **5.5 Target Learners**

The OCN NI Level 2 Diploma in Hairdressing is targeted at learners who wish to gain employment within the Hairdressing sector.

### **5.6 Entry Requirements**

Learners must be at least 16 years of age.

### **5.7 Progression**

The OCN NI Level 2 Diploma in Hairdressing will enable learners to progress to higher level qualifications including relevant Level 3 Further Education, Level 3 Apprenticeships or into employment.

### **5.8 Delivery Language**

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

## 6. Centre Requirements for Delivering this Qualification

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### 6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

### 6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

### 6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity\*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer (IQA)

\*Note: An individual cannot serve as an IQA for their own assessments.

## 6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of hairdressing including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.
- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience working in the hairdressing industry.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

## 6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Relevant Industry Experience:** A minimum of three years of practical experience in the hairdressing industry is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessor's Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

## 6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained Internal Quality Assurer who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three years of practical experience in hairdressing is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Internal Quality Assurance Expertise:** Internal Quality Assurers should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Quality Assurer's Qualification:** Internal Quality Assurers should hold or be currently undertaking a recognised Internal Quality Assurer's qualification or must have attended the OCN NI Internal Quality Assurance Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal Quality Assurers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

## 7. Qualification Structure

### 7.1 Qualification Purpose

The OCN NI Level 2 Diploma in Hairdressing is a unitised qualification on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

### 7.2 Qualification Level

In the context of the OCN NI Level 2 Diploma in Hairdressing it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 2 which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

### 7.3 Qualification Size

#### Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

#### Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Diploma in Hairdressing	
Total Qualification Time (TQT):	510 hours
Total Credits Required:	51 credits
Guided Learning Hours (GLH):	440 hours

### 7.4 How to Achieve the Qualification

To achieve the OCN NI Level 2 Diploma in Hairdressing learners must successfully complete all seven units – 51 credits.

## 8. Assessment Structure

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This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

### 8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

### 8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

#### Explanation

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

## 9. Qualification Summary by Unit

### OCN NI Level 2 Diploma in Hairdressing

Total Qualification Time (TQT) for this qualification: 510 hours

Guided Learning Hours (GLH) for this qualification: 440 hours

To achieve the OCN NI Level 2 Diploma in Hairdressing learners must successfully complete all units for a total of 51 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<a href="#">J/650/7409</a>	CBG225	Hairdressing Health, Safety and Science	5	40	Two
<a href="#">M/650/7410</a>	CBG226	Shampooing and Conditioning Hair Services	4	30	Two
<a href="#">R/650/7411</a>	CBG227	Hair Styling Services	6	50	Two
<a href="#">T/650/7412</a>	CBG228	Setting and Dressing Hair Services	7	60	Two
<a href="#">Y/650/7413</a>	CBG229	Hair Cutting Services	12	110	Two
<a href="#">A/650/7414</a>	CBG230	Hair Colouring and Lightening Services	13	120	Two
<a href="#">D/650/7415</a>	CBG231	Practical Hairdressing Project	4	30	Two

## 10. Unit Content

Title	Hairdressing Health, Safety and Science
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBG225
Unit Reference No	J/650/7409
Learn Direct Code	HL7
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop knowledge of health and safety legislation, policies and procedures relating to hairdressing. The learner will also develop an understanding of the science of hair and skin.	
Learning Outcomes	Assessment Criteria
1. Understand hairdressing health and safety policies and procedures.	1.1. Describe the current policies and legislation and how they relate to own hairdressing role: <ul style="list-style-type: none"> <li>a) Health and Safety at Work (NI) Order 1978</li> <li>b) Personal Protective Equipment (PPE) at Work Regulations</li> <li>c) Workplace Regulations</li> <li>d) Manual Handling Operations Regulations</li> <li>e) Control of Substances Hazardous to Health Regulations (NI) 2003</li> <li>f) Provision and Use of Work Equipment Regulations</li> <li>g) Electricity at Work Regulations</li> <li>h) Reporting Injuries, Diseases and Dangerous Occurrences Regulations (NI) 1997</li> <li>i) Fire Precautions Act</li> <li>j) Health and Safety-First Aid Regulations,</li> <li>k) Health and Safety (Display Screen Equipment) Regulations</li> </ul> 1.2. Explain how to reduce the risk of fatigue and injury to client and self. 1.3. Explain the following types of sterilisation methods including: <ul style="list-style-type: none"> <li>a) cleaning, disinfecting.</li> <li>b) sanitisation of surfaces</li> <li>c) sterilisation of tools and equipment with chemical ultraviolet</li> <li>d) washing of towels and gowns</li> </ul> 1.4. Explain the importance of questioning clients and recording client responses for legal purposes. 1.5. Describe the difference between a hazard and a risk. 1.6. Identify the following hazards and risks which may occur in the workplace and affect services to include: <ul style="list-style-type: none"> <li>a) trailing wires</li> <li>b) faulty electrical equipment</li> <li>c) spillages</li> <li>d) slippery surfaces</li> <li>e) obstructions to access and exit</li> </ul>



	1.7. Describe the importance of personal presentation to include: a) dress b) appearance c) personal hygiene 1.8. Explain contact dermatitis and how it can be prevented. 1.9. Explain the different types of working methods that may promote environmental and sustainable working practices relating to own job role to include: a) recycling b) waste disposal c) eco-friendly d) use of biodegradable products
2. Understand hairdressing consultation processes including the science of hair and skin.	2.1. Describe the basic structure of the hair and skin. 2.2. Describe the growth cycle of hair. 2.3. Describe different hair characteristics, classifications and how they can be identified. 2.4. Describe how to recognise hair, skin and scalp problems including suspected infections and infestations including the necessary actions to be taken. 2.5. Explain why it is important to identify factors during the consultation process that may limit or affect services and products and how this may impact choice. 2.6. Describe when and how the following tests are carried out and their impact on services: a) skin test b) incompatibility test c) porosity d) elasticity 2.7. Explain the importance of questioning clients during the consultation process to establish any contra-indications which may affect the service. 2.8. Describe how the pH value of a product may affect the condition of the hair.

#### Assessment Guidance -

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

NOS: [SKAG20 Ensure responsibility for actions to reduce risks to health and safety \(ukstandards.org.uk\)](https://www.ukstandards.org.uk)

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Record of discussion

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Learner notes/written work Tutor notes/record
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Hairdressing Health, Safety and Science
<p>1. Understand hairdressing health and safety policies and procedures.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <p><b>Legislation</b></p> <p><b>Acts of Parliament</b></p> <p><b>Regulations</b></p> <p><b>Code of conduct</b></p> <p><b>Salon policy and procedures</b></p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Order (NI) 1978 regarding the responsibilities of employers and employees</li> <li>• Personal Protective Equipment (PPE) at Work Regulations (NI):             <ul style="list-style-type: none"> <li>○ employer and employee responsibilities</li> <li>○ suitability of PPE in relation to activity</li> <li>○ PPE provision, maintenance, and use</li> </ul> </li> <li>• Workplace Regulations regarding the responsibilities of employers and employees in relation to health, safety and welfare</li> <li>• Manual Handling Operations Regulations to include risk assessment and safe lifting techniques</li> <li>• Control of Substances Hazardous to Health (COSHH) Regulations (NI) 2003 to include storage, handling, use and disposal of products/chemicals in line with manufacturers' instructions</li> <li>• Provision and Use of Work Equipment Regulations to include safe use and maintenance of salon equipment in line with suppliers'/manufacturers' instructions</li> <li>• Electricity at Work Regulations to include visual checks of equipment and fault reporting procedures</li> <li>• Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) Regulations (NI) 1997 to include reporting and recording procedures</li> <li>• Fire Precautions Act to include firefighting equipment for different types of fires</li> <li>• Health and Safety-First Aid Regulations to include first aid equipment and accident reporting and recording procedures</li> <li>• Health and Safety Display Screen Equipment (DSE) Regulations in relation to DSE use in the salon</li> <li>• Data Protection Regulations to include principles, confidentiality, data processing, and legal and organisational documentation requirements in regard to questioning clients and recording personal information</li> <li>• Responsibility for health and safety within own job role and reporting procedures</li> <li>• Incident and accident recording and reporting procedures</li> <li>• Emergency and evacuation procedures</li> <li>• Safe working practices to reduce risk of fatigue or injury to client or self</li> <li>• Principles of hygiene and infection control to include prevention of cross infection and infestation</li> <li>• Sterilisation methods:             <ul style="list-style-type: none"> <li>○ cleaning, disinfecting and sanitising salon equipment and work area</li> <li>○ chemical and ultraviolet sterilization of tools and equipment</li> <li>○ washing of gowns and towels</li> </ul> </li> <li>• Hazards and risks:             <ul style="list-style-type: none"> <li>○ trailing wires</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ faulty electrical equipment</li> <li>○ spillages and slippery surfaces</li> <li>○ obstructions to access and exit</li> <li>• Personal presentation to professional standard: <ul style="list-style-type: none"> <li>○ dress and appearance</li> <li>○ personal hygiene</li> </ul> </li> <li>• Contact dermatitis: <ul style="list-style-type: none"> <li>○ identification, cause and prevention</li> </ul> </li> <li>• Environmental and sustainable working practices: <ul style="list-style-type: none"> <li>○ recycling</li> <li>○ waste disposal</li> <li>○ eco-friendly practices</li> <li>○ use of biodegradable products</li> </ul> </li> </ul>
2. Understand hairdressing consultation processes including the science of hair and skin.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Hairdressing consultation process: <ul style="list-style-type: none"> <li>○ range of services</li> <li>○ new and regular clients</li> <li>○ questioning techniques</li> <li>○ active listening</li> <li>○ visual aids</li> <li>○ observation</li> <li>○ tests in range</li> <li>○ contra-indications</li> <li>○ factors limiting or affecting services</li> <li>○ factors limiting or affecting product use</li> <li>○ factors impacting choice and final result</li> <li>○ client confidentiality and privacy</li> <li>○ recording procedures</li> </ul> </li> <li>• Structure of the hair: <ul style="list-style-type: none"> <li>○ cuticle, cortex, medulla</li> </ul> </li> <li>• Structure of the skin: <ul style="list-style-type: none"> <li>○ basic skin structure/layers</li> <li>○ hair follicle and appendages</li> </ul> </li> <li>• Hair growth cycle: <ul style="list-style-type: none"> <li>○ anagen, catagen, telogen</li> </ul> </li> <li>• Hair characteristics and classifications: <ul style="list-style-type: none"> <li>○ type</li> <li>○ texture</li> <li>○ density</li> </ul> </li> <li>• Hair, skin and scalp problems: <ul style="list-style-type: none"> <li>○ chemical and physical damage to hair and/or scalp</li> <li>○ non-infectious conditions</li> <li>○ bacterial, viral and fungal infections</li> <li>○ infestation</li> </ul> </li> <li>• Testing: <ul style="list-style-type: none"> <li>○ skin test</li> <li>○ incompatibility test</li> <li>○ porosity test</li> <li>○ elasticity test</li> </ul> </li> <li>• The pH value of products: <ul style="list-style-type: none"> <li>○ pH scale</li> <li>○ acid and alkaline</li> <li>○ pH value of range of hairdressing products</li> <li>○ impact on hair structure</li> </ul> </li> </ul>

Title	Shampooing and Conditioning Hair Services
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG226
Unit Reference No	M/650/7410
Learn Direct Code	HL7
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the skills required to carry out shampooing and conditioning services.	
Learning Outcomes	Assessment Criteria
1. Understand key information relating to shampooing and conditioning services.	1.1. Describe different hair and scalp conditions that may affect the selection of shampooing and conditioning products. 1.2. Describe different products and equipment available for shampooing and conditioning including the possible impact if used incorrectly. 1.3. Describe the effect of product build up and how this can affect other services. 1.4. Describe how shampoo and water act together to cleanse the hair. 1.5. Describe the effects of water temperature on the scalp and structure of the hair. 1.6. Describe the importance of considering different hair length and density when using products and massage techniques. 1.7. Describe different massage techniques used during shampooing and conditioning.
2. Be able to carry out shampooing and conditioning hair services.	2.1. Prepare own workstation, client and self, according to salon requirements. 2.2. Prepare and consult for shampooing and conditioning services, considering the following possible contra indications: a) adverse hair, skin and scalp conditions b) allergies 2.3. Demonstrate safe and hygienic working methods throughout the shampooing and conditioning service. 2.4. Identify the following hair characteristics: a) density b) texture c) porosity d) condition e) length 2.5. Demonstrate for at least 3 of the following, the use of suitable shampooing products for hair and scalp conditions: a) normal b) oily c) dry d) dandruff affected 2.6. Identify and demonstrate the use of conditioning products for surface and penetrating conditioner. 2.7. Demonstrate the correct use of tools and equipment as per manufacturer instructions. 2.8. Carry out shampooing services using

	<p>the following correct massage techniques:</p> <ul style="list-style-type: none"> <li>a) effleurage</li> <li>b) rotary</li> </ul> <p>2.9. Carry out conditioning services using the following correct massage techniques:</p> <ul style="list-style-type: none"> <li>a) effleurage</li> <li>b) petrissage</li> </ul> <p>2.10. Demonstrate how to remove product and excess water.</p> <p>2.11. Demonstrate the correct detangling method used in shampooing and conditioning services.</p> <p>2.12. Carry out hair services within an acceptable timeframe.</p> <p>2.13. Demonstrate appropriate aftercare advice including recommendations to the client, completing appropriate documentation according to own salon policy and relevant legislation to include:</p> <ul style="list-style-type: none"> <li>a) correct detangling techniques</li> <li>b) suitable shampooing and conditioning products</li> <li>c) future products and services</li> </ul> <p>2.14. Demonstrate how to clean and maintain own workstation after service and dispose of materials responsibly.</p>
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#### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. No simulation to be carried out for this unit. All assessments must be carried out on a range of clients including external clients and not to be carried out on peers.

A **minimum of three observations** must be included and assessments to be carried out on a range of clients.

NOS: SKAHDBR1 - <https://www.ukstandards.org.uk/en/nos-finder/SKAHDBR1/shampoo%2C-condition-and-treat-the-hair-and-scalp>

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Learning Outcome	Unit: Shampooing and Conditioning Hair Services
<p>1. Understand key information relating to shampooing and conditioning services</p>	<p><b>Scope</b></p> <p><b>Blended teaching from unit CBG 225 Learning Outcome 2 in relation to the science of skin and hair.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Identification and causes of hair and scalp conditions:             <ul style="list-style-type: none"> <li>○ normal</li> <li>○ oily</li> <li>○ dry</li> <li>○ dandruff affected</li> </ul> </li> <li>• Range of shampooing products suitable for different hair and scalp conditions</li> <li>• Range of conditioning products suitable for different hair and scalp conditions:             <ul style="list-style-type: none"> <li>○ surface</li> <li>○ penetrating</li> </ul> </li> <li>• Preparation of hair for subsequent services</li> <li>• Possible consequences of incorrect use of shampooing and conditioning products</li> <li>• Effect of product build up and possible impact on other services</li> <li>• Range of shampooing and conditioning tools and equipment available in the salon</li> <li>• How shampoo and water act together to cleanse the hair and scalp:             <ul style="list-style-type: none"> <li>○ hydrophilic, hydrophobic</li> </ul> </li> <li>• Effect of water temperature on hair and scalp</li> <li>• Effect of pH value of shampooing and conditioning products</li> <li>• Shampooing and conditioning massage techniques:             <ul style="list-style-type: none"> <li>○ effleurage</li> <li>○ rotary</li> <li>○ petrissage</li> </ul> </li> <li>• Effect of different massage techniques on hair and scalp</li> <li>• Impact of hair length and density on shampooing and conditioning process:             <ul style="list-style-type: none"> <li>○ product usage</li> <li>○ direction of hair cuticle scales</li> <li>○ detangling hair</li> <li>○ thorough rinsing</li> </ul> </li> </ul>

<p>2. Be able to carry out shampooing and conditioning hair services.</p>	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 1 in relation to current legislation, safe and hygienic working practices, salon policies and procedures and environmental and sustainable working practices.</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to consultation techniques.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Professional behaviour in a salon environment</li> <li>Preparation of workstation, client and self with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>Consultation techniques for shampooing and conditioning services: <ul style="list-style-type: none"> <li>adverse hair, skin and scalp conditions</li> <li>allergies</li> </ul> </li> <li>Safe and hygienic working practices for shampooing and conditioning services with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>Controlled use of products, tools and equipment to protect client and self, to include first-aid procedures</li> <li>Hair characteristics: <ul style="list-style-type: none"> <li>density</li> <li>texture</li> <li>porosity</li> <li>condition</li> <li>length</li> </ul> </li> <li>Choice and use of shampooing products in range: <ul style="list-style-type: none"> <li>normal</li> <li>oily</li> <li>dry</li> <li>dandruff affected</li> </ul> </li> <li>Choice and use of conditioning products in range: <ul style="list-style-type: none"> <li>surface</li> <li>penetrating</li> </ul> </li> <li>Choice and use of shampooing and conditioning tools and equipment available in the salon</li> <li>Adapting shampooing and conditioning massage techniques: <ul style="list-style-type: none"> <li>effleurage</li> <li>rotary</li> <li>petrissage</li> </ul> </li> <li>Shampooing and conditioning process: <ul style="list-style-type: none"> <li>correct product choice, application and removal</li> <li>following manufacturers' instructions</li> <li>modifying massage techniques for hair and scalp types</li> <li>detangling techniques</li> <li>client comfort</li> <li>service times and costs</li> </ul> </li> <li>Aftercare advice and recommendations to clients: <ul style="list-style-type: none"> <li>homecare techniques and product use</li> <li>present and future products and services</li> <li>confirming client satisfaction</li> <li>completion of documentation according to relevant legislation and salon policy and procedures</li> </ul> </li> <li>Cleaning and maintenance of own workstation after service, including responsible disposal of materials, in line with relevant</li> </ul>
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	legislation, regulations, code of conduct and salon policy and procedures
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Title	Hair Styling Services
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	50
OCN NI Unit Code	CBG227
Unit Reference No	R/650/7411
Learn Direct Code	HL7
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the skills required to carry out styling and finishing services.	
Learning Outcomes	Assessment Criteria
1. Understand the essential knowledge relating to hair styling services.	1.1. Describe the effects of humidity on hair. 1.2. Describe the physical effects of styling on hair structure. 1.3. Explain why hair should be kept damp during blow drying. 1.4. Identify different hair styling tools, equipment and products available and the styling effects they achieve. 1.5. Describe the importance of the correct use and maintenance of styling and finishing tools. 1.6. Describe the importance of following salon and manufacturers' instructions during styling services. 1.7. Describe the possible consequences of excessive tension on the hair.
2. Be able to carry out styling services using blow-drying techniques.	2.1. Prepare workstation, client and self, according to salon requirements. 2.2. Demonstrate safe and hygienic working methods throughout styling services. 2.3. Prepare and consult for styling services considering the following possible contra indications: a) adverse hair, skin and scalp conditions b) allergies 2.4. Prepare and consult for styling services considering the following relevant factors: a) hair characteristics b) hair classifications c) head and face shape d) hair growth patterns e) hair cut f) hair length g) hair density 2.5. Select and use suitable products, tools, equipment and techniques to achieve the desired effect based on client consultation including: a) using a minimum of four products from the following: i. heat protectors ii. hairspray iii. mousse iv. creams v. gels vi. serums vii. wax

	<ul style="list-style-type: none"><li>b) all the following tools and equipment:<ul style="list-style-type: none"><li>i. hand dryer</li><li>ii. round brush</li><li>iii. flat brush</li><li>iv. vent brush</li><li>v. combs</li><li>vi. straighteners</li><li>vii. tongs</li></ul></li><li>c) style all the following hair lengths:<ul style="list-style-type: none"><li>i. blow-dry above shoulder</li><li>ii. blow-dry below shoulder</li><li>iii. one length</li><li>iv. layered</li></ul></li><li>d) create all the following finished looks:<ul style="list-style-type: none"><li>i. straight</li><li>ii. smooth</li><li>iii. volume</li><li>iv. curl</li></ul></li></ul> <p>2.6. Carry out hair services within an acceptable timeframe.</p> <p>2.7. Demonstrate appropriate aftercare advice including recommendations to the client to include:<ul style="list-style-type: none"><li>a) how to maintain the look</li><li>b) future services</li></ul></p> <p>2.8. Demonstrate how to clean and maintain own workstation after service and dispose of materials responsibly.</p>	
<b>Assessment Guidance</b>		
<p>The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. No simulation to be carried out for this unit. All assessments must be carried out on a range of clients including external clients and not to be carried out on peers.</p> <p>A <b>minimum of four observations</b> must be included and assessments to be carried out on a range of clients.</p> <p><a href="#">NOS: SKAHDBR16 Dry, style and finish hair using hairdressing techniques - National Occupational Standards (ukstandards.org.uk)</a></p>		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	<p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</p>	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Hair Styling Services
<p>1. Understand the essential knowledge relating to hair styling services.</p>	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to the science of skin and hair.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Effects of humidity on hair structure</li> <li>• Physical effects of styling on hair structure to include:               <ul style="list-style-type: none"> <li>○ effect of tension</li> <li>○ maintenance of moisture levels during blow drying process</li> </ul> </li> <li>• Range of hair styling tools and equipment:               <ul style="list-style-type: none"> <li>○ styling effects</li> <li>○ correct use and maintenance in line with salon procedures and manufacturers' instructions</li> </ul> </li> <li>• Range of hairstyling products:               <ul style="list-style-type: none"> <li>○ styling effects</li> <li>○ correct use in line with salon procedures and manufacturers' instructions</li> </ul> </li> </ul>
<p>2. Be able to carry out styling services using blow- drying techniques.</p>	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 1 in relation to current legislation, safe and hygienic working practices, salon policies and procedures and environmental and sustainable working practices.</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to consultation techniques.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Professional behaviour in a salon environment</li> <li>• Preparation of workstation, client and self with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Safe and hygienic working practices for styling services with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Control of heated tools and equipment to protect client and self, to include first-aid procedures</li> <li>• Consultation techniques for styling services:               <ul style="list-style-type: none"> <li>○ contraindications</li> <li>○ adverse hair, skin and scalp conditions</li> <li>○ allergies</li> <li>○ hair characteristics</li> <li>○ hair classifications</li> <li>○ head and face shape</li> <li>○ hair growth patterns</li> <li>○ hair cut</li> <li>○ hair length</li> <li>○ hair density</li> </ul> </li> <li>• Selection and use of products in range:               <ul style="list-style-type: none"> <li>○ heat protectors</li> <li>○ hairspray</li> <li>○ mousse</li> <li>○ creams</li> <li>○ gels</li> <li>○ serums</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ wax</li> <li>• Selection and use of tools and equipment in range: <ul style="list-style-type: none"> <li>○ hand dryer/ attachments</li> <li>○ round brush</li> <li>○ flat brush</li> <li>○ vent brush</li> <li>○ combs</li> <li>○ straighteners</li> <li>○ tongs</li> <li>○ adapting temperature</li> </ul> </li> <li>• Hair styling techniques: <ul style="list-style-type: none"> <li>○ blow-dry above shoulder</li> <li>○ blow-dry below shoulder</li> <li>○ one length</li> <li>○ layered</li> <li>○ service times and costs</li> </ul> </li> <li>• Blow-drying process: <ul style="list-style-type: none"> <li>○ sectioning</li> <li>○ size of hair mesh</li> <li>○ size of brush</li> <li>○ angle at which brush is held</li> <li>○ use of tension</li> <li>○ direction of airflow</li> <li>○ allowing hair to cool prior to finishing</li> </ul> </li> <li>• Creating finished looks: <ul style="list-style-type: none"> <li>○ straight</li> <li>○ smooth</li> <li>○ volume</li> <li>○ curl</li> <li>○ service times and costs</li> </ul> </li> <li>• Aftercare advice and recommendations to clients: <ul style="list-style-type: none"> <li>○ homecare maintenance of hairstyle</li> <li>○ present and future products and services</li> <li>○ confirming client satisfaction</li> <li>○ completion of documentation according to relevant legislation and salon policy and procedures</li> </ul> </li> <li>• Cleaning and maintenance of own workstation after service, including responsible disposal of materials, in line with relevant legislation, regulations, code of conduct and salon policy and procedures</li> </ul>
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Title	Setting and Dressing Hair Services
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG228
Unit Reference No	T/650/7412
Learn Direct Code	HL7
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the skills required to carry out styling and finishing hair services.	
Learning Outcomes	Assessment Criteria
1. Understand the essential information relating to styling and dressing services.	1.1. Describe the effects of humidity on hair. 1.2. Describe the physical effects of setting, plaiting and twisting on hair structure. 1.3. Describe why hair should be kept damp during setting. 1.4. Identify the tools equipment and products available for setting, plaiting and twisting and their effects. 1.5. Describe the importance of the correct use and maintenance of setting and finishing tools. 1.6. Explain the importance of following salon and manufacturers' instructions during setting, plaiting and twisting services. 1.7. Describe the potential consequences of excessive tension on the hair.
2. Be able to carry out hair setting, plaiting and twisting services.	2.1. Prepare workstation, client and self, according to salon requirements. 2.2. Demonstrate safe and hygienic working methods throughout the setting, plaiting and twisting services. 2.3. Prepare and consult for setting, plaiting and twisting services considering the following possible contra indications: a) adverse hair, skin and scalp conditions b) allergies 2.4. Prepare and consult for setting, plaiting and twisting services considering the following hair factors: a) characteristics b) classifications c) head and face shape d) growth patterns e) cut f) length g) density 2.5. Select and use suitable products, tools, equipment and techniques to achieve the finished look based on client consultation including: a) use a minimum of four products from the following: i. heat protectors ii. hairspray iii. mousse iv. creams v. gels vi. serums vii. wax viii. setting lotion b) all the following tools and equipment: i. brushes ii. rollers secured with pins

	iii. grips iv. pin curl clips v. combs vi. heated rollers c) demonstrate all the following techniques: i. wet roller setting ii. dry roller setting with heated rollers iii. pin curling iv. up style incorporating 2 strand twist v. French plait vi. backcombing/back brushing d) create the following finished looks:  <b>Roller setting/pin curling:</b> i. create curl ii. create volume  <b>Up styling/ plaiting and twisting:</b> i. to include 2 strand twist ii. French plait 2.6. Carry out hair services within and acceptable timeframe. 2.7. Demonstrate appropriate aftercare advice including recommendations to the client to include: a) how to maintain the look b) future services 2.8. Demonstrate how to clean and maintain own workstation after service and dispose of materials responsibly.
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#### Assessment Guidance -

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. No simulation to be carried out for this unit. All assessments must be carried out on a range of clients including external clients and not to be carried out on peers.

A **minimum of four observations** must be included and assessments to be carried out on a range of clients to include:

- a minimum of two setting and dressings observations
- a minimum of one up style (full or partial) to include 2 strand twist
- a minimum of one French plait

\*Pin curling can be incorporated into one of the setting techniques

[SKAHD1 Set, style and dress hair - National Occupational Standards \(ukstandards.org.uk\)](https://www.ukstandards.org.uk/SKAHD1)

[SKAHDBR20 Combine hairdressing cutting techniques to create a bespoke restyled look - National Occupational Standards \(ukstandards.org.uk\)](https://www.ukstandards.org.uk/SKAHDBR20)

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion



Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Setting and Dressing Hair Services
<p>1. Understand the essential information relating to styling and dressing services.</p>	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to the science of skin and hair.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Effects of humidity on hair structure</li> <li>• Physical effects of setting, plaiting and twisting on hair structure to include:               <ul style="list-style-type: none"> <li>○ effect of tension</li> <li>○ maintenance of moisture levels during wet setting process</li> </ul> </li> <li>• Range of tools and equipment available for setting, dressing, plaiting and twisting services:               <ul style="list-style-type: none"> <li>○ styling and dressing effects</li> <li>○ correct use and maintenance in line with salon procedures and manufacturers' instructions</li> </ul> </li> <li>• Range of products available for setting, dressing, plaiting and twisting services:               <ul style="list-style-type: none"> <li>○ styling and dressing effects</li> <li>○ correct use in line with salon procedures and manufacturers' instructions</li> </ul> </li> </ul>
<p>2. Be able to carry out hair setting, plaiting and twisting services.</p>	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 1 in relation to current legislation, safe and hygienic working practices, salon policies and procedures and environmental and sustainable working practices.</b></p> <p><b>Delivery could be in conjunction with CBG 225 Learning Outcome 2 in relation to consultation techniques.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Professional behaviour in a salon environment</li> <li>• Preparation of workstation, client and self with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Safe and hygienic working practices for setting, plaiting and twisting services with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Control of heated tools and equipment to protect client and self to include first-aid procedures</li> <li>• Consultation techniques for setting, plaiting and twisting services:               <ul style="list-style-type: none"> <li>○ adverse hair, skin and scalp conditions</li> <li>○ allergies</li> <li>○ hair characteristics</li> <li>○ hair classifications</li> <li>○ head and face shape</li> <li>○ hair growth patterns</li> <li>○ hair cut</li> <li>○ hair length</li> <li>○ hair density</li> <li>○ occasion for which style is required</li> </ul> </li> <li>• Selection and use of products in range:               <ul style="list-style-type: none"> <li>○ heat protectors</li> <li>○ hairspray</li> <li>○ mousse</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ creams</li> <li>○ gels</li> <li>○ serums</li> <li>○ wax</li> <li>• Selection and use of tools and equipment in range:             <ul style="list-style-type: none"> <li>○ brushes</li> <li>○ rollers secured with pins</li> <li>○ grips</li> <li>○ pin curl clips</li> <li>○ combs</li> <li>○ heated rollers</li> </ul> </li> <li>• Sectioning and winding techniques:             <ul style="list-style-type: none"> <li>○ directional</li> <li>○ brick</li> <li>○ point to root</li> <li>○ root to point</li> <li>○ on base</li> <li>○ off base</li> <li>○ size of roller</li> <li>○ size of hair mesh</li> <li>○ maintaining tension</li> </ul> </li> <li>• Setting and dressing techniques:             <ul style="list-style-type: none"> <li>○ wet roller setting</li> <li>○ dry roller setting with heated rollers</li> <li>○ pin curling</li> <li>○ full and partial up styling</li> <li>○ up styling incorporating 2 strand twist</li> <li>○ French plaiting</li> <li>○ backcombing/back brushing</li> </ul> </li> <li>• Creating finished looks for roller setting/pin curling:             <ul style="list-style-type: none"> <li>○ creating curl</li> <li>○ creating volume</li> <li>○ service times and costs</li> </ul> </li> <li>• Creating finished looks for up styling/plaiting/twisting:             <ul style="list-style-type: none"> <li>○ handling, controlling and securing hair</li> <li>○ inclusion of 2 strand twist</li> <li>○ French plait</li> <li>○ service times and costs</li> </ul> </li> <li>• Aftercare advice and recommendations to clients:             <ul style="list-style-type: none"> <li>○ homecare maintenance of look</li> <li>○ removal and take down of upstyles</li> <li>○ present and future products and services</li> <li>○ confirming client satisfaction</li> <li>○ completion of documentation according to relevant legislation and salon policy and procedures</li> </ul> </li> <li>• Cleaning and maintenance of own workstation after service, including responsible disposal of materials, in line with relevant legislation, regulations, code of conduct and salon policy and procedures</li> </ul>
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Title	Hair Cutting Services
Level	Two
Credit Value	12
Guided Learning Hours (GLH)	110
OCN NI Unit Code	CBG229
Unit Reference No	Y/650/7413
Learn Direct Code	HL7
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the skills required to carry out different hair cutting services.	
Learning Outcomes	Assessment Criteria
1. Understand essential knowledge relating to hair cutting services.	1.1. Identify different tools, equipment and products available for cutting hair and the effects they achieve. 1.2. Describe the importance of correct use and maintenance of cutting tools. 1.3. Explain why it is important to prepare the hair prior to cutting. 1.4. Identify factors which should be considered when cutting wet and dry hair. 1.5. Identify different methods of dealing with any influencing factors. 1.6. Describe the importance of applying the correct degree of tension to the hair when cutting. 1.7. Explain the importance of applying the correct techniques during services. 1.8. Explain reasons for establishing and following guidelines. 1.9. Identify the average rate of hair growth.
2. Be able to carry out different cutting techniques.	2.1. Prepare own workstation, client and self, according to salon requirements. 2.2. Demonstrate safe and hygienic working methods throughout the cutting service to include: a) ensuring the client's skin remains free of excess hair cuttings b) ensuring hair clippings are brushed up prior to styling the client's hair 2.3. Prepare and consult for cutting services, considering the following possible contra indications: a) adverse hair, skin and scalp conditions 2.4. Prepare and consult for hair cutting services, considering the following relevant factors: a) length b) density c) characteristics d) growth patterns e) head and face shape f) client requirements 2.5. Demonstrate the appropriate techniques for at least two of the following hair classifications: a) straight b) wavy c) curly d) very curly 2.6. Demonstrate the appropriate techniques for the following to achieve the desired looks based on consultation with clients:

	<p><b>Three out of four of the following:</b></p> <ul style="list-style-type: none"> <li>a) club cutting</li> <li>b) freehand</li> <li>c) scissors over comb</li> <li>d) texturising</li> </ul> <p><b>at least five of the following with at least one incorporating a fringe:</b></p> <ul style="list-style-type: none"> <li>a) one length above shoulder</li> <li>b) one length below shoulder</li> <li>c) long graduation</li> <li>d) short graduation</li> <li>e) uniform layer</li> <li>f) combination cut</li> </ul> <p>2.7. Demonstrate the following cross-checking techniques:</p> <ul style="list-style-type: none"> <li>a) even balance</li> <li>b) accuracy of cut</li> <li>c) even weight distribution</li> </ul> <p>2.8. Demonstrate how to carry out hair cutting services in a commercially acceptable timeframe.</p> <p>2.9. Demonstrate relevant aftercare advice including recommendations to the client to include:</p> <ul style="list-style-type: none"> <li>a) time intervals between cuts</li> <li>b) how to maintain the look</li> <li>c) future services</li> </ul> <p>2.10. Demonstrate how to clean and maintain own workstation after service and dispose of materials responsibly.</p>
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#### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. No simulation to be carried out for this unit. All assessments must be carried out on a range of clients including external clients and not to be carried out on peers.

A **minimum of five observations** must be included and assessments to be carried out on a range of clients.

NOS: [SKAHDBR18 Cut and clipper hair using hairdressing techniques - National Occupational Standards \(ukstandards.org.uk\)](https://www.ukstandards.org.uk)

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Hair Cutting Services
1. Understand essential knowledge relating to hair cutting services.	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to the science of skin and hair.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Range of cutting products, tools and equipment:               <ul style="list-style-type: none"> <li>○ effects achieved</li> <li>○ correct use and maintenance in line with salon procedures and manufacturers' instructions</li> </ul> </li> <li>• Preparation of hair prior to cutting:               <ul style="list-style-type: none"> <li>○ removal of prior products</li> <li>○ combing/brushing</li> </ul> </li> <li>• Influencing factors:               <ul style="list-style-type: none"> <li>○ cutting wet hair</li> <li>○ cutting dry hair</li> </ul> </li> <li>• Cutting process:               <ul style="list-style-type: none"> <li>○ sectioning techniques</li> <li>○ cutting angles for degrees of graduation/weight distribution</li> <li>○ establishing and following guidelines</li> <li>○ use of tension</li> <li>○ cross checking techniques</li> </ul> </li> <li>• Cutting techniques:               <ul style="list-style-type: none"> <li>○ effects achieved</li> <li>○ combining techniques</li> <li>○ adapting techniques</li> </ul> </li> <li>• Average rate of hair growth</li> </ul>
2. Be able to carry out different cutting techniques.	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 1 in relation to current legislation, safe and hygienic working practices, salon policies and procedures and environmental and sustainable working practices.</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to consultation techniques.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Professional behaviour in a salon environment</li> <li>• Preparation of workstation, client and self with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Safe and hygienic working practices for cutting services with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Control of cutting tools and equipment to protect client and self, to include first-aid procedures specific to cuts to minimise the risk of blood infection or contamination</li> <li>• Consultation techniques for cutting services:               <ul style="list-style-type: none"> <li>○ adverse hair, skin and scalp conditions</li> <li>○ length</li> <li>○ density</li> <li>○ hair characteristics</li> <li>○ hair growth patterns</li> <li>○ head and face shape</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ client requirements</li> <li>• Selection and use of appropriate techniques for hair classifications:             <ul style="list-style-type: none"> <li>○ straight</li> <li>○ wavy</li> <li>○ curly</li> <li>○ very curly</li> </ul> </li> <li>• Selection and use of appropriate techniques to achieve desired looks:             <ul style="list-style-type: none"> <li>○ club cutting</li> <li>○ freehand</li> <li>○ scissors over comb</li> <li>○ texturising</li> </ul> </li> <li>• Creating cutting looks:             <ul style="list-style-type: none"> <li>○ one length above shoulder</li> <li>○ one length below shoulder</li> <li>○ long graduation</li> <li>○ short graduation</li> <li>○ uniform layer</li> <li>○ combination cut</li> <li>○ incorporating a fringe</li> <li>○ service times and costs</li> </ul> </li> <li>• Cutting hair in line with salon procedures:             <ul style="list-style-type: none"> <li>○ appropriate use of tools and equipment</li> <li>○ adapting sectioning and cutting techniques</li> <li>○ cutting angles for degree of graduation and weight distribution</li> <li>○ establishing and following guidelines</li> <li>○ correct degree of tension</li> <li>○ consulting with client during process</li> <li>○ protection of client from hair cuttings</li> <li>○ protection of self from hair cuttings</li> <li>○ removal of hair cuttings from client's skin</li> <li>○ removal of hair cuttings from work area prior to styling</li> <li>○ cross checking for balance, weight distribution and accuracy</li> </ul> </li> <li>• Aftercare advice and recommendations to clients:             <ul style="list-style-type: none"> <li>○ homecare maintenance of look</li> <li>○ time intervals between cuts</li> <li>○ present and future products and services</li> <li>○ confirming client satisfaction</li> <li>○ completion of documentation according to relevant legislation and salon policy and procedures</li> </ul> </li> <li>• Cleaning and maintenance of own workstation after service, including responsible disposal of materials, in line with relevant legislation, regulations, code of conduct and salon policy and procedures to include:             <ul style="list-style-type: none"> <li>○ disposal of sharps</li> <li>○ disposal of contaminated materials</li> </ul> </li> </ul>
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Title	Hair Colouring and Lightening Services
Level	Two
Credit Value	13
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBG230
Unit Reference No	A/650/7414
Learn Direct Code	HL7
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the skills required to carry out hair colouring and lightening services.	
Learning Outcomes	Assessment Criteria
1. Understand the essential knowledge relating to colouring and lightening services.	1.1. Describe the principles of colour selection, including the International Colour Chart (ICC). 1.2. Describe the natural pigment within hair and how this affects colour choice. 1.3. Describe the effects of natural and artificial light on the appearance of hair colour. 1.4. Describe the range of colouring products and their effect on the hair structure. 1.5. Describe the range of lightening products and their effect on the hair structure. 1.6. Describe the dangers associated with inhalation of powder lighteners. 1.7. Explain the strengths of hydrogen peroxides and their uses. 1.8. Explain the effects of temperature on application techniques and development. 1.9. Describe the importance of following manufacturer's instructions for colouring and lightening products and services. 1.10. Describe factors that may influence the colouring and lightening service and how they may be addressed. 1.11. Describe how to identify contra indications that may affect the colouring and lightening service, their importance and how may be addressed. 1.12. Describe when and how to carry out tests applicable to colouring and lightening services and how test results may influence services provided. 1.13. Describe different methods of applying and removing colouring and lightening products. 1.14. Explain current legal requirements and guidance relating to age restrictions for colouring and lightening services. 1.15. Describe types of problems that may occur during colouring and lightening services, how these may be resolved and when to refer. 1.16. Outline why it is important to provide colouring and lightening services within a commercially acceptable timeframe.

<p>2. Be able to carry out colouring and lightening services.</p>	<p>2.1. Prepare own workstation, client and self, according to salon requirements.</p> <p>2.2. Demonstrate safe and hygienic working methods throughout the colouring and lightening service.</p> <p>2.3. Prepare and consult for colouring and lightening services, considering the following possible relevant contra indications:</p> <ul style="list-style-type: none"> <li>a) adverse hair, skin and scalp conditions</li> <li>b) allergies</li> <li>c) outcomes of tests</li> </ul> <p>2.4. Carry out the following tests relevant to the colouring or lightening service:</p> <ul style="list-style-type: none"> <li>a) skin test</li> <li>b) incompatibility</li> <li>c) porosity</li> <li>d) elasticity</li> </ul> <p>2.5. Prepare and consult for hair colouring and lightening services, considering the following relevant factors:</p> <ul style="list-style-type: none"> <li>a) temperature</li> <li>b) existing colour of hair</li> <li>c) percentage of white hair</li> <li>d) test results</li> <li>e) strength of hydrogen peroxide</li> <li>f) porosity</li> <li>g) length</li> <li>h) density</li> <li>i) skin tone</li> <li>j) classifications</li> <li>k) characteristics</li> </ul> <p>2.6. Consult with client prior to and during the colouring and lightening service, recording responses according to own salon policy and relevant legislation.</p> <p>2.7. Select and use suitable products, tools, equipment and techniques according to manufacturer's instructions to achieve the desired effect based on client consultation including:</p> <p>Use of all of the following products:</p> <ul style="list-style-type: none"> <li>a) semi-permanent colour or quasi – permanent colour</li> <li>b) permanent colour</li> <li>c) lighteners</li> <li>d) full head application of semi or quasi permanent</li> <li>e) regrowth application of permanent colour</li> <li>f) regrowth application with mid-lengths and ends refresh.</li> <li>g) full head application of woven highlights and/or lowlights</li> <li>h) pulled through highlights and/or lowlights – minimum 50% of the head</li> <li>i) toner application</li> </ul> <p>2.8. Demonstrate the correct removal of colouring or lightening product.</p> <p>2.9. Demonstrate how to carry out colouring and lightening services in a commercially acceptable time.</p>
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	<div>2.10. Demonstrate relevant aftercare advice and recommendations to include the completion of appropriate documentation according to own salon policy and relevant legislation including: a) maintenance of colour b) suitable homecare products c) future products and services d) time interval between services</div> <div>2.11. Demonstrate how to clean and maintain own workstation after service and dispose of materials responsibly.</div>	
Assessment Guidance		
<div>The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. No simulation to be carried out for this unit. All assessments must be carried out on a range of clients including external clients and not to be carried out on peers.</div> <div>A minimum of five observations must be included and assessments to be carried out on a range of clients. A full head application of woven highlights and/or lowlights must be observed.</div> <div>NOS: <a href="https://www.ukstandards.org.uk">SKACHB4 Assist with hair colouring and lightening services (ukstandards.org.uk)</a></div>		
Assessment Method	Definition	Possible Content
Portfolio of evidence	<div>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</div> <div>OR</div> <div>A collection of documents containing work that shows the learner’s progression through the course</div>	<div>Learner notes/written work</div> <div>Learner log/diary</div> <div>Peer notes</div> <div>Record of observation</div> <div>Record of discussion</div>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	<div>Record of observation</div> <div>Learner notes/written work</div> <div>Learner log</div>
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	<div>Record of observation</div> <div>Learner notes/written work</div> <div>Tutor notes/record</div> <div>Learner log/diary</div>
E-assessment	The use of information technology to assess learners’ work	<div>Electronic portfolio</div> <div>E-tests</div>

Learning Outcome	Unit: Hair Colouring and Lightening Services
<p>1. Understand the essential knowledge relating to colouring and lightening services.</p>	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to the science of skin and hair.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• The principles of colour selection:               <ul style="list-style-type: none"> <li>○ International Colour Chart (ICC)</li> <li>○ depth and tone</li> <li>○ primary and secondary colours</li> <li>○ complimentary and neutralizing colours</li> </ul> </li> <li>• Hair pigment:               <ul style="list-style-type: none"> <li>○ melanin (eumelanin/pheomelanin)</li> <li>○ how natural pigment affects colour choice</li> <li>○ possible requirement to pre-lighten prior to colouring service</li> </ul> </li> <li>• Effect of natural and artificial light on appearance of hair colour</li> <li>• Range of colouring and lightening products:               <ul style="list-style-type: none"> <li>○ effect on hair structure</li> <li>○ application techniques</li> <li>○ removal methods</li> <li>○ effect of temperature on application and processing</li> <li>○ danger of inhalation of powder lighteners</li> <li>○ correct use in line with salon procedures and manufacturers' instructions</li> </ul> </li> <li>• Hydrogen peroxide:               <ul style="list-style-type: none"> <li>○ percentage/volume strengths</li> <li>○ correct use in line with manufacturers' instructions for all products in range</li> </ul> </li> <li>• pH values:               <ul style="list-style-type: none"> <li>○ pH of colouring and lightening products</li> <li>○ restoring pH of hair after colouring and lightening services</li> </ul> </li> <li>• Influencing factors:               <ul style="list-style-type: none"> <li>○ contra indications</li> <li>○ allergic reaction</li> <li>○ test results</li> <li>○ commercial timeframes and costs</li> <li>○ legal requirements</li> <li>○ age restrictions</li> </ul> </li> <li>• Tests in range:               <ul style="list-style-type: none"> <li>○ skin test</li> <li>○ incompatibility</li> <li>○ porosity</li> <li>○ elasticity</li> </ul> </li> <li>• Problems that may occur during colouring and lightening services:               <ul style="list-style-type: none"> <li>○ resolving problems within own authority</li> <li>○ referral of problems to others</li> </ul> </li> </ul>
<p>2. Be able to carry out colouring and lightening services.</p>	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 1 in relation to current legislation, safe and hygienic working practices, salon policies and procedures and environmental and sustainable working practices.</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 2 in relation to consultation techniques and tests in range.</b></p>

	<p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Professional behaviour in a salon environment</li> <li>• Preparation of workstation, client and self with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Safe and hygienic working practices for colouring and lightening services with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Controlled use of products to protect skin and clothing of client and self, to include first-aid procedures specific to use of chemicals</li> <li>• Consultation techniques for to prepare for colouring and lightening services:             <ul style="list-style-type: none"> <li>○ adverse hair, skin and scalp conditions</li> <li>○ allergies</li> <li>○ results of tests</li> <li>○ temperature</li> <li>○ existing colour of hair</li> <li>○ percentage of white hair</li> <li>○ previous chemical treatments</li> <li>○ strength of hydrogen peroxide</li> <li>○ porosity</li> <li>○ length</li> <li>○ density</li> <li>○ skin tone</li> <li>○ hair classifications</li> <li>○ hair characteristics</li> <li>○ visual aid/shade chart</li> <li>○ client requirements</li> <li>○ recording client responses</li> </ul> </li> <li>• Perform tests in range:             <ul style="list-style-type: none"> <li>○ skin test</li> <li>○ incompatibility</li> <li>○ porosity</li> <li>○ elasticity</li> </ul> </li> <li>• Selection and use of products in range:             <ul style="list-style-type: none"> <li>○ semi-permanent colour</li> <li>○ quasi-permanent colour</li> <li>○ permanent colour</li> <li>○ lighteners</li> <li>○ manufacturers' instructions</li> <li>○ minimize wastage of products</li> </ul> </li> <li>• Selection and use of tools, equipment and techniques in range:             <ul style="list-style-type: none"> <li>○ full head application of semi-permanent colour</li> <li>○ full head application of quasi-permanent colour</li> <li>○ regrowth application of permanent colour</li> <li>○ regrowth application with mid lengths/ends refresh</li> <li>○ full head application of woven highlights/lowlights</li> <li>○ pulled through highlights/lowlights (minimum 50%)</li> <li>○ toner application</li> </ul> </li> <li>• Colouring/lightening hair in line with salon procedures:             <ul style="list-style-type: none"> <li>○ appropriate choice of colouring/lightening products</li> <li>○ correct choice of hydrogen peroxide strength</li> <li>○ appropriate selection of tools and equipment</li> <li>○ technique suitable to achieve required look</li> <li>○ accurate mixing and application of products</li> <li>○ accurate sectioning and/or weaving as per technique</li> <li>○ consideration of processing timings and temperature</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ monitoring development of service/development test</li> <li>○ consulting with client during process</li> <li>○ resolving problems or referral to others</li> <li>○ protection of client from colouring/lightening products</li> <li>○ protection of self from colouring/lightening products</li> <li>○ emulsification and removal of colouring/lightening products</li> <li>○ removal of materials used during process</li> <li>○ service times and costs</li> <li>• Aftercare advice and recommendations to clients: <ul style="list-style-type: none"> <li>○ maintenance of colour</li> <li>○ suitable homecare products</li> <li>○ time interval between services</li> <li>○ future products and services</li> <li>○ confirming client satisfaction</li> <li>○ completion of documentation according to relevant legislation and salon policy and procedures</li> </ul> </li> <li>• Cleaning and maintenance of own workstation after service, including responsible disposal of materials, in line with relevant legislation, regulations, code of conduct and salon policy and procedures</li> </ul>
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Title	Practical Hairdressing Project
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG231
Unit Reference No	D/650/7415
Learn Direct Code	HL7
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to undertake a hairdressing project demonstrating appropriate industry skills and knowledge.	
Learning Outcomes	Assessment Criteria
1. Be able to research current looks that use a combination of hairdressing and styling techniques.	1.1. Research at least two different fashion looks which combine at least one alternative styling technique. 1.2. Select one of the looks researched in AC 1.1 to be created.
2. Be able to present at least two different looks using different hairdressing and styling techniques.	2.1. Present at least two different looks using different hairdressing and styling techniques to include: <ul style="list-style-type: none"> <li>a) reason for each look</li> <li>b) cost</li> <li>c) complexity</li> <li>d) timeframe</li> <li>e) resources required</li> </ul> 2.2. Select and justify preferred look from those presented in AC 2.1.
3. Be able to carry out different hairdressing and styling techniques.	3.1. Prepare own workstation, client and self, according to salon requirements. 3.2. Demonstrate safe and hygienic working methods throughout the creation of the look selected in AC 2.2. 3.3. Select and use suitable products, tools, equipment and techniques to achieve the desired look based on consultation with a client. 3.4. Demonstrate two different styling techniques incorporating one alternative styling method. 3.5. Demonstrate how to carry out hairdressing techniques within a commercially acceptable timeframe. 3.6. Demonstrate how to clean and maintain own workstation after service and dispose of materials responsibly.
4. Be able to carry out evaluation of own hairdressing and styling techniques.	4.1. Evaluate own hairdressing and styling techniques taking account of the following: <ul style="list-style-type: none"> <li>a) how the completed design meets the initial brief</li> <li>b) possible areas for improvement</li> </ul>

#### Delivery Guidance

**This unit must be delivered last and be completed in the college salons. It is up to the individual colleges to create the briefs. Representatives from industry are encouraged to attend the showcase of individual skills.**

#### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. No simulation to be carried out for this unit. All assessments must be carried out on a range of clients including external clients and not to be carried out on peers.

Assessment Method	Definition	Possible Content
Practical demonstration/observation	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log



Learning Outcome	Unit: Practical Hairdressing Project
1. Be able to research current looks that use a combination of hairdressing and styling techniques.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Research techniques: <ul style="list-style-type: none"> <li>○ online resources</li> <li>○ media sources</li> <li>○ current and emerging trends</li> <li>○ hairdressing techniques</li> <li>○ alternative styling techniques</li> </ul> </li> </ul>
2. Be able to present at least two different looks using different hairdressing and styling techniques.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Planning and developing ideas: <ul style="list-style-type: none"> <li>○ target audience</li> <li>○ mood boards/visual aids</li> <li>○ hairdressing techniques</li> <li>○ alternative styling techniques</li> <li>○ risk assessment</li> </ul> </li> <li>• Presentation planning to include: <ul style="list-style-type: none"> <li>○ reason for each look</li> <li>○ cost</li> <li>○ complexity</li> <li>○ timeframe</li> <li>○ resources required</li> </ul> </li> <li>• Presentation techniques: <ul style="list-style-type: none"> <li>○ communicate in a professional manner</li> <li>○ use of visual aids</li> </ul> </li> </ul>
3. Be able to carry out different hairdressing and styling techniques.	<p><b>Scope</b></p> <p><b>Delivery could be in conjunction with unit CBG 225 Learning Outcome 1 in relation to current legislation, safe and hygienic working practices, salon policies and procedures and environmental and sustainable working practices.</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Professional behaviour in a salon environment</li> <li>• Preparation of workstation, client and self with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Safe and hygienic working practices throughout the creation of the look selected with regard to relevant legislation, regulations, code of conduct and salon policy and procedures</li> <li>• Selection and use of suitable products, tools, equipment and techniques to achieve the desired look based on consultation with the client in line with manufacturers' instructions</li> <li>• Styling techniques incorporating alternative styling methods</li> <li>• Working within a commercially acceptable timeframe</li> <li>• Cleaning and maintenance of own workstation after service to include responsible disposal of materials</li> </ul>

4. Be able to carry out evaluation of own hairdressing and styling techniques.

**Scope**

**Teaching will cover:**

- Methods of evaluation to include:
  - verbal/written feedback
  - visual evidence e.g. photographs/video
  - self-evaluation e.g. SWOT analysis
  - how the completed design meets the initial brief
  - possible areas for improvement

## 11. Quality Assurance of Centre Performance

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### 11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

## **11.2 Internal Quality Assurance**

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

### 11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and internal quality assurance plan. When producing a plan, they should consider:
  - the time required for training and standardisation activities
  - the time available to undertake teaching and carry out assessment,
  - consider when learners may complete assessments and when quality assurance will take place
  - the completion dates for different assessment tasks
  - the date by which the assignment needs to be internally verified
  - sampling strategies
  - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
  - how resubmission opportunities can be scheduled

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website [www.ocnni.org.uk](http://www.ocnni.org.uk):

- A1 – Learner Assessment Record & Assessment Decision form per Learner
- learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

### 11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

## 11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal quality assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

## 12. Administration

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### 12.1 Registration

A centre must register learners for this qualification within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through [www.ocnni.org.uk](http://www.ocnni.org.uk).

### 12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

### 12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

### 12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

### **12.5 Retention of Evidence**

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.



## **OCN NI Level 2 Diploma in Hairdressing**

**Qualification Number: 610/2773/X**

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Operational start date: 01 June 2023  
Operational end date: 31 May 2028  
Certification end date: 31 May 2030

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## 12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
<b>Carry out</b>	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
<b>Demonstrate</b>	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
<b>Describe</b>	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
<b>Evaluate</b>	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
<b>Explain</b>	Make clear a given subject matter and / or give reasons for the procedure in a given situation or regarding a given subject matter. Set out purposes or reasons to	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to

	rationalise a response or action.	demonstrate a detailed comprehension of the subject matter.
<b>Identify</b>	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
<b>Outline</b>	To give general idea and overview without going into detail.	The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
<b>Prepare</b>	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
<b>Present</b>	To effectively communicate and display information or items in a clear, organized, and engaging manner to enhance understanding and convey key messages to an audience.	The learner will be expected to have a thorough understanding of the content being presented. This involves knowing the key points, data, or items and their significance. The learner organizes the content logically and coherently. This involves structuring the presentation in a way that flows naturally and is easy for the audience to follow. The learner ensures that the presentation is clear and easy to understand. This involves using simple and precise language, avoiding jargon, and ensuring that visual aids or materials are clear and readable. The learner engages the audience through effective communication techniques. This involves using eye contact, gestures, varying tone of voice, and incorporating interactive elements to maintain interest. The learner effectively uses visual aids, such as slides, charts,

		<p>diagrams, or props, to enhance the presentation. This involves ensuring that visual aids are relevant, well-designed, and support the key messages. The learner presents with confidence and delivers the content smoothly. This involves practicing the presentation, managing nerves, and speaking clearly and at a steady pace. The learner is able to respond to questions and engage in discussions with the audience. This involves being prepared to answer questions, provide additional information, and clarify points as needed.</p>
<b>Research</b>	To systematically investigate and study materials and sources in order to establish facts and reach new conclusions.	<p>The learner will be expected to conduct a structured and methodical approach to defining objectives, gathering data from various sources, systematically investigating and analysing that data, establishing facts, and reaching new conclusions that can inform decision-making and program development</p>
<b>Select</b>	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	<p>The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.</p>