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## QUALIFICATIONS ASSESSMENT GUIDELINES COMPETENCY STANDARDS

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WRH20100	CERTIFICATE II IN HAIRDRESSING
WRH30100	CERTIFICATE III IN HAIRDRESSING
WRH40100	CERTIFICATE IV IN HAIRDRESSING
WRH50100	DIPLOMA OF HAIRDRESSING
	SALON MANAGEMENT

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AUSTRALIAN  
NATIONAL TRAINING  
AUTHORITY

*Supporting New Apprenticeships*



## NATIONAL HAIRDRESSING Training Package

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### NATIONAL QUALIFICATIONS FOR

WRH20100	CERTIFICATE II IN HAIRDRESSING
WRH30100	CERTIFICATE III IN HAIRDRESSING
WRH40100	CERTIFICATE IV IN HAIRDRESSING
WRH50100	DIPLOMA OF HAIRDRESSING SALON MANAGEMENT

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AUSTRALIAN  
NATIONAL TRAINING AUTHORITY

*Supporting New Apprenticeships*

# **NATIONAL HAIRDRESSING TRAINING PACKAGE**

## **National Code: WRH00**

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NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRH20100	Certificate II in Hairdressing
WRH30100	Certificate III in Hairdressing
WRH40100	Certificate IV in Hairdressing
WRH50100	Diploma of Hairdressing Salon Management

## SECTION 1: INTRODUCTION TO THE TRAINING PACKAGE

The National Hairdressing Training System (NHTS) is an industry designed training system based on the *National Hairdressing Competency Standards*. Its key features are that it is:

☒ **industry driven**

It has been developed by the hairdressing industry for the hairdressing industry.

☒ **competency based**

To be successful, employers and employees need to have a wide range of skills. These skills have been defined by the hairdressing industry and are set out in the competency standards.

☒ **adaptable**

The NHTS has been purpose designed to be adaptable, so that there is scope to tailor what employees learn to the needs of individual businesses, while achieving nationally consistent training outcomes.

☒ **flexible**

Employers and employees may choose the training organisation, the mode of delivery and how the training happens, either in a training organisation or on-the-job.

Employers and employees benefit from participation in the NHTS.

- **Employees**

- gain the skills the hairdressing industry needs
- obtain recognition for their achievements
- are productive workers as they learn
- get more satisfaction from a professional approach to their work
- see the links between the national qualifications in the NHTS and a career in hairdressing

- **Employers**

- adapt national skill standards to enhance their own “competitive edge”
- increase staff efficiency through training
- retain and “grow” a more talented staff
- create a more positive salon environment

The NHTS has been designed to incorporate Training Packages which are an initiative under the *New Apprenticeship System*. Training Packages will provide greater accessibility to nationally endorsed hairdressing industry training.

National consistency of outcomes and quality assurance within the NHTS are maintained through the **National Hairdressing Training Package (NHTP)** which consists of three major components:

- National Qualifications
- Assessment Guidelines
- National Hairdressing Competency Standards

These components are endorsed by the Australian National Training Authority (ANTA) - National Training Quality Council (NTQC) and establish the criteria and guidelines against which hairdressing training is carried out and credentialled nationally.

The NHTP is supported by additional materials. These include:

- **Model Training Programs** for qualifications.
- **Flexible Learning Resources** for each qualification to supplement the training of employees
- **Facilitators Guide** to the flexible learning resources for most qualifications to assist teachers and supervisors in their training role
- **Workplace Competency Standards Assessments** for each qualification to assist trainers and assessors. These guides provide sample assessment activities for the individual units
- **Learning Outcomes Assessment Package** including question bank for Certificate III in Hairdressing to assist trainers to assess the underpinning knowledge and practical skills for the off-the-job components
- **A Professional Development Kit** to assist trainers, assessors, employers and all involved with the NHTS
- **An Employers Kit** which provides an overview of the NHTS and promotes its benefits, the qualifications available and how to access the training
- **Learner Record Book** for Certificate III in Hairdressing.

These materials are the results of a series of projects funded through ANTA. These projects have evaluated the existing training resources in the hairdressing industry and produced the outcomes listed above, including this package. These projects have included:

- ⇒ Hairdressing Competency Standards Project
- ⇒ AVTS National Transition Project
- ⇒ Hairdressing Training Package Project.

These projects have provided the resources for significant materials development to impact on training in the hairdressing industry.

All materials have been developed through a consultative process with the industry in conjunction with the WRAPS Network. Details of those who have contributed are included in the *National Hairdressing Competency Standards* Booklet: Development of the Standards.

## SECTION 2: PACKAGING OF THE STANDARDS

### 2.1 PURPOSE OF THE STANDARDS

The *National Hairdressing Competency Standards* are designed to be the foundation for structured, nationally portable training that is aligned with the Australian Qualifications Framework (AQF).

These standards provide the basis for effective linkages with existing standards, the re-alignment of existing curriculum, the development of appropriate new training programs, recognition of prior learning and the development of new approaches to training delivery and assessment.

Companies can use the standards as a tool to assist in a number of management and operational areas including:

- the development of training programs
- the delivery of workplace training
- the implementation of workplace assessment
- the development of skills-based position descriptions
- job re-organisation
- occupational health and safety standards
- career path development.

The *National Hairdressing Competency Standards* are not a classification structure.

These standards have been developed as the result of information provided during a process of extensive consultation with a wide cross section of the hairdressing industry across Australia. As such, they represent the skills and knowledge identified as current in the industry.

It is anticipated that an ongoing evaluation and possible fine tuning of the standards will occur, with a full review in three years.



## 2.2 FORMAT AND STRUCTURE OF THE STANDARDS

The *National Hairdressing Competency Standards* represent the skills and knowledge identified by the industry as appropriate across the full range of hairdressing skills.

This information has been structured in accordance with the format required by the ANTA - National Training Quality Council as contained in the '*Standards Best Practice Manual*'.

In order to understand and apply the standards in context, it is important to have a working understanding of the definitions of each part of the units of competency (Section 2.2), the Australian Qualifications Framework descriptors (Section 3.1) and the Key Competency descriptors and levels (Section 4.3).

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to new situations and environments. There is a broad concept of competency in that all aspects of work performance, not only narrow task skills, are included. It encompasses the following requirements:

- to perform tasks (task skills)
- to manage a number of different tasks within the job (task management skills)
- to respond to irregularities and breakdowns in routines (contingency management skills)
- to deal with the responsibilities and expectations of the work environment (job/role environment skills), including working with others and interacting with people outside the enterprise (customers, clients and the general public).

In addition to being based on this broad concept of competency, the standards are:

- related to realistic workplace practices
- expressed as outcomes
- understandable to employers, employees, supervisors and trainers.

The competency standards take into account the future directions the hairdressing industry sees in training and so provide the basis for skill formation now, and into the future. The standards capture the ability to apply skills in new situations and changing work organisation, rather than only reflecting the tasks currently performed.

In the interests of consistency, national competency standards need to be expressed in a common format which is described on the following page. The full format comprises a unit of competency and its components:

- elements of competency
- performance criteria
- range of variables
- evidence guide

## Unit of Competency

A unit of competency is a discrete component within a standard. It comprises a title, a short description of its purpose, and its elements of competency, together with their associated performance criteria. It includes a range of variables and an evidence guide.

## Unit Title

The title refers to the defined area of competency. It is written in output terms and is accurate and concise.

## Elements of Competency

Elements of competency are the basic building blocks of the unit of competency and, as such, continue the description of the unit. They describe, in output terms, things that an employee who works in a particular area is able to do. Elements of competency are logical, identifiable and discrete sub-groupings of actions and knowledge that contribute to and build a unit.

## Performance Criteria

Performance criteria are statements that specify the level of performance. They set out the required outcomes by which the elements of competency, and the unit as a whole must be performed to achieve the level acceptable in employment. They comprise general statements, rather than detailed prescriptions and provide the basis for training development and assessment.

## Range of Variables Statement

A range of variables statement performs a number of significant functions in the standards system. These include:

- defining the boundaries within which a given unit of competency and its associated performance criteria apply
- providing a link to knowledge and to task or enterprise specific requirements, such as technical manuals, occupational health and safety legislation, salon policies and/or procedures
- providing a focus, along with performance criteria, for assessment and the development of training programs based on competency standards.

## Evidence Guide

An evidence guide is a part of a unit of competency. Its purpose is to guide assessment of the unit of competency in the workplace and/or a training program.

The evidence for a unit of competency needs to refer to the following:

- critical aspects of evidence to be considered
- concurrent assessment and pre-requisite relationship of units
- underpinning knowledge and skills
- resource implications
- consistency in performance
- context of assessment
- key competencies

## 2.3 THE HAIRDRESSING STANDARDS

The *National Hairdressing Competency Standards* have been aligned to Levels II to V of the Australian Qualifications Framework (AQF), as defined and described in Section 3.0: Alignment to the AQF.

Additionally, the standards have been mapped against the Key Competencies as defined and described in the evidence guides for each unit of competency.

The units of competency in the standards are listed below.

### 2.3.1 Summary of Units

National Code	Unit Title
WRH01A	Maintain a Safe, Clean and Efficient Work Environment
WRH02A	Communicate in the Workplace
WRH03A	Receive and Direct Clients
WRH04A	Prepare Clients for Salon Services
WRH05A	Co-ordinate Salon Tasks
WRH06A	Remove Chemicals from Hair
WRH07A	Schedule and Check-out Clients
WRRS1A	Sell Products and Services
WRH09A	Consult with Clients & Diagnose Hair & Scalp Conditions
WRH10A	Treat Hair and Scalp
WRH11A	Cut Hair
WRH12A	Dress (Style) Hair
WRH13A	Perform Permanent Wave & Chemical Relaxation Services
WRH14A	Colour Hair
WRH15A	Co-ordinate Salon Team
WRH16A	Provide Specialist Hair Design Services
WRH17A	Provide Specialist Hair Colour Services
WRH18A	Provide Specialist Hair Styling Services
WRH19A	Maintain Wigs and Hair Pieces
WHR20A	Make Wigs
WRH21A	Design and Apply Hair Extensions
WRH22A	Perform a Face Shave

## Summary of Units (continued)

WRB17A	Provide Manicure and Pedicure Services
WRB18A	Apply Nail Enhancement
WRB19A	Use Electrical Equipment for Nails
WRB20A	Apply Nail Art
WRB15A	Provide Lash and Brow Treatments
WRB16A	Provide Temporary Epilation and Bleaching Treatments
WRB21A	Design and Apply Make-up
WRB12A	Perform Facial Cleansing
WRB14A	Pierce Ears
BSZ407A	Deliver Training Sessions
BSZ402A	Conduct Assessment
WRH34A	Supervise Staff and the Salon
WRH35A	Maintain Customer Relations
WRRPM2A	Recruit and Select Staff
WRRPM3A	Lead and Manage People
BSX023/1	Evaluate a Business Opportunity
BSX023/2	Complete a Business Plan
BSX023/3	Address Legal and Administrative Requirements
BSX023/4	Address Client Requirements
BSX023/5	Manage Business Operations
BSX023/7	Manage Finances
BSZ503A	Design and Establish the Assessment System
BSZ504A	Manage the Training and Assessment System
BSZ505A	Evaluate the Training and Assessment System
BSXFMI503A	Establish and Manage Effective Workplace Relationships
BSXFMI504A	Participate in, Lead and Facilitate Work Teams
BSXFMI505A	Manage Operations to Achieve Planned Outcomes
BSXFMI507A	Manage Quality Customer Service
BSXFMI511A	Contribute to the Development of a Workplace Learning Environment
WRH23A	Perform Honing and Stropping

### **2.3.2 Incorporation of Other National Standards**

National Competency Standards from other industry sectors have been reviewed in the development of these standards. They include:

- Assessment and Workplace Training
- Work Safe Australia Guidelines
- Retail Competency Standards
- Beauty Competency Standards
- Small Business Management
- Frontline Management Competency Standards

They have been included in these standards either:

- directly, or
- customised and referenced to the original standard.

## SECTION 3: ALIGNMENT TO THE AQF

### 3.1 AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF), which was introduced in 1995, provides a national framework for qualifications gained in post-compulsory education and training in Australia.

AQF qualifications in the Vocational Education and Training Sector are based on the achievement of competency related to general work skills and broadly define the skill requirements of work in changing industry and enterprise contexts.

The National Hairdressing Training Package (NHTP) provides for the achievement of national Qualifications by aligning the *National Hairdressing Competency Standards* to the AQF. The *National Hairdressing Competency Standards* have been packaged to levels II to V of the AQF so that achievement of all competencies at a given AQF level leads to the appropriate NHTP qualification.

Australian Qualifications Framework		National Hairdressing Training Package	
Level 2	Certificate II	WRH20100	Certificate II in Hairdressing
Level 3	Certificate III	WRH30100	Certificate III in Hairdressing
Level 4	Certificate IV	WRH40100	Certificate IV in Hairdressing
Level 5	Diploma	WRH50100	Diploma of Hairdressing Salon Management

By this alignment of NHTP qualifications to the AQF, the competency requirements of work in general are applied directly to the hairdressing industry. The *National Hairdressing Competency Standards* are set out according to the AQF level descriptors on the following page, to provide consistency and applicability to the standard of performance required within the hairdressing industry and across industries.

The Certificate II, Certificate III and Certificate IV may be delivered through New Apprenticeship Pathways.

The NHTP/AQF qualifications:

- provide nationally consistent recognition of outcomes achieved in post-compulsory education
- assist in developing flexible pathways, which will enable individuals to move more easily between education and training sectors and between those sectors and the labour market through recognition of prior learning processes
- assist individuals in seeing the relationships between employment, vocational education and training, lifelong learning and building career paths
- will contribute to the continuous improvement of the quality of vocational education and training through industry driven systems which are responsive to and meet the workplace needs of industry
- will contribute positively to improving national economic performance by developing a more highly skilled and talented workforce.

### 3.1.1 Australian Qualifications Framework Descriptors

The AQF descriptors differentiate the characteristics of work functions from low to higher levels according to:

- the level of discretion, autonomy and freedom to act, which increases and broadens, and the span of activity, which widens
- the contingencies which must be addressed, the complexity of work and the extent of judgments made about the work, which increase and broaden
- the increase in complexity, depth and/or breadth of the knowledge base required to be applied
- the expansion of responsibility and accountability for the outcomes of work and for the work of others, including co-ordination, supervision and management functions

The following AQF descriptors outline features that distinguish between the levels of qualifications. These distinguishing features are embedded in the *National Hairdressing Competency Standards* and are reflected in workplace performance required in units of competency at a given level.

#### Certificate I

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

## **Certificate II**

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others through members of a group or team.

## **Certificate III**

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgment is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

## **Certificate IV**

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involving responsibility for, and limited organisation of, others.



## Diploma

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involving participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operation or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

## 3.2 THE HAIRDRESSING QUALIFICATIONS MODEL

The *National Hairdressing Competency Standards* have been packaged and aligned to the AQF to achieve the following qualifications:

NATIONAL QUALIFICATION TITLE	NATIONAL QUALIFICATION CODE
Certificate II in Hairdressing	WRH 20100
Certificate III in Hairdressing	WRH 30100
Certificate IV in Hairdressing	WRH 40100
Diploma of Hairdressing Salon Management	WRH 50100

The details of each qualification are outlined in the following Sections 3.3 to 3.6.

Essential units for levels II and III are shown on the following pages depicting packaging and alignment with the AQF.

Essential and elective units for levels IV and V are also shown on the following pages depicting packaging and alignment to the AQF.

This packaging and alignment approach has been designed to provide employers and employees with a flexible range of options that relate to multiple roles in the workplace.

### 3.3 CERTIFICATE II IN HAIRDRESSING

National Code: WRH20100

- To achieve a Certificate II in Hairdressing Units WRH01A to WRRS1A must be completed.
- Certificate II is designed as a pre-vocational program
- *There is no outcome at level 1*
- Those who have been awarded the Certificate II in Hairdressing will be credited with these units in the Certificate III in Hairdressing.

UNIT OF COMPETENCY		ESSENTIAL UNITS
		AQF 2
WRH01A	Maintain a Safe, Clean and Efficient Work Environment	●
WRH02A	Communicate in the Workplace	●
WRH03A	Receive and Direct Clients	●
WRH04A	Prepare Clients for Salon Services	●
WRH05A	Co-ordinate Salon Tasks	●
WRH06A	Remove Chemicals from Hair	●
WRH07A	Schedule and Check-out Clients	●
WRRS1A	Sell Products and Services	●

### 3.4 CERTIFICATE III IN HAIRDRESSING

National Code: WRH30100

- To achieve a Certificate III in Hairdressing, all Units WRH01A to WRH15A must be completed.
- Unit WRH22A “Perform a Face Shave” and Unit WRH23A “ Perform Honing and Stropping” may be completed as options within Certificate III.
- Certificate III is the standard trade qualification for the hairdressing industry.
- Units WRH09A to WRH15A should be assessed in a workplace or simulated hairdressing salon.

UNIT OF COMPETENCY	ESSENTIAL UNITS	
	AQF 2	AQF 3
WRH01A Maintain a Safe, Clean and Efficient Work Environment	●	●
WRH02A Communicate in the Workplace	●	●
WRH03A Receive and Direct Clients	●	●
WRH04A Prepare Clients for Salon Services	●	●
WRH05A Co-ordinate Salon Tasks	●	●
WRH06A Remove Chemicals from Hair	●	●
WRH07A Schedule and Check-out Clients	●	●
WRRS1A Sell Products and Services	●	●
WRH09A Consult with Clients & Diagnose Hair and Scalp Conditions		●
WRH10A Treat Hair and Scalp		●
WRH11A Cut Hair		●
WRH12A Dress (Style) Hair		●
WRH13A Perform Permanent Wave & Chemical Relaxation Services		●
WRH14A Colour Hair		●
WRH15A Co-ordinate Salon Team		●
WRH22A Perform a Face Shave		Optional
WRH23A Perform Honing and Stropping		Optional

### 3.5 CERTIFICATE IV IN HAIRDRESSING

National Code: WRH40100

- Certificate III in Hairdressing is a pre-requisite for Certificate IV.
- To achieve a Certificate IV in Hairdressing,:
  - ⇒ ALL essential units, AND
  - ⇒ a minimum of FOUR units from any of the elective streams, Hairdressing, Beauty or Management must be completed

UNIT OF COMPETENCY		ESSENTIAL UNITS	OPTIONAL UNITS		
			HAIRDRESSING STREAM	BEAUTY STREAM	MANAGEMENT STREAM
WRH16A	Provide Specialist Hair Design Services		●		
WRH17A	Provide Specialist Hair Colour Services		●		
WRH18A	Provide Specialist Styling Services		●		
WRH19A	Maintain Wigs and Hair Pieces		●		
WRH20A	Make Wigs		●		
WRH21A	Design and Apply Hair Extensions		●		
WRH22A	Perform a Face Shave		●		
WRH23A	Perform Honing and Stropping		●		
WRB17A	Provide Manicure and Pedicure Service			●	
WRB18A	Apply Nail Enhancement			●	
WRB19A	Use Electrical Equipment for Nails			●	
WRB20A	Apply Nail Art			●	
WRB15A	Provide Lash and Brow Treatments			●	
WRB16A	Provide Temporary Epilation and Bleaching Treatments			●	
WRB21A	Design and Apply Make-up			●	
WRB12A	Perform Facial Cleansing			●	
WRB14A	Pierce Ears			●	
BSZ407A	Deliver Training Sessions	●			
BSZ402A	Conduct Assessment	●			
WRH34A	Supervise Staff and the Salon				●
WRH35A	Maintain Customer Relations				●
WRRPM2A	Recruit and Select Staff				●
WRRPM3A	Lead and Manage People				●

### 3.6 DIPLOMA OF HAIRDRESSING SALON MANAGEMENT

National Code: WRH50100

- To achieve a Diploma of Hairdressing Salon Management, 6 core plus 6 elective units must be completed:
- For those who have completed Units WRH34A, WRH35A, WRRPM2A and WRRPM3A from the Management Stream in the Certificate IV in Hairdressing, credit will be granted in the Diploma.

UNIT OF COMPETENCY		ESSENTIAL UNITS	ELECTIVE UNITS
WRH34A	Supervise Staff and the Salon	●	
WRH35A	Maintain Customer Relations	●	
WRRPM2A	Recruit and Select Staff	●	
WRRPM3A	Lead and Manage People	●	
BSX0023\2	Complete a Business Plan	●	
BSX0023\5	Manage Business Operations	●	
BSX0023\1	Evaluate a Business Opportunity		●
BSX0023\3	Address Legal and Administrative Requirements		●
BSX0023\7	Manage Finances		●
BSZ503A	Design and Establish the Assessment System		●
BSZ504A	Manage the Training and Assessment System		●
BSZ505A	Evaluate the Training and Assessment System		●
BSXFMI503A	Establish and Manage Effective Working Relationships		●
BSXFMI504A	Participate in, Lead and Facilitate Work Teams		●
BSXFMI505A	Manage Operations to Achieve Planned Outcomes		●
BSXFMI507A	Manage Quality Customer Service		●
BSXFMI511A	Contribute to the Development of a Workplace Learning Environment		●

## SECTION 4: USING THE TRAINING PACKAGE

The key features of the National Hairdressing Training System (NHTS) are that it is an **industry driven, competency based, adaptable and flexible** training system.

In particular, as the central component of the NHTS, these key features apply to the National Hairdressing Training Package. The Training Package is based on the hairdressing industry's competency standards, developed by the hairdressing industry for the hairdressing industry.

All parts of the hairdressing industry contributed to the development of the competency standards. These standards will help employers measure their own and their employees' performance against industry created benchmarks.

### 4.1 ADAPTATION OF THE TRAINING PACKAGE

The most important feature of the Training Package is that it has been purpose designed to be adaptable, so that nationally consistent training outcomes are achieved and, at the same time, the needs of individual salons are met.

Adapting allows the units of competency and their elements to be delivered without alteration, whilst at the same time delivering nationally accredited training that is consistent with the standards and the current policies and guidelines of the company.

Where it is necessary to meet the needs of a particular salon or organisation, one or more elements of competency may be added to a unit, but no elements may be removed or the assessment criteria diminished.

Units of competency may be adapted in the following ways:

- contextualisation of the content to identify unique aspects that apply to a salon, enterprise or particular client group (eg. regulatory requirements, products, terminology, technology, work practices, work environment conditions, corporate culture and strategic plans)
- specification of resource requirements in terms of essential equipment, facilities, learning resources, etc.
- using assessment criteria which are appropriate to the specific requirements of a particular workplace, occupation or industry classification

The competency standards are packaged into a range of essential and optional units at appropriate AQF levels, that is from AQF II to V.

At **AQF level I** there is no qualification outcome.

At **AQF level II** all essential units must be completed. Certificate II in Hairdressing is a pre-vocational qualification that leads directly to Certificate III in Hairdressing.

At **AQF level III** all essential units must be completed. Unit WRH22A “Perform a Face Shave” and WRH23A “Perform Honing and Stropping” are optional units for those in Men’s Hairdressing. If successfully assessed, these units would also be accredited towards a Certificate IV in Hairdressing.

At **AQF level IV** two essential units must be completed as well as four additional units selected from a range of elective units in any of the following streams: Hairdressing, Beauty or Management. Certificate III is a prerequisite to Certificate IV.

At **AQF level V** all essential units and 6 elective units must be completed.

## **4.2 FLEXIBILITY OF DELIVERY OF THE TRAINING PACKAGE**

The Training Package promotes flexibility in modes of delivery, as Registered Training Organisations and/or workplaces translate the standards into training programs.

The Training Package has been written for implementation by industry with the assistance of Registered Training Organisations across Australia. Also, it has been designed to facilitate access to training by learners from metropolitan, regional and rural locations. In order to facilitate implementation within the broad range of contexts flexible delivery options have been adopted.

Delivery methods must provide for the demonstration of competencies in skills specified, integrating Key Competencies in all learning outcomes in a simulated or commercially operating hairdressing salon environment according to the specifications of the qualification and competency standards.

The practical aspects of the competencies will be performed on live models both male and female.

Possible delivery methods include:

- Apprenticeship training using integrated on- and off-the-job training and leading to a Certificate III in Hairdressing.
- Apprenticeship training completed totally on-the-job and leading to a Certificate III in Hairdressing. In such cases learners must be enrolled with a Registered Training Organisation.
- Full-time training with a Registered Training Organisation. To gain the Certificate III in Hairdressing from this mode of delivery, candidates must still undertake a minimum of three Integrated Competency Assessments conducted in a commercially operating hairdressing salon (see 1.3.1 of Assessment Guidelines for a definition of commercially operating hairdressing salon).

### 4.2.1 Specialised Resources

The development of the Training Package and the support materials has been based on *New Apprenticeship System* principles and aligned directly to the *National Hairdressing Competency Standards*. A range of teaching, learning and workplace resources have been developed to support the flexible delivery. These resources have been summarised in Section 1.

In particular, Registered Training Organisations and/or workplaces who deliver the Training Package will need a range of specialised facilities and equipment, including:

- Units dealing with practical workplace skills may be delivered in the workplace.
- Alternatively, such units should be delivered at a facility where a typical hairdressing work environment can be simulated and where typical hairdressing equipment is available.
- Such equipment should be maintained in good working order to enable sufficient practice to achieve competency.
- Resource requirements specific to each unit are listed in the relevant evidence guide.

### 4.2.2 Advice Regarding Delivery by Registered Training Organisations

Most States and Territories have regulations or legislation that exist to define the minimum qualifications required for the person (employer or supervisor) who contracts to be responsible for the structured training and work related activities of the apprentices or trainee during their contracted period of training. Industry strongly recommends that the minimum level of qualification for a person providing training, or supervising the training is as follows:

- Hold a Hairdressing Qualification recognised by the relevant State or Territory and
- Be competent against the units of competency relevant to the Certificate III Training Package qualification

This information is provided as input into the Evidence Requirements for ARF Standard TD1 *Resources for Delivery and Assessment*. Accreditation Authorities are requested to take this recommendation into account in registering a provider to offer training services within the scope of this Training Package

## 4.3 INCORPORATING KEY COMPETENCIES

In compliance with the requirements of the ANTA - National Training Framework Committee, the *National Hairdressing Competency Standards* have been mapped against the seven Key Competencies which have been identified by the Mayer Committee as essential in employment.



The Mayer Report definition of Key Competencies provides an important perspective on the role of general competencies in work. The definition is:

*Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are essential for effective participation in further education and in adult life more generally.*

There are seven Key Competencies currently recognised nationally. They are:

- Collecting, Analysing and Organising Information
- Communicating Ideas and Information
- Planning and Organising Activities
- Working with Others and in Teams
- Using Mathematical Ideas and Techniques
- Solving Problems
- Using Technology

Additionally, the Mayer Committee recommended three performance levels for each of the Key Competencies. These are defined as follows:

### **Performance Level 1**

describes the competence needed to undertake activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgments about quality of outcome against established criteria.

### **Performance Level 2**

describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

### **Performance Level 3**

describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

The presence of Key Competencies and their performance levels have been identified for each unit of competency and are recorded in the evidence guides for each unit of competency. A summary table is also included on the following pages.

Using the Key Competencies to underpin teaching/learning helps learners to integrate work tasks and see them as a whole rather than a collection of discrete actions. Learners are also better able to transfer skills across different work tasks and functions.

### 4.3.1 Summary of Key Competency Performance Levels

NATIONAL HAIRDRESSING COMPETENCY STANDARDS	Collecting, Analysing & Organising Information	Communicating Ideas & Information	Planning & Organising Activities	Working with Others & in Teams	Using Mathematical Ideas & Techniques	Solving Problems	Using Technology
WRH01A Maintain a Safe, Clean and Efficient Work Environment	1	1	1	1	1	1	1
WRH02A Communicate in the Workplace	1	1	1	1	1	1	1
WRH03A Receive and Direct Clients	1	1	1	1	1	1	1
WRH04A Prepare Clients for Salon Services	1	1	1	1	1	1	1
WRH05A Co-ordinate Salon Tasks	2	2	2	2	2	2	2
WRH06A Remove Chemicals from Hair	1	1	1	1	1	1	1
WRH07A Schedule and Check-out Clients	1	1	1	1	1	1	1
WRRS1A Sell Products and Services	1	1	1	1	1	1	1
WRH09A Consult with Clients and Diagnose hair and Scalp Conditions	2	2	1	1	1	2	1
WRH10A Treat Hair and Scalp	1	1	1	1	1	1	1
WRH11A Cut Hair	1	1	1	1	1	1	1
WRH12A Dress (Style) Hair	1	1	1	1	1	1	1

## Summary of Key Competency Performance Levels (*Continued*)

NATIONAL HAIRDRESSING COMPETENCY STANDARDS	Collecting, Analysing & Organising Information	Communicating Ideas & Information	Planning & Organising Activities	Working with Others & in Teams	Using Mathematical Ideas & Techniques	Solving Problems	Using Technology
WRH13A Perform Permanent Wave and Chemical Relaxation Services	2	1	2	1	1	1	1
WRH14A Colour Hair	2	1	2	1	1	1	1
WRH15A Co-ordinate Salon Team	2	2	2	2	2	2	2
WRH16A Provide Specialist Hair Design Services	2	2	2	2	1	2	1
WRH17A Provide Specialist Hair Colour Services	2	2	2	2	1	2	1
WRH18A Provide Specialist Hair Styling Services	2	2	2	2	1	2	1
WRH19A Maintain Wigs and Hair Pieces	1	1	1	1	1	1	1
WRH20A Make Wigs	1	1	1	1	1	1	1
WRH21A Design and Apply Hair Extensions	3	3	2	1	2	2	2
WRH22A Perform a Face Shave	3	3	2	1	2	2	2
WRB17A Provide Manicure and Pedicure Services	1	1	1	1	1	1	1

### Summary of Key Competency Performance Levels (*Continued*)

NATIONAL HAIRDRESSING COMPETENCY STANDARDS	Collecting, Analysing & Organising Information	Communicating Ideas & Information	Planning & Organising Activities	Working with Others & in Teams	Using Mathematical Ideas & Techniques	Solving Problems	Using Technology
WRB18A Apply Nail Enhancement	1	1	1	1	1	1	1
WRB19A Use Electrical Equipment For Nails	1	1	1	1	1	1	1
WRB20A Apply Nail Art	1	1	1	1	1	1	1
WRB15A Provide Lash And Brow Treatments	1	1	1	1	1	1	1
WRB16A Provide Temporary Epilation and Bleaching Treatments	2	2	2	2	1	2	1
WRB21A Design and Apply Make-up	2	2	1	1	1	1	2
WRB12A Perform Facial Cleansing	1	1	1	1	1	1	2
WRB14A Pierce Ears	1	1	1	1	1	1	1
BSZ407A Deliver Training Sessions	3	3	2	3	3	2	2
BSZ402A Conduct Assessment	3	2	2	2	2	2	3
WRH34A Supervise Staff and the Salon	3	3	3	3	3	3	2
WRH35A Maintain Customer Relations	3	3	3	3	2	3	2

## Summary of Key Competency Performance Levels (Continued)

NATIONAL HAIRDRESSING COMPETENCY STANDARDS	Collecting, Analysing & Organising Information	Communicating Ideas & Information	Planning & Organising Activities	Working with Others & in Teams	Using Mathematical Ideas & Techniques	Solving Problems	Using Technology
WRRPM2A Recruit and Select Staff	3	3	1	3	2	3	2
WRRPM3A Lead and Manage People	3	3	3	3	3	3	2
BSX023/1 Evaluate a Business Opportunity	3	2	2	2	3	3	1
BSX023/2 Complete a Business Plan	3	2	3	2	3	3	1
BSX023/3 Address Legal and Administrative Requirements	3	2	3	2	2	3	2
BSX023/4 Address Client Requirements	3	3	2	3	2	2	2
BSX023/5 Manage Business Operations	2	2	3	3	2	3	2
BSX023/7 Manage Finances	3	2	3	2	3	3	2
BSZ503A Design and Establish the Assessment System	3	3	3	3	3	3	3
BSZ504A Manage the Training and Assessment System	3	3	3	3	3	3	3
BSZ505A Evaluate the Training and Assessment System	3	3	3	3	3	3	3

### Summary of Key Competency Performance Levels (*Continued*)

NATIONAL HAIRDRESSING COMPETENCY STANDARDS	Collecting, Analysing & Organising Information	Communicating Ideas & Information	Planning & Organising Activities	Working with Others & in Teams	Using Mathematical Ideas & Techniques	Solving Problems	Using Technology
BSXFMI503A Establish and Manage Effective Workplace Relationships	3	3	3	3	1	3	2
BSXFMI504A Participate in, Lead and Facilitate Work Teams	3	3	3	2	1	3	2
BSXFMI505A Manage Operations to Achieve Planned Outcomes	3	3	3	3	3	2	3
BSXFMI507A Manage Quality Customer Service	3	3	3	3	3	2	3
BSXFMI511A Contribute to the Development of a Workplace Learning Environment	3	3	3	3	1	2	3
WRH23A Perform Honing and Stropping	2	2	1	1	1	1	1





## NATIONAL HAIRDRESSING Training Package

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### ASSESSMENT GUIDELINES

FOR

WRH20100	CERTIFICATE II IN HAIRDRESSING
WRH30100	CERTIFICATE III IN HAIRDRESSING
WRH40100	CERTIFICATE IV IN HAIRDRESSING
WRH50100	DIPLOMA OF HAIRDRESSING SALON MANAGEMENT



AUSTRALIAN  
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*Supporting New Apprenticeships*





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## SECTION 1: ASSESSMENT SYSTEM OVERVIEW

The *National Hairdressing Training Package (NHTP) Assessment Guidelines* will establish and manage the quality assurance process for training, assessment and qualifications for the Hairdressing industry.

The guidelines follow criteria essential for the implementation of an assessment system. These criteria are common among a number of industries and are in line with the principles of assessment and the ANTA Guidelines.

The criteria include:

- national competency standards
- national qualifications
- multiple pathways
- qualified assessors
- quality assurance frameworks
- recording and reporting of the assessment outcomes
- guidelines for designing assessment materials
- guidelines for conducting assessments

In developing these guidelines and defining the roles to support them, the process of accreditation in the short and long term, and the variations across States/Territories were taken into account. The guidelines aim to provide qualifications that are nationally recognised and industry endorsed. This will ensure that the NHTP qualifications have equal status nationally, are standard across States/Territories and are accepted by industry.

An underlying principle of the system is that quality assurance is achieved through:

- NHTP qualifications which are issued by Registered Training Organisations.
- *NHTP Assessment Guidelines* which specify the requirements for assessment.
- *National Hairdressing Competency Standards*.

Qualifications may be gained from the successful assessment of competencies resulting from on- and off-the-job training, or from assessment of current competencies through recognition of prior learning processes.

## 1.1 BENCHMARKS FOR ASSESSMENT

### 1.1 The National Hairdressing Competency Standards

Assessment will be against the *National Hairdressing Competency Standards* that are part of the National Hairdressing Training Package WRH00. National Hairdressing Competency Standards that were endorsed in July 1997 have been amended for inclusion in this package.

### 1.2 The Outcomes

Competency based assessment will be used for the full range of assessment purposes, including:

- recognising workplace competencies
- assessment within training programs
- certification against an Australian Qualifications Framework (AQF) qualification
- career path planning and development
- credit transfer for improved access to other training programs

All units of competency require some workplace assessment. Some are best assessed fully on-the-job. The evidence guide for each unit of competency specifies the requirements. Assessment for a NHTP qualification is facilitated through the assessment process that is outlined in Section 3.

The outcome of the assessment process may be:

- an AQF qualification
- √ WRH20100 Certificate II in Hairdressing
  - ⇒ a pre-vocational qualification
- √ WRH30100 Certificate III in Hairdressing
  - ⇒ the standard trade training qualification for Hairdressing
- √ WRH40100 Certificate IV in Hairdressing
  - ⇒ a post trade qualification for experienced hairdressers
- √ WRH50100 Diploma in Hairdressing Salon Management
  - ⇒ for salon owners and salon managers
- a Statement of Attainment against a unit of competency

Details are available in Section 3 of the *NHTP: Qualifications* booklet.

Assessments will be carried out by qualified assessors who meet the NHTP-WRH00 requirements and are linked to a Registered Training Organisation.

Statements of Attainment and qualifications issued will indicate the units of competency attained and conform to the endorsed nomenclature.

All assessments must be carried out according to the requirements of the endorsed components of the NHTP-WRH00.

### **1.1.3 The Assessment Environment**

Details of the assessment environment and processes are specified in:

- the Evidence Guides in the National Hairdressing Competency Standards
- the example training program/curriculum for each qualification

The Evidence Guides will:

- specify appropriate contexts for assessing a specific unit of competency, or package of competencies
- identify the critical aspects of evidence
- specify the underpinning knowledge and skills
- support the holistic assessment of competencies.

Both the required environment and the relationship between competencies will be detailed in the evidence guides to ensure that on-the-job assessment is, as far as practical, a part of normal work procedures and that off-the-job assessment closely reflects the workplace conditions.



## 1.2 ROLE OF REGISTERED TRAINING ORGANISATIONS

The definition of nationally Registered Training Organisations used in this document is taken from *Assuring Quality and Choice in National Training: Australia's National Training Framework*, that is:

*Training organisations - TAFE institutions, private providers, RPL and assessment agencies, Group Training Companies, industry organisations and workplaces - can be registered with State and Territory Recognition Authorities to develop and deliver training products and services. .... The range of products and services which training organisations can be registered for are:*

- v provide training and assessment*
- v provide skills recognition services (assessment only)*
- v develop and approve training programs to deliver training packages*
- v issue qualifications / statements of attainment*

Training Organisations issuing NHTP-WRH00 qualifications must:

- Be registered with their State/Territory Registration Authority and meet the requirements of the Australian Recognition Framework (ARF) to issue NHTP qualifications.
- Provide training against the *National Hairdressing Competency Standards*.
- Provide on- and/or off-the-job assessment according to the NHTP requirements.
- Provide a national qualification or statement of attainment to successful candidates.
- Maintain a database of assessment outcomes for both qualifications and Statements of Attainment in accordance with the Australian Recognition Framework requirements.
- Improve operations based on the outcomes of the audit processes.
- Have a quality appeals process in place in accordance with the Australian Recognition Framework requirements.

### 1.2.1 Registered Assessment Only Organisations

In addition to the roles (except training) of the Registered Training Organisations, the major role of registered assessment only organisations is in the on-job assessment processes, particularly in relation to those seeking qualifications through the Recognition of Current Competencies (RCC) or Recognition of Prior Learning (RPL).

Registered assessment only organisations will hold the status of a 'Registered Training Organisation' registered with the State/Territory Recognition Authority, according to Australian Recognition Framework requirements.

## 1.3 ASSESSMENT PATHWAYS

It is essential that multiple pathways to qualifications be supported by the NHTP. In order to achieve this, the present process of providing qualifications to candidates enrolled in training, needs to be broadened to provide access to those who seek qualifications through recognition of current competencies and ongoing learning on-the-job.

Assessment will be carried out against the *National Hairdressing Competency Standards* following:

- the completion of a training program
- the partial completion of a training program
- an application for recognition of current competencies through the RPL process.

### 1.3.1 Completion of a Training Program

To gain a qualification under the NHTP-WRH00 through the completion of a training program, candidates must successfully complete all the assessments as conducted or facilitated through a Registered Training Organisation.

Competency is demonstrated by performance of all criteria stated in the national competency standards according to the range of variables applicable to the workplace.

### 1.3.2 Partial Completion of a Training Program

Statements of Attainment may only be awarded against complete units of competency according to the criteria in the evidence guide. In order to ensure consistency of performance, it is essential that evidence be collected over a range of clients and or services until competency is achieved.

### 1.3.3 Assessment Only Pathways

There are workers in the hairdressing industry who are employed in a variety of jobs, from reception work to general salon assistants. In many cases these workers have had no formal training. Nevertheless they have developed competence in a wide range of skills. The NHTP-WRH00 has been designed to capture the competencies of these people.

Candidates seeking recognition of current competencies (RCC) for qualifications in the NHTP-WRH00 must be assessed by a qualified assessor or assessment team working in conjunction with a Registered Training Organisation.

## SECTION 2: ASSESSOR QUALIFICATIONS AND TRAINING

### 2.1 ASSESSOR QUALIFICATIONS

Assessments against the competencies in the Training Package will be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

Training organisations that provide NHTP-WRH00 qualifications must be registered with the State/Territory Recognition Authority. Registered Training Organisations must use assessors that meet the requirements of the NHTP-WRH00.

#### **Assessor qualifications WRH20100 Certificate II in Hairdressing**

Where an individual is responsible for the assessment of competencies for Certificate II in the NHTP-WRH00 they must meet all of the following requirements:

1. The following units from BSZ98 Training Package for Assessment and Workplace Training:
  - BSZ401A Plan Assessment
  - BSZ402A Conduct Assessment and
  - BSZ403A Review Assessment

Note: The above units are equivalent to the two assessment standards identified in the National Assessment Principles:

  - \* Conduct Assessment in Accordance with an Established Assessment Procedure
  - \* Plan and Review Assessment
2. Hold a hairdressing trade qualification as recognised by the state or territory in which they will be assessing, plus have a minimum of two years post trade experience.
3. Demonstrate a knowledge and understanding of the current requirements for assessing against the National Hairdressing Competency Standards.

Where a team/partnership are responsible for the assessment of competencies for Certificate II in the NHTP-WRH00 the individuals that comprise the team/partnership must collectively meet the three criteria listed above.

## Assessor qualifications WRH30100 Certificate III in Hairdressing

Where an individual is responsible for the assessment of competencies for Certificate III in the NHTP-WRH00 they must meet all of the following requirements:

1. The following units from BSZ98 Training Package for Assessment and Workplace Training:

- BSZ401A Plan Assessment
- BSZ402A Conduct Assessment and
- BSZ403A Review Assessment

Note: The above units are equivalent to the two assessment standards identified in the National Assessment Principles:

- \* Conduct Assessment in Accordance with an Established Assessment Procedure
- \* Plan and Review Assessment

2. Hold a hairdressing trade qualification as recognised by the state or territory in which they will be assessing, plus have a minimum of two years post trade experience. Post trade experience must be **current** and have been gained in a commercially operating hairdressing salon. (*Currency is defined as a minimum of 1 year's commercial hairdressing salon experience within the last three years*).
3. Demonstrate a knowledge and understanding of the current requirements for assessing against the National Hairdressing Competency Standards.

Where a team/partnership are responsible for the assessment of competencies for Certificate III in the NHTP-WRH00 the individuals that comprise the team/partnership must meet collectively BOTH Assessor Requirements 1 and 2 set out below.

Furthermore, each member of the team/partnership must meet individually, as a minimum, EITHER Assessor Requirement 1 OR Assessor Requirement 2 set out below.

### Assessor Requirement 1

1. The following units from BSZ98 Training Package for Assessment and Workplace Training:

- BSZ401A Plan Assessment
- BSZ402A Conduct Assessment and
- BSZ403A Review Assessment

Note: The above units are equivalent to the two assessment standards identified in the National Assessment Principles:

- \* Conduct Assessment in Accordance with an Established Assessment Procedure
- \* Plan and Review Assessment

2. Demonstrate a knowledge and understanding of the current requirements for assessing against the National Hairdressing Competency Standards.

### Assessor Requirement 2

1. Hold hairdressing trade qualifications as recognised by the state or territory in which they will be assessing, plus have a minimum of two years post trade experience. Post trade experience must be **current** and have been gained in a commercially operating hairdressing salon. (*Currency is defined as a minimum of 1 year's commercial hairdressing salon experience within the last three years*).

## Assessor qualifications WRH40100 Certificate IV in Hairdressing

Where an individual is responsible for the assessment of competencies for Certificate IV in the NHTP-WRH00 they must meet all of the following requirements:

1. The following units from BSZ98 Training Package for Assessment and Workplace Training:

- BSZ401A Plan Assessment;
- BSZ402A Conduct Assessment; and
- BSZ403A Review Assessment.

Note: The above units are equivalent to the two assessment standards identified in the National Assessment Principles:

- \* Conduct Assessment in Accordance with an Established Assessment Procedure
- \* Plan and Review Assessment

- 2.1. Hairdressing Stream: Hold a hairdressing trade qualification as recognised by the state or territory in which they will be assessing, plus have a minimum of two years post trade experience. Post trade experience must be **current** and have been gained in a commercially operating hairdressing salon. (*Currency is defined as a minimum of 1 year's commercial hairdressing salon experience within the last three years*).
- 2.2. Beauty or Management Streams: Hold an appropriate qualification recognised by the state or territory in which they will be assessing, plus have a minimum of two years post qualification experience.
3. Demonstrate a knowledge and understanding of the current requirements for assessing against the National Hairdressing Competency Standards.

Where a team/partnership are responsible for the assessment of competencies for Certificate IV in the NHTP-WRH00 the individuals that comprise the team/partnership must collectively meet the appropriate three criteria listed above.

## Assessor qualifications WRH50100 Diploma of Hairdressing Salon Management

Where an individual is responsible for the assessment of competencies for the Diploma in the NHTP-WRH00 they must meet all of the following requirements:

1. The following units from BSZ98 Training Package for Assessment and Workplace Training:

- BSZ401A Plan Assessment
- BSZ402A Conduct Assessment and
- BSZ403A Review Assessment

Note: The above units are equivalent to the two assessment standards identified in the National Assessment Principles:

- \* Conduct Assessment in Accordance with an Established Assessment Procedure
- \* Plan and Review Assessment

2. Hold an appropriate qualification as recognised by the state or territory in which they will be assessing, plus have a minimum of two years post qualification experience.
3. Demonstrate a knowledge and understanding of the current requirements for assessing against National Competency Standards.

Where a team/partnership are responsible for the assessment of competencies for the Diploma in the NHTP-WRH00 the individuals that comprise the team/partnership must meet collectively the three criteria listed above.

## **2.2 USING QUALIFIED ASSESSORS**

### **2.2.1 Meeting the Assessor Requirements**

Assessors are pivotal to the quality of the system.

All Registered Training Organisations issuing qualifications under the NHTP-WRH00 must meet the requirements for assessors specified in this document and ensure that all assessments will be carried out according to the requirements of the NHTP-WRH00.

Only assessors who meet the requirements listed in 2.1 shall be regarded as suitable qualified assessors.

### **2.2.2 The Assessor's Role**

Assessors are critical in the competency based assessment system. They must approach assessments seriously and carry them out with rigour, because they are formal processes that are very important for the candidates' careers.

#### **Assessors must have:**

- v technical competencies and
- v assessment competencies

#### **Assessors must be able to:**

- interpret the standard
- apply the standard in a commercially operating hairdressing salon (as applicable)
- liaise with employers and training organisations
- organise the assessment
- brief the candidate
- conduct the assessment in an impartial manner
- interact positively with the candidate
- observe thoroughly
- use the evidence gathered in the assessment to make a decision
- communicate that decision to the candidate
- review their own performance within the assessment procedure
- record the assessment outcomes to the standard required.

## SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

All assessment in the NHTP-WRH00 will be against the *National Hairdressing Competency Standards*. In addition to model training programs, *Hairdressing Workplace Competency Standards Assessments* have been developed to assist Registered Training Organisations in assessing workplace competencies.

### 3.1 ASSESSMENT STRATEGY

Assessment conforms with the principles of the Australian Recognition Framework and is in accordance with the NHTP-WRH00 *Assessment Guidelines*. Assessment is both training organisation and workplace based.

The most appropriate method of assessing workplace competency is through demonstration and observation in the workplace, under normal working conditions and with the assistance from tools, equipment, job aids and work colleagues that would normally be available on-the-job.

The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced

Each unit has a series of assessment criteria within and on completion of the unit and these are specified in the performance criteria and evidence guides in the standards. These criteria are designed to check the candidates' progress and measure their performance.

When assessing performance for a certificate, the assessment activities for each unit will be carried out as follows:

- Certificate II in Hairdressing - Units 1-8 may be assessed on- or off-the-job.
- Certificate III in Hairdressing – Underpinning skills and knowledge may be assessed on- or off-the-job. Assessment of competency for units that are contained in the Certificate III may be undertaken in the workplace or a simulated hairdressing salon.
- Certificate IV in Hairdressing - all units may be assessed on- or off-the-job.
- Diploma in Hairdressing Salon Management - all units may be assessed on- or off-the-job.

## 3.2 EVIDENCE FOR ASSESSMENT

“Competence” cannot be seen. We only know that competence exists because of the outcome. Therefore competency based assessment is a process of collecting evidence of competence. That evidence may be directly observed, or written, or provided by others.

Multiple sources of evidence will be available to ensure flexibility, and used as appropriate. The Evidence Guides from the *National Hairdressing Competency Standards* will be the basis of the assessment tools to be used. They should be contextualised to suit the workplace.

Evidence must be gathered from the following range of sources, including:

▼ **Direct**

- ▼ observation of workplace performance
- ▼ demonstration of practical skills
- ▼ role plays, simulation

▼ **Indirect**

- ▼ evaluation of the finished product or outcome of the performance
- ▼ video taped performance
- ▼ presentations
- ▼ projects, written assignments
- ▼ historical evidence, third party reports

▼ **Supplementary**

- ▼ questioning, interviews
- ▼ short answer or multiple choice testing
- ▼ portfolio / log book
- ▼ self assessment



### 3.3 PRINCIPLES OF ASSESSMENT

Assessors must ensure that the assessment reflects the principles of good assessment, while being practicable in the workplace. Assessments must be:

- **Valid**

The assessment must assess the skills it is meant to assess, that is, it must be valid.

- **Reliable**

The concept of reliability can be applied in two ways:

- that the same conditions of assessment exist for all candidates
- that the assessment would produce the same result with the candidate if repeated.

- **Sufficient**

- The amount of evidence collected must be sufficient to make a judgement that the candidate is able to achieve all the performance criteria for that competency.
- Assessors must consider whether the evidence covers all contexts or situations in which the competency needs to be demonstrated.

- **Authentic**

- Assessors must be confident that the work observed was produced by the candidate, and not by some one else.
- In team situations, the candidate's contribution to the final product or report must be considered.

- **Current**

- The evidence collected must be recent.
- If the qualifications are from a long time ago, additional evidence will be needed.

- **Fair**

One of the most important aspects of competency based assessment is to maintain fairness, which means:

- applying the same standards to all candidates
- not allowing personal preferences or prejudices to influence decisions
- being open with information
- observing thoroughly
- recording properly
- asking fair, clear questions
- using open body language
- not being hurried.

- **Language, Literacy and Numeracy Skills**

- Language refers to the acquisition of English language skills by people whose first language is not English.
- Literacy refers to the ability to read and write in the individual's first language.
- Numeracy refers to mathematical abilities.

There is a very wide range of abilities in these skills in the workforce.

Assessors must ensure that the assessment activity does not require higher level skills in language, literacy and numeracy than is required by the competency unit and job level.

- **Equal Opportunity**

The principles of anti-discrimination must be applied in planning and conducting assessments. Anti-discrimination legislation means that assessors cannot discriminate against any individual on the grounds of:

- Gender
- Political affiliation
- Race
- Ethnic background
- Age
- Social class
- Sexual preference
- Marital status
- Religion
- Physical disability
- Mental ability

## **SECTION 4: GUIDELINES FOR CONDUCTING ASSESSMENT**

### **4.1 RECOMMENDED PROCEDURES FOR CANDIDATES ENROLLED WITH REGISTERED TRAINING ORGANISATIONS**

The following procedures are regarded as good practice in the conduct of assessments.

The assessments must be carried out by assessors who meet the requirements specified in this document. Assessment must be simple and low cost, while maintaining validity and reliability.

Workplace assessment should be under normal working conditions, not a “special event”.

For both training organisation and workplace related assessments, the following procedures will apply in regard to assessments:

- On commencement of certificate, candidate is briefed by training organisation on assessment requirements and any special needs of candidate are identified
- Training organisation contacts employer to identify and brief workplace facilitator(s) and outline expectations
- Workplace facilitator(s) and training organisation(s) have partnership role in assisting candidate to gather evidence of competence for each unit of competency .
- Assessor selects methods for assessment from range of options specified
- Assessor briefs candidate on process and methods of assessment to be used
- Candidate provides evidence
- Assessor carries out assessment following review of evidence provided
- Assessor makes decision
- Assessor provides feedback to candidate and identifies any gaps.

### **4.2 RECOMMENDED PROCEDURES FOR CANDIDATES SEEKING RECOGNITION OF CURRENT COMPETENCIES**

- Candidate requests information from a Recognised Training Organisation
- Candidate completes application and forwards it to assessor or assessing organisation
- Proceed as in Section 4.1.

### 4.3 INDUSTRY PREFERRED ASSESSMENT STRATEGY

The Hairdressing Industry has indicated a preference for the concept of Integrated or Holistic Competency Assessment to ensure that the training and assessment focuses on the integration of outcomes rather than individualised tasks. This form of assessment requires evidence that the candidates can apply their skills over a number of related activities and competencies within commercially acceptable timeframes in a workplace or simulated hairdressing salon.

#### Integrated Competency Assessment

Integrated Competency Assessment activities integrate the workplace competencies into an holistic activity for a phase of interrelated units of competency. When Statements of Attainment only are being sought for individual units, the integrated assessment activity (Unit Assessment) must be based on an integration of performance criteria into an holistic activity for that unit.

In either strategy, the Integrated Competency assessment activities will require the candidates to:

- Use the appropriate key competencies
- Apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace.

These Integrated Competency Assessments are designed to focus the candidate and the assessor on using key competencies and developing transferable skills through the demonstration of competence across all competency units within an integrated assessment.

The Integrated Competency Assessment approach is low cost, takes account of the skills of both candidates and assessors, involves the use of evidence gathering methods appropriate to the context and is open to being contextualised for particular salon requirements.

For example an operator providing a colour and cutting service to one client and a perming service to another would be performing activities related to:

Unit WRH01A	Maintain a Safe, Clean and Efficient Work Environment,
Unit WRH02A	Communicate in the Workplace,
Unit WRH05A	Co-ordinate Salon Tasks,
Unit WRH09A	Consult with Clients and Diagnose Hair and Scalp Conditions,
Unit WRH11A	Cut Hair,
Unit WRH12A	Dress (Style) Hair,
Unit WRH13A	Perform Permanent Wave and Chemical Relation Services, and
Unit WRH14A	Colour Hair.

The industry has recommended that a minimum of three “Integrated Competency Assessments” would need to be undertaken to ensure that the candidate successfully covered all of the performance criteria of each Unit of Competency. The assessment would take place in a workplace or simulated hairdressing salon and be completed within commercially acceptable timeframes. Examples of Integrated Competency Assessments may be found in the Hairdressing Professional Development Kit.

The elements within the units of competency contain both theoretical and practical components. Evidence confirming a solid understanding of the theoretical components may be gathered in a variety of ways. The application of theory to practice should be demonstrated in a workplace or simulated hairdressing salon within commercially acceptable timeframes.

**For the purpose of assessment a workplace or simulated hairdressing salon is defined as:**

*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

## SECTION 5: SOURCES OF INFORMATION

### 5.1 LIST OF GENERAL RESOURCES ON ASSESSMENT

Author(s)	Title	Publisher	Date
Ashenden, D	The Recognition of Vocational Training and Learning Commissioned Report No. 1, Employment and Skills Formation Council	Australian Government Publishing Service	1990
Australian Council of Trade Unions	Workplace Reform, Skill Development and a High Competence Educated Workforce	Policy Proposal ACTU Congress	1991
Docking, Russell	An A-Z of assessment myths and assessment in the workplace Competence Assessment Briefing Series, No 4.	Employment Department (WA)	1991
Gonczi, A, ed.	Developing a Competent Workforce: Adult Learning Strategies for Vocational Education and Training	Adelaide TAFE, National R&D Centre	1992
Hagar, P, Athanasou, J and Gonczi, A Hagar, Paul	Assessment Technical Manual  On-the-job and Off-the-job assessment: an issues paper	AGPS, Canberra  Assessment Centre for Vocational Education, Sydney	1994  1996
Hawke, Geoff	Integrating Assessment of Learning Outcomes	Assessment Centre for Vocational Education, Sydney	1996
Hawke, Geoff	Work based learning: Advice from Literature	Assessment Centre for Vocational Education, Sydney	1995
Kearney, Paul	Collaborative Assessment Techniques	Artemis, Tasmania	1992
National Training Board	Workplace Trainer Competency Standards	ANTA	1994
NCVER	Integrating Assessment: Removing the on-the-job/off-the-job Gap Conference papers from 4-6 June, 1996 (648 Pages)	Western Australian Department of Training	1996
Parsloe, E	Coaching, Mentoring and Assessing: A practical Guide to developing competence	London: Kogan Page	1992

## 5.1 LIST OF GENERAL RESOURCES ON ASSESSMENT (CONTINUED)

Author(s)	Title	Publisher	Date
Rumsey, David	Practical Issues in workplace Assessment (in National Research Forum)	VEETAC Competency Based Training Working Party, Sydney	1993
Rumsey, David	Assessment Practical Guide	AGPS, Canberra	1994
Standards and Curriculum Council	Competency Standards for Assessment	ANTA	1996
Topp, L, Gibb, J and Worsnop, P	Assessment System Design	AGPS, Canberra	1994

## 5.2 LIST OF HAIRDRESSING SPECIFIC RESOURCES ON ASSESSMENT

Author(s)	Title	Publisher	Date
National WRAPS	Hairdressing Workplace Competency Standards Assessments	ANTA	1997
National WRAPS	Certificates III and IV in Hairdressing: Syllabi	ANTA	1997
National WRAPS	National Hairdressing Training Package	ANTA	1999
National WRAPS	Hairdressing Workplace Assessors Course	ANTA	1997



## NATIONAL HAIRDRESSING Training Package

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### COMPETENCY STANDARDS

FOR

WRH20100	CERTIFICATE II IN HAIRDRESSING
WRH30100	CERTIFICATE III IN HAIRDRESSING
WRH40100	CERTIFICATE IV IN HAIRDRESSING
WRH50100	DIPLOMA OF HAIRDRESSING SALON MANAGEMENT



AUSTRALIAN  
NATIONAL TRAINING  
AUTHORITY





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## **PART A**

# **BACKGROUND TO THE COMPETENCY STANDARDS**



## SECTION 1: DEVELOPMENT OF THE STANDARDS

### 1.1 INTRODUCTION TO THE STANDARDS

The decision to establish national workplace competency standards for the hairdressing industry followed federal and state government initiatives relating to the introduction of competency based training in Australia. This placed greater emphasis on skill formation in the workplace and the need for a properly structured approach to training.

In 1991 a project, known as the National Workplace Competency Standards for Hairdressers Project, was set up to develop national competency standards for the hairdressing industry and to provide a structured framework for future accredited training and skill development. The project was managed by the National Wholesale Retail and Personal Services Industry Training Council.<sup>1</sup> After extensive consultation with the hairdressing industry, the National Hairdressing Competency Standards were endorsed in 1992.

Subsequently the standards were used:

- by employers for recruitment, selection and promotion and for skills recognition of interstate and overseas qualifications
- by training providers, both public and private, as a basis for a variety of curriculum documents.

### 1.2 REVIEW OF THE STANDARDS

During 1995 National WRAPS instituted a review of the National Hairdressing Competency Standards to satisfy the endorsement criteria of the standards. The review was undertaken on a national basis via the State/Territory WRAPS Network and constituents of the hairdressing industry.

National WRAPS then collated the outcomes of the review for consideration and endorsement by the National Hairdressing Industry Reference Group (NIRG).

The review highlighted the need to:

- review the competencies before determining the national curriculum and developing national resources under the Hairdressing Australian Vocational Training System (AVTS) National Transition Project
- ensure a greater integration of workplace competencies with the assessment process
- incorporate and develop the key competencies more effectively

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<sup>1</sup> The National Retail and Wholesale Industry Training Council was recognised as a Competency Standards Body in July 1991. In January 1997, the Council changed its name to National Wholesale Retail and Personal Services Industry Training Council (National WRAPS). In this document, the new name of the Council is used.



- incorporate the following recently developed competency standards, where appropriate:
  - National Retail Competency Standards
  - Worksafe Australia Guidelines
  - Workplace Trainers and Assessors
  - Small Business Management Competency Standards
- incorporate equal opportunity legislative requirements in the evidence guides
- develop optional units for face shaving

National WRAPS appointed Western Melbourne Institute of TAFE as project consultants to undertake the rewriting of the standards arising from the review.

Draft standards were developed and considered by the NIRG and then circulated to industry via the WRAPS Network for consideration and feedback. Two rounds of validation occurred.

The draft standards were aligned with the key competencies and the Australia Qualifications Framework (AQF).

The ANTA - National Training Framework Committee (NTFC) endorsed these standards in July 1997.

### **1.3 REDEVELOPMENT OF THE EVIDENCE GUIDES**

So that the Hairdressing Standards could be incorporated into the National Hairdressing Training Package, National WRAPS was funded to redevelop the Evidence Guides in line with the Australian National Training Authority Standards “Best Practice Manual”.

National WRAPS appointed Western Melbourne Institute of TAFE as project consultants to rewrite the Evidence Guides.

A national focus group including the NIRG members and hairdressing practitioners was an important part of this validation process.

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

UNIT AND ELEMENT TITLES		NATIONAL CODE
<b>MAINTAIN A SAFE, CLEAN AND EFFICIENT WORK ENVIRONMENT</b>		<b>WRH01A</b>
WRH01.1	Comply with Health Regulations	
WRH01.2	Provide a Relaxed and Caring Environment	
WRH01.3	Prepare and Maintain Work Area	
WRH01.4	Check and Maintain Tools and Equipment	
WRH01.5	Check and Maintain Stock	
WRH01.6	Observe Basic Safety Procedures	
WRH01.7	Observe Emergency Procedures	
<b>COMMUNICATE IN THE WORKPLACE</b>		<b>WRH02A</b>
WRH02.1	Follow Routine Instructions and Information	
WRH02.2	Participate in Workgroups and Teams	
WRH02.3	Apply Professional Ethics	
WRH02.4	Support the Organisation	
WRH02.5	Receive and Refer Client Complaints	
<b>RECEIVE AND DIRECT CLIENTS</b>		<b>WRH03A</b>
WRH03.1	Receive and Direct Clients	
WRH03.2	Answer the Telephone	
WRH03.3	Complete Client Details	
<b>PREPARE CLIENTS FOR SALON SERVICES</b>		<b>WRH04A</b>
WRH04.1	Gown and Protect Clients	
WRH04.2	Shampoo Hair	
<b>CO-ORDINATE SALON TASKS</b>		<b>WRH05A</b>
WRH05.1	Give Routine Instructions	
WRH05.2	Promote the Organisation	
<b>REMOVE CHEMICALS FROM HAIR</b>		<b>WRH06A</b>
WRH06.1	Neutralise Hair After Permanent Wave Treatment	
WRH06.2	Neutralise Hair After Chemical Relaxation Treatment	
WRH06.3	Remove Colour Chemicals from Hair	

UNIT AND ELEMENT TITLES	NATIONAL CODE
<b>SCHEDULE AND CHECK-OUT CLIENTS</b> WRH07.1      Schedule Clients WRH07.2      Process Payments WRH07.3      Supervise Staff WRH07.4      Implement Stock Control Procedures	<b>WRH07A</b>
<b>SELL PRODUCTS AND SERVICES</b> WRRS1.1      Apply Product Knowledge WRRS1.2      Approach Client WRRS1.3      Gather Information WRRS1.4      Sell Products and Services WRRS1.5      Overcome Objections WRRS1.6      Close Sale WRRS1.7      Maximise Sales Opportunities	<b>WRRS1A</b>
<b>CONSULT WITH CLIENTS AND DIAGNOSE HAIR AND SCALP CONDITIONS</b> WRH09.1      Determine Clients' Requirements WRH09.2      Analyse Hair and Scalp Conditions WRH09.3      Identify the Presence of Incorrectly Treated Hair WRH09.4      Identify Factors which may Affect Future Chemical Processes or Styling WRH09.5      Explain Hair Services to Client WRH09.6      Test Skin for Possible Reactions WRH09.7      Reconcile Client Wishes and Diagnosis in Determining a Course of Action	<b>WRH09A</b>
<b>TREAT HAIR AND SCALP</b> WRH10.1      Treat Hair Condition WRH10.2      Treat Scalp Conditions	<b>WRH10A</b>
<b>CUT HAIR</b> WRH11.1      Analyse Client Characteristics and Recommend Finished Hair Cut WRH11.2      Cut Hair to Produce a Variety of Finished Styles WRH11.3      Perform Beard Design and Shaping Techniques WRH11.4      Perform an Outline Shave	<b>WRH11A</b>

UNIT AND ELEMENT TITLES	NATIONAL CODE
<b>DRESS (STYLE) HAIR</b> WRH12.1 Consult and Analyse Client Characteristics and Recommend Finished Hair Designs WRH12.2 Create Classic and Current Commercial Hair Designs WRH12.3 Provide a Range of Current Commercial/Classic Braiding Techniques	<b>WRH12A</b>
<b>PERFORM PERMANENT WAVE AND CHEMICAL RELAXATION SERVICES</b> WRH13.1 Consult and Analyse Hair for Permanent Wave and Chemical Relaxation Services WRH13.2 Select and Use Permanent Wave Products and Techniques WRH13.3 Select and Use Chemical Relaxation Products and Techniques	<b>WRH13A</b>
<b>COLOUR HAIR</b> WRH14.1 Consult and Analyse Hair for Colour and Lightening Services WRH14.2 Select and Use Hair Colouring and Lightening WRH14.3 Rectify Colour Problems	<b>WRH14A</b>
<b>CO-ORDINATE SALON TEAM</b> WRH15.1 Participate in Identifying Tasks for the Salon Team WRH15.2 Complete Own Tasks WRH15.3 Assist Others to Complete Team Tasks WRH15.4 Coach on the Job WRH15.5 Deal with Client Complaints	<b>WRH15A</b>
<b>PROVIDE SPECIALIST HAIR DESIGN SERVICES</b> WRH16.1 Combine Techniques to Create Hair Designs WRH16.2 Provide a range of High Fashion Additional/Specialist Haircuts WRH16.3 Use Colour to Enhance Hair Designs WRH16.4 Use Permanent Wave or Straightening Techniques to Enhance Hair Designs WRH16.5 Use Finishing Techniques to Enhance Hair Designs WRH16.6 Advise Client	<b>WRH16A</b>

UNIT AND ELEMENT TITLES	NATIONAL CODE
<p><b>PROVIDE SPECIALIST HAIR COLOUR SERVICES</b></p> <p>WRH17.1 Consult with Client</p> <p>WRH17.2 Develop Advanced Product Knowledge and Application Techniques</p> <p>WRH17.3 Perform Colour Deposit/Lifting Service</p> <p>WRH17.4 Perform Colour Corrective Service</p>	<b>WRH17A</b>
<p><b>PROVIDE SPECIALIST HAIR STYLING SERVICES</b></p> <p>WRH18.1 Combine Techniques to Create Hair Designs</p> <p>WRH18.2 Provide a Range of High Fashion/Specialist or Classic Competition Hair Designs</p> <p>WRH18.3 Provide a Range of High Fashion/Specialist Classic or Long Hair Techniques</p>	<b>WRH18A</b>
<p><b>MAINTAIN WIGS AND HAIR PIECES</b></p> <p>WRH19.1 Select and Use Cleaning Products and Techniques</p> <p>WRH19.2 Cut and Style Wigs and Hair Pieces</p>	<b>WRH19A</b>
<p><b>MAKE WIGS</b></p> <p>WRH20.1 Analyse and Select Hair Type</p> <p>WRH20.2 Prepare Hair</p> <p>WRH20.3 Colour Hair</p> <p>WRH20.4 Perform Process Curl on a Variety of Hair Types</p> <p>WRH20.5 Perform Hair Blending for Texture</p> <p>WRH20.6 Make Wigs</p> <p>WRH20.7 Make Hair Pieces and Postiche</p> <p>WRH20.8 Fit Wig or Hair Piece</p>	<b>WRH20A</b>
<p><b>DESIGN AND APPLY HAIR EXTENSIONS</b></p> <p>WRH21.1 Consult with Client</p> <p>WRH21.2 Analyse and Select Hair Type</p> <p>WRH21.3 Prepare Hair</p> <p>WRH21.4 Apply Extensions</p> <p>WRH21.5 Complete Hair Design</p>	<b>WRH21A</b>

UNIT AND ELEMENT TITLES	NATIONAL CODE
<b>PERFORM A FACE SHAVE</b> WRH22.1      Perform a Face Shave	<b>WRH22A</b>
<b>PROVIDE MANICARE AND PEDICARE SERVICES</b> WRB17.1      Prepare Client for Manicure/Pedicare Service WRB17.2      Perform a Basic Manicure/Pedicare Service WRB17.3      Provide Aftercare Advice	<b>WRB17A</b>
<b>APPLY NAIL ENHANCEMENT</b> WRB18.1      Prepare Client for Artificial Nail Application WRB18.2      Remove Artificial Nails WRB18.3      Apply/Refill Artificial Nails WRB18.4      Provide Aftercare Advice	<b>WRB18A</b>
<b>USE ELECTRICAL EQUIPMENT FOR NAILS</b> WRB19.1      Prepare Client for Service WRB19.2      Use Electrical Equipment	<b>WRB19A</b>
<b>APPLY NAIL ART</b> WRB20.1      Prepare Client for Nail Art Service WRB20.2      Apply Nail Art WRB20.3      Provide Aftercare Advice	<b>WRB20A</b>
<b>PROVIDE LASH AND BROW TREATMENTS</b> WRB15.1      Prepare Client for Service WRB15.2      Chemically Treat Eyelash and Eyebrows WRB15.3      Shape Eyebrows WRB15.4      Apply False Eyelashes WRB15.5      Provide Aftercare Advice	<b>WRB15A</b>

UNIT AND ELEMENT TITLES	NATIONAL CODE
<b>PROVIDE TEMPORARY EPILATION AND BLEACHING TREATMENTS</b>  WRB16.1 Prepare Client for Service WRB16.2 Perform Waxing Treatments WRB16.3 Perform Bleaching Treatments WRB16.4 Provide Aftercare Advice	<b>WRB16A</b>
<b>DESIGN AND APPLY MAKE UP</b>  WRB21.1 Prepare Client WRB21.2 Cleanse Face WRB21.3 Analyse Face and Design Make-up Plan WRB21.4 Select Products and Equipment WRB21.5 Apply Make-up WRB21.6 Advise On Further Product Use	<b>WRB21A</b>
<b>PERFORM FACIAL CLEANSING</b>  WRB12.1 Prepare Client for Skin Cleansing WRB12.2 Cleanse Face WRB12.3 Apply Skin Care Products WRB12.4 Advise on Further Product Use	<b>WRB12A</b>
<b>PIERCE EARS</b>  WRB14.1 Prepare Client for Service WRB14.2 Perform Ear Piercing WRB14.3 Provide Aftercare Advice	<b>WRB14A</b>
<b>DELIVER TRAINING SESSIONS</b>  BSZ407.1 Prepare Training Participants BSZ407.2 Present Training Session BSZ407.3 Facilitate Individual and Group Learning BSZ407.4 Provide Opportunities for Practice and Feedback	<b>BSZ407A</b>
<b>CONDUCT ASSESSMENT</b>  BSZ402.1 Identify and Explain the Assessment Context BSZ402.2 Plan Evidence Gathering Opportunities BSZ402.3 Gather Evidence BSZ402.4 Make the Assessment Decision BSZ402.5 Record Assessment Results BSZ402.6 Provide Feedback to Persons Being Assessed BSZ402.7 Report on the Conduct of the Assessment	<b>BSZ402A</b>

UNIT AND ELEMENT TITLES	NATIONAL CODE
<b>SUPERVISE STAFF AND THE SALON</b>  WRH34.1 Induct New Staff into the Salon WRH34.2 Supervise Staff WRH34.3 Supervise Salon Procedures and Facilities	<b>WRH34A</b>
<b>MAINTAIN CUSTOMER RELATIONS</b>  WRH35.1 Monitor the Requirements of Customers WRH35.2 Tailor Products and Services to Customer Requirements WRH35.3 Promote the Salon to Customers WRH35.4 Speak to Groups	<b>WRH35A</b>
<b>RECRUIT AND SELECT STAFF</b>  WRRPM2.1 Define Future Staffing Requirements WRRPM2.2 Determine Job Specifications WRRPM2.3 Recruit Staff WRRPM2.4 Assess and Select Applicants	<b>WRRPM2A</b>
<b>LEAD AND MANAGE PEOPLE</b>  WRRPM3.1 Lead the Team WRRPM3.2 Lead by Example WRRPM3.3 Develop and Communicate Team Objectives WRRPM3.4 Establish, Develop and Improve Teams WRRPM3.5 Develop Self WRRPM3.6 Delegate Responsibility and Authority WRRPM3.7 Consult with Team WRRPM3.8 Support the Team	<b>WRRPM3A</b>
<b>EVALUATE A BUSINESS OPPORTUNITY</b>  BSX023\1.1 Clarify Personal Expectations, Values, Skills and Experience BSX023\1.2 Identify a Business Opportunity BSX023\1.3 Investigate the Business Opportunity BSX023\1.4 Determine Nature of Products/Services to be Provided BSX023\1.5 Establish Market Needs for the Product/Service	<b>BSX023\1</b>
<b>COMPLETE A BUSINESS PLAN</b>  BSX023\2.1 Specify Business Goals and Objectives BSX023\2.2 Identify Need for Specialist Services BSX023\2.3 Formulate Business Plan	<b>BSX023\2</b>



UNIT AND ELEMENT TITLES	NATIONAL CODE
<b>ADDRESS LEGAL AND ADMINISTRATIVE REQUIREMENTS</b> BSX023\3.1 Establish Legal Structure of Business BSX023\3.2 Comply with Statutory and Regulatory Requirements BSX023\3.3 Establish Rights to Products/Services	<b>BSX023\3</b>
<b>ADDRESS CLIENT REQUIREMENTS</b> BSX023\4.1 Establish Client Requirements BSX023\4.2 Develop Marketing Strategies BSX023\4.3 Implement Marketing Strategies BSX023\4.4 Monitor Marketing Performance BSX023\4.5 Explore Opportunities to Improve Client Satisfaction	<b>BSX023\4</b>
<b>MANAGE BUSINESS OPERATIONS</b> BSX023\5.1 Develop Operational Strategies BSX023\5.2 Implement Operational Strategies BSX023\5.3 Monitor Operational Performance BSX023\5.4 Explore Opportunities to Improve Performance	<b>BSX023\5</b>
<b>MANAGE FINANCES</b> BSX023\7.1 Translate Financial Plan into Strategies BSX023\7.2 Implement Financial Strategies BSX023\7.3 Monitor Financial Performance BSX023\7.4 Explore Opportunities to Improve Financial Performance	<b>BSX023\7</b>
<b>DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM</b> BSZ503.1 Determine Client Needs BSZ503.2 Determine Assessment Boundaries BSZ503.3 Establish Assessment System Features BSZ503.4 Match Needs with Resources BSZ503.5 Design and Develop Record Keeping System BSZ503.6 Establish Procedures for the Review of Assessment BSZ503.7 Select and Provide for Training and Support of Assessors BSZ503.8 Establish Quality Assurance Procedures	<b>BSZ503A</b>
<b>MANAGE THE TRAINING AND ASSESSMENT SYSTEM</b> BSZ504.1 Communicate the System BSZ504.2 Support Trainers and/or Assessors BSZ504.3 Manage the Record Keeping System BSZ504.4 Maintain Quality Assurance Procedures BSZ504.4 Maintain Records for Audits	<b>BSZ504A</b>

[illegible]

## SECTION 3: CONTRIBUTORS

### Members of the National Wholesale Retail and Personal Services Industry Training Council

#### Joint Chairs and Directors

Ian Blandthorn	Shop Distributive and Allied Employees Association
Bill Healey	Australian Retailers Association

#### Directors

Bruce Bevan	Australian Supermarkets Institute
Graham Bridge	Pharmacy Guild of Australia
Richard Brooks	Hardware Federation of Australia
Therese Bryant	Shop Distributive and Allied Employees Association
Bronwyn Hudson	Bronwyn's Hair Design and Beauty (Small Business)
Keryn Jensen	McDonald's Australia
Les Marshall	Hairdressing and Beauty Council of Australia
Jenny Mowatt	Woolworths Supermarkets
Graham Parnell	National Association of Retail Grocers of Australia
Masele Siatu'u	Coles Myer

### Standards Development Project Team - Western Melbourne Institute of TAFE

Carol Dickman	Project Manager
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Barbara Hawkins	Victorian WRAPS Industry Training Board
Norma Roberts	WRAPS Industry Training Council of WA
Craig O'Halloran	Northern Territory Retail Industry Training Council
Amal Shetewi	Tasmanian WRAPS Industry Training Advisory Board
Jeanette James	WRAPS Industry Training Advisory Board, ACT
Ruth Browne	Pivot Point Hair Design College

## 3.1 TO THE REDEVELOPMENT OF THE STANDARDS - 1996

### NATIONAL HAIRDRESSING INDUSTRY REFERENCE GROUP

Wayne Gannon (Chair) Hair and Beauty Council of Australia	Brian Cox Hairdressing Federation of QLD
John Martone Master Hairdressers Association - ACT	Ian Blandthorn Shop Distributive and Allied Employees Association
Linden Swan Professional Hairdressers Association of NSW	Jenny Whiffen National Retail and Wholesale Industry Training Council
Bill Peacock Hairdressing & Beauty Industry Association of SA	Sharon Moyce Australian Workers Union
Roseanne Anderson Hairdressing Federation of Tasmania	Gayle Mills Australian National Training Authority (ANTA)
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### VICTORIAN FOCUS GROUP

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Elizabeth Dean DEET Area West	Chris Johnson Heads by William
Carol Dickman Western Melbourne Institute of TAFE	John Montano Jades Hair Design
Kerry Ferguson Box Hill Institute of TAFE	Garry Price Styleway
Wendy Ford Wendy Ford Hair & Beauty	Jenny Purdie-Smith Silx Hair and Beauty
Megan Gilbey Salon 106	Marie Shultze Salon of Beauty
Ron Gordon Clearcut Hairdressing	Charles Ziebath Melbourne College of Hair and Beauty

## **NSW FOCUS GROUP**

Chris Boffa  
Boffa's Hairdressing

Claudiene Cordony  
Cordony Hairdressing

Irene Flatz  
Fasson Hair Designers

Maureen Harding  
Hair by Maureen Harding

Joanne Kepreotis  
Chatterbox

Diane O'Dwyer  
Locks Hair Services

Vern Roberts  
V&G Roberts Hair Design

John Shields, Smarties

## **TASMANIAN FOCUS GROUP**

Michael Digney  
The Terrace Hairdressing

Linda Williams  
Split Enz Hair Care

Wayne Chappell  
Picasso for Hair

Kevin Donovan  
Hobart TAFE

Cynthia McDonald  
Roschelle Hair & Beauty Salon

Peal Meaghan  
Launceston TAFE

Stephen Roney  
Stephen Roney Hairdressing

Roseanne Anderson  
Roschelle Hair & Beauty Salon

## **ACT FOCUS GROUP**

Anton Lumbaca  
Erindale Hair Care

Dom Mangeruca  
Whispers Hair & Beauty Salon

John Martone  
Hair Affair

Jacki Phillip  
Rumours Hair Designers

## **WESTERN AUSTRALIA FOCUS GROUP**

Sonia Bairstow  
Balga Technical College of TAFE

John Caminiti  
Bossanova Hair Design

Tony Dickinson  
Shockwaves Hair Design

Bill Johnston  
Shop Distributive & Allied Employees Assoc.

Les Marshall  
Master Ladies Hairdressers Association

Norma Roberts Wholesale Retail & Personal  
Services ITAB of WA

Robert Ragni, The Gentry

Carmel Weir  
Taylor Weir School of Hairdressing

## **SOUTH AUSTRALIAN FOCUS GROUP**

Greg Fitzpatrick  
South Australian Retail Industry Training Council

Sue Gillespie  
Hair & Beauty Industry Association of SA

Adele Harty  
Retail Industry Training Council

Tony La Scala  
Shop Distributive & Allied Employees  
Association

Pam Lavender, Scamps

Graham Mill  
Industrial Commercial Training Commission

Bill Peacock  
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Paul Sherman  
Shermans Hairdressing Academy

Joe Vozzo  
Sebastian Hair for Men

Lyn Ware  
Adelaide Institute Centre for Hair & Beauty

## **QUEENSLAND FOCUS GROUP**

Brian Cox  
Hairdressing Federation of QLD

Mandy Donato  
Stefan Hair Fashions

Sean Dwane  
QLD Master Hairdressers

Charlene Fox  
Open Learning Institute

Nancy Gower  
Hairdressing Federation of QLD

Gordon Hall  
Brisbane School of Hairdressing

Sue Kieseker  
Southbank Institute of TAFE

Barbara Murphen  
Southbank Institute of TAFE

Lloyd O'Neil  
QLD Master Hairdressing

Brett Parker  
WRAPS QLD

David Spray  
WRAPS Consortium

Tasman Tacey  
QLD Hairdressing Academy

Lina Wood  
Brisbane School of Hairdressing

Anthony Wynne-Hoelscher  
QLD School of Professional Hairdressing

## 3.2 TO THE DEVELOPMENT OF THE REVISED EVIDENCE GUIDES FOR HAIRDRESSING TRAINING PACKAGE - 1997

### NATIONAL HAIRDRESSING REFERENCE GROUP

Ian Blandthorn  
Shop Distributive and Allied Employees  
Association (Joint Chair)

Les Marshall  
Master Ladies Hairdressers Association of WA  
(Joint Chair)

Bill Peacock  
Cosmetology Council of Australia

Jenny Whiffen  
National WRAPS Industry Training Council

Peter Hannigan  
Australian National Training Authority

Sandra Campettelli  
Hairdressing & Beauty Industry Association of VIC

Linden Swan  
Professional Hairdressers Association of NSW

Brian Cox  
Hairdressing Federation of QLD

Roseanne Anderson  
Hairdressing Federation of Tasmania

John Martone  
Master Hairdressers Association ACT

Bronwyn Hudson  
Northern Territory Hairdressing Association

### NATIONAL HAIRDRESSING FOCUS GROUP (MELBOURNE)

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Shop Distributive & Allied Employees Assoc.

Les Marshall  
Master Ladies Hairdressers Assoc. of WA

Bill Peacock, Cosmetology Council of Australia

Jenny Whiffen  
National WRAPS Industry Training Council

Peter Hannigan  
Australian National Training Authority

Nadia King  
Australian National Training Authority

Sandra Campettelli  
Hairdressing & Beauty Industry Assoc. of VIC

Linden Swan  
Professional Hairdressers Association of NSW

Brian Cox, Hairdressing Federation of QLD

Roseanne Anderson  
Hairdressing Federation of TAS

John Martone  
Master Hairdressers Association ACT

Bronwyn Hudson  
Northern Territory Hairdressing Association

John Mantano, Jades Hair Design, VIC

Brian Manago, Cortex Hair Group NSW

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Barbara Hawkins, VIC WRAPS ITAB

Carol Dickman  
Western Melbourne Institute of TAFE

Dawn Howard  
Western Melbourne Institute of TAFE

### 3.3 NATIONAL HAIRDRESSING TRAINING PACKAGE CONSULTATIONS 1999

#### NATIONAL HAIRDRESSING FOCUS GROUP (QUEENSLAND)

10<sup>TH</sup> March 1999

Ashley Ward  
WRAPS ITB Queensland

Jeffrey Nelson  
Logan Institute of TAFE

Brett Parker  
WRAPS ITB Queensland

Douglas Gill  
Shylok's Hair Design Kenmore

Jules Crowther  
Wynne-Hoelscher Academy

Rod Gray  
Matters in Gray

Paul Schofield  
Brisbane School of Hairdressing

Gary Hutchison  
The Chermside Cut Above Salon

David Spray  
Gold Coast Institute of TAFE  
WRAPS Consortium

Lina Wood  
Brisbane School of Hairdressing

Rhonda Modolo  
Designing Hair

Faye Murray  
Jon Le Court

Suzanne Cameron  
Logan Institute of TAFE

Sophie Macaronis  
Jon Le Court

#### NATIONAL HAIRDRESSING FOCUS GROUP (WESTERN AUSTRALIA)

15<sup>TH</sup> March 1999

Norma Roberts  
WRAPS W.A.

Michael Levissianos  
Hairdressing Department  
Thornlie TAFE Campus  
Thornlie

Ms Carmel Weir  
Taylor Weir School of Hairdressing  
Perth

Margaret Bridge  
Roseridge Hair Beauty  
Mt Barker

S Lumsden  
Department of Training  
Perth

Kristie Berger  
Bromptons  
Shelley

Charles Maiolo  
Cheveux by Anthony  
Perth

Carol Brownriggs  
Associated Haircraft  
Attadale

Elizabeth Stone  
Michaelangelo Hairdressing  
Perth

Les Marshall  
Master Ladies Hairdressers' Association  
Nedlands



**NATIONAL HAIRDRESSING FOCUS GROUP (SOUTH AUSTRALIA)**

**16<sup>TH</sup> March 1999**

Madeline Wulfius  
Adelaide Institute of TAFE  
Adelaide

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Hair & Beauty Council  
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Torrens Valley Institute  
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Joseph Vozzo  
Verdi  
Adelaide

Ray Palmer  
Onkaparinga Institute  
Noarlunga Centre

Paul Sherman  
Shermans Hairdressing Academy  
Adelaide

**NATIONAL HAIRDRESSING FOCUS GROUP (NORTHERN TERRITORY)**

**17<sup>TH</sup> March 1999**

Craig O'Halloran  
N.T.Retail & Business Services

Debbie Powell  
Chic's Hairdressing  
Darwin

Bronwyn Hudson  
Bronwyn's Hair Design Beauty Salon &  
Perfumery  
Darwin

David Powell  
Chic's Hairdressing  
Darwin

Marissa Coyne  
Creations Hair Salon  
Darwin

Kathy Duffy  
NT ETA  
Darwin

Joanne Kinter  
NTU TAFE  
Casuarina Campus  
Darwin

Fiona Scott  
Hair 2000  
Darwin

**NATIONAL HAIRDRESSING FOCUS GROUP (NEW SOUTH WALES)**

**22<sup>nd</sup> March 1999**

Debbie May  
NSW WRAPS ITB

Janine O'Sullivan  
Noddy's on King  
Newtown

Peter Elchaar  
The Cutting Crew  
Bankstown

George Francis  
Yes Hairdressing  
Ashtonfield

John Azzi  
Sydney

Lesley Afflick  
Hamilton TAFE  
Newcastle West

Diane O'Dwyer  
Locks Hair Services  
Balmain

## New South Wales (Cont)

Ramon Bracamonte  
Ramon of Turramurra  
Turramurra

Vicki Williams  
NSW TAFE  
Ultimo

David Melrose  
Sessions Hairdressing  
McMahons Point

Evelyn Mortimer  
Hair Fair  
Bradbury

Danielle Vessey  
Sessions Hairdressing  
McMahons Point

Brian Flohm  
Norman Flohm Salon  
Sydney

Alyson Schoer  
Blondes, Brunettes, Redheads  
Surry Hills

Ken Mac Rae  
International Hairstylist  
Blacktown

Lachlan Astle  
Lachlan Astle Hairdressing  
Woollahra

John Shields  
Smartys the Hair Shop  
Mosman

Ralf Jorg  
Salon Lisa  
Maitland

Linden Swan  
Professional Hairdressers Association  
East Sydney

Claudine Cordony  
Cordony Hairdressing  
Collaroy

Gabrielle McCarthy  
Synergy Hair  
Darlinghurst

Chris Boffa  
Boffa Hairdressing  
Newport

Dee Partridge  
Schwarzkopf Pty Ltd  
French's Forest

Jo Talarico  
To-be Hair, Skin & Body  
Sydney

Mario Nasso  
Mario Raymond Hair  
Baulkham Hill

Eric Blancato  
Eric's Salon  
Nelson

## NATIONAL HAIRDRESSING FOCUS GROUP (VICTORIA)

23<sup>rd</sup> March 1999

Barbara Hawkins  
VIC. WRAPS ITB

Elizabeth Peeler  
Shop Distributive & Allied Employees  
Association  
Melbourne

Sonia Rohan  
Perri's Hairdressing  
Armadale

Gordon Searle  
Gordon Searle Haircare  
Mildura

## **Victoria (Cont)**

Nicole Perri  
Perri's Hairdressing  
Armadale

Wendy Ford  
Wendy Ford Hair & Beauty  
Parkdale

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Oxley & Bushey  
Clifton Hill

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Jades Hair Design  
Sebastopol

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Schwarzkopf Institute  
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Natalie Kolozan  
Schwarzkopf Institute  
Malvern

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HBIA  
Melbourne

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Biba Academy  
Fitzroy

Joscelyn Langdon  
The Australian College of Hair Design & Beauty  
Melbourne

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Central Gippsland Institute of TAFE  
Gippsland

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Victoria University of Technology  
Footscray

Carol Reason  
Chisholm Institute  
Dandenong

Mel Henry  
Henry's Hairdressing  
Strathmore

Freda Rossidis  
Cast Studio  
North Fitzroy

Sue Harvey  
Mount Eliza Haircare  
Mount Eliza

Anne Burgemeestre  
EFBEE  
South Yarra

Helen West  
Mann Hair Design & Beauty  
Melbourne

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Tribe  
Hawthorn

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Bowz  
Eltham

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Schwarzkopf Pty Ltd  
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## Victoria (Cont)

Ruth Browne  
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Melbourne

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Dandenong

Susan Kemp  
Chisholm Institute  
Carrum

Madame Verna Greene  
Melbourne College of Hair & Beauty  
Melbourne

Kerri Ferguson  
Box Hill Institute  
Box Hill

## NATIONAL HAIRDRESSING FOCUS GROUP (TASMANIA - HOBART) 24<sup>th</sup> March 1999

Amal Provan  
Tasmania WRAPS ITB

Sue Dart  
Hairdressing TAFE Tasmania  
Hobart

Annette Park  
Hairdressing TAFE Tasmania  
Hobart

Marqueritta Davie  
Kojaks Mens Hairdressers  
Moonah

Anne Brown  
Capello Hairstylist  
Newtown

Janine Denholm  
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Glenorchy

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Country Cutters Salon  
Sorell

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Headlines  
Hobart

Rachel Wallace  
Clipaway Men's Hairdressing  
Kingston

Roseanne Anderson  
Roschele Hair & Beauty  
Taroona

Michelle Clark  
Roschele Hair & Beauty  
Kingston

Chris Baric  
Classic Hair Design  
West Moonah

Maria Winzil  
Upper Cut Hair Design  
Glenorchy

Helen Spaulding  
Compliments Salon  
Warrano

Steven Wass  
Stranz Hairdesigners  
North Hobart

Renee Alomes  
Country Cutters Salon  
Sorell

Catherine Vincent  
Jakadjari Hair  
Hobart

Rosanna Divirgilio  
La Pazzaz for Hair & Beauty  
Bridgewater

## **Tasmania (Cont)**

Angela Mogford  
La Pazzaz for Hair & Beauty  
Bridgewater

Pam Millington  
Hairport  
Rosny

Brian Morton  
Tasmanian State Training Authority  
Hobart

Richard Rider  
Drysdale Institute  
Drysdale

Jenny Goss  
Cut n' Polish  
Robeby

Jo Palmer  
South Terrace Hair & Beauty Clinique  
South Hobart

Stewart Millington  
Hairport  
Rosny

Rosemary Roberts  
Salon Salamanca  
Battery Point

## **NATIONAL HAIRDRESSING FOCUS GROUP (AUSTRALIAN CAPITAL TERRITORY) 30<sup>th</sup> March 1999**

Gerald Crawford  
WRAPS ITB ACT

Janice Beard  
Crimpers Hairdressing  
Swinger Hill

Heather Kuczerka  
Tangles Hair Design  
Kambah

Marianne Harling  
Tangles Hair Design  
Kambah

Robert Brancella  
Chapman Hair Designers

Lou Staltari  
Lous Hair Boutique  
Belconnen

Richard Switalo  
Lous Hair Boutique  
Belconnen

Danielle Martone  
Saxons Hair  
Calwell

Margaret Martone  
Saxons Hair  
Calwell

Sandra Sloan  
Isabella Hair Stylists  
Isabella Plains

Frank De Pasquale  
Cut Company

Sam Calabria  
France of Canberra

Cheryl De Pasquale  
Erindale Cut Co  
Erindale

Chloe Pape  
Chloe Hair Design  
Westow

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## Australian Capital Territory (Cont)

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Civic

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D Mangeruca  
Whispers Hair & Beauty Salon  
Haperdame

J Martone  
Hair Affair  
Rawson

Jacquie Phillip  
Rumours Hair Designers  
Dickson

Michelle Mathews  
Florey Hair Design  
Florey

Robert Holgate\*  
Australian Chamber of Commerce and Industry  
Deakin

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Tanya Woodbridge  
Ainslie Hair Inn

## NATIONAL HAIRDRESSING FOCUS GROUP (TASMANIA - LAUNCESTON) 7<sup>th</sup> April 1999

Amal Provan  
Tas. WRAPS ITB  
Hobart

Tenille Park  
Hairport  
Rosny Park  
Hobart

Jo Kelly  
Taboo Hair Culture/Studio Hair & Beauty/L'ton  
TAFE  
Launceston

Lynda Williams  
Split Enz Hair Care  
Hobart

Julie Cooper  
The Hair Inn  
Youngtown

Maria Faulkner  
Studio Hair & Beauty  
Launceston

Mathew Cooper  
The Hair Inn  
Youngtown

Debra McAllister  
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Launceston

Jenny Hill  
Jenna's Hair Design  
Longford

Dee Gibson  
Cut Loose Hair Design  
Launceston

Joy Hoggarth  
Robyn's Hair Studio/Drysdale North West  
Devonport

Sandra Mattarozzi  
Split Enz Hair Care  
Kings Meadows

Sandra Jones  
Sandra Jones Hairdressing & Drysdale NWIT  
Latrobe

Stephen Park  
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Cambridge

## **Tasmania (Cont)**

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Hairdressing  
East Devonport

Judy Goss  
Studio Hair & Beauty  
Launceston

Annette Park  
Drysdale Institute of TAFE  
Hobart

Michael Digney  
The Terrace Hairdressing  
Launceston

## **NATIONAL HAIRDRESSING FOCUS GROUP (QUEENSLAND - ROCKHAMPTON)** **12<sup>th</sup> April 1999**

Ms Louise Stakenburg  
CQIT TAFE (Hairdressing Dept)  
Gladstone

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CQIT TAFE (Hairdressing Dept)  
Gladstone

Anne Dubois  
CQIT TAFE (Hairdressing Dept)  
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CQIT TAFE (Hairdressing Dept)  
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CQIT TAFE (Hairdressing Dept)  
Rockhampton

Shelley Kiely  
CQIT TAFE (Hairdressing Dept)  
Rockhampton

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A Cut 'N' Line (formerly KC's Hairworx)  
Yeppoon

Kym Fullerton  
Top of the Range Hair Salon  
Rockhampton

Raylene Berryman  
Top of the Range Hair Salon  
Rockhampton

Katherine Harris  
US Haircare  
Rockhampton

## **NATIONAL HAIRDRESSING FOCUS GROUP (QUEENSLAND - TOWNSVILLE)** **13<sup>th</sup> April 1999**

Lyn Faull Mobile Hairdresser  
Rosslea

Robert Blankley  
Pizzazz Hair Fashion  
Townsville

Julie Carstairs  
Diva Hair Fashion  
Kirwan

Brenda Fryer  
Kabuki Hair Design  
Kirwan

Roslyn Kaufman  
Belrowes Hair Design  
Belgian Gardens

Dawn Church  
L & D Woodlands Hairdesign  
Deeragun

Lesley Church  
L & D Woodlands Hairdesign  
Deeragun

Aileen Marshall  
Aileen Marshall Hair Dressing  
Hermit Park

## Queensland (Townsville) Cont

Fay Cawley  
Barrier Reef Institute of TAFE  
Townsville

Meg Brown  
Magnetic Island Hairport  
Nelly Bay

Katie Hewett  
Belrowes Hair Design  
Belgian Gardens

## NATIONAL HAIRDRESSING FOCUS GROUP (QUEENSLAND - MACKAY)

14<sup>th</sup> April 1999

Wendy Brown  
Wendy's Cutting Edge  
Mackay

Trevor Howland  
TK's Hair Centre  
Mackay

Tracey Edmonds  
Klippitz Hair World  
Mackay

Suzanne DePinto-Smith  
Suzanne's Haircare  
Mackay

Kerry Steindl  
Klippitz Hair World  
Mackay

Dellis DePinto  
Suzanne's Haircare  
Mackay

Shane Gibbs  
Hairway  
Mackay

Lisa Saunders  
Mackay TAFE  
Mackay

Angela Gibbs  
Hairway  
Mackay

Jean Wieden  
Mackay TAFE  
Mackay

Maureen Solager  
Blondie's for Hair  
Andergrove

Delma Odger  
Hairway  
Mackay

## NATIONAL HAIRDRESSING FOCUS GROUP (NEW SOUTH WALES - TAMWORTH)

19<sup>th</sup> April 1999

Linden Swan  
Professional Hairdressers Association  
East Sydney

Terry & Debbie Whitley  
Imagery Hair Design  
Armidale

Brian Condon  
Coronet Beauty Salon  
Tamworth

Deb O'Sullivan  
TJs & Nanette Salon  
Tamworth

Melanie Burke  
Colour by Numbers Hair Workshop

Nerolee Frazer  
About Style  
Manilla

Patricia Woodhouse  
Colour by Numbers Hair Workshop



## **New South Wales (Tamworth) Cont**

Sally Burgess  
Downtown Studio  
Tamworth

### **NATIONAL HAIRDRESSING FOCUS GROUP (NEW SOUTH WALES - NEWCASTLE) 20<sup>th</sup> April 1999**

Libby Maskey  
Merewether Hair Style  
Merewether

Julie Maddox  
Hair Australia  
Wallsend

Ron Poole  
Poole's Hair Directions & Barbers  
Mt Hutton

Ray O'Connor  
Emelle Salon  
Maitland

Lynn Kriss  
Gosford TAFE

Warren Nesbitt  
Hair Australia  
Wallsend

Sheree Creagh  
Your Hair Studio & Gosford TAFE  
Awaba

Linden Swan  
Professional Hairdressers Association  
East Sydney

### **NATIONAL HAIRDRESSING FOCUS GROUP (NEW SOUTH WALES - WOLLONGONG) 21<sup>st</sup> April 1999**

Debbie May  
NSW WRAPS ITB

Ann Johnson  
Hair Excellence  
Corrimal

Peter Markovic  
Blukiss  
Wollongong

Tom Johnson  
Salon Today  
Corrimal

Sandra Hanson  
DHN  
Wollongong

Beverley Whitmore  
Maneline Hair Design  
Dapto

Peter Hanson  
D Men  
Wollongong

Jenelle Dunn  
Jojo's Art of Hair  
Woonona

Fiona Heslop  
Fiona's Art of Hair  
Corrimal

## **NATIONAL HAIRDRESSING FOCUS GROUP (NEW SOUTH WALES - ALBURY)**

**27<sup>th</sup> April 1999**

Debbie May  
NSW WRAPS ITB

Carol Curley  
Carol's Arcade Salon  
Lavington

Pauline Fisher  
Hairstyles Rutherglen  
Rutherglen

Jenny Kneebone  
The Last Tangle  
Albury

Joy Stocker  
Riverina Institute of TAFE  
Albury

Jeanette Kelly  
Kelly & Nunn Haircutters  
Wangaratta

Dhirleen Clark  
Town & Country Hairdressing  
Albury

## **NATIONAL HAIRDRESSING FOCUS GROUP (QUEENSLAND)**

**4<sup>th</sup> May 1999**

Ashley Ward  
Queensland WRAPS ITB

Brett Parker  
Queensland WRAPS ITB

Robyn Knight  
Jennifer's Hair Design  
Wynnum

Jilinda Caldwell  
Adamson & Associates Hair Designers  
Buderim

Melynda Winn  
Melz  
Hemmant

Suzanne Timmins  
Aleta's Salon  
Sunnybank Hills

Kaye Sliwka  
Shop 23 Hair Design  
Rosedale

Rebecca Shipley  
Hairworks by Rebecca  
Camp Hill

Ian D. Smith  
Stefan  
South Brisbane

Don Scali  
The Diplomat  
Birkdale

Gerald Raad  
Cambridge Lane  
Beenleigh

Colleen Bliesner  
Deagon Hair Fashions  
Deagon

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Tony Mitchell Hair Fashions  
Indooroopilly

Jill Adezo  
Hair by Lewis  
Garden City

Janet Ahenkoo  
Janet's Angel Salon  
Alderley

Marion Heim  
Lotz of Hair

## **Queensland (Cont)**

Lawrence Richards  
Pravaz Kenmore  
Kenmore

Brian Cox  
Hairdressing Federation of Qld  
Nundah

Lee Dankin  
Topknots  
Aspley

Payota Thomas  
Hair Signatures  
Kangaroo Point

Rod McDevitt  
Ry  
Southport

Michelle Bennett  
Fabre  
Nundah

Denise Ajax  
Anna's  
Annerley

Kym Krey  
Hairlucination  
Highgate Hill

Leanne Vogelsang  
Altered Images  
Wavell Heights

Roberta Cunningham  
All the Trimmings  
Ashgrove

Maureen Markey  
Hair Do We Do

Jackie Trout  
Jackie Trout Hair Design  
St Lucia

## SECTION 4: COMPARISON WITH OTHER ENDORSED STANDARDS

- A dot indicates that there is significant commonality between the Hairdressing units and other endorsed standards

NATIONAL HAIRDRESSING COMPETENCY STANDARDS	Retail	Beauty	Worksafe Guidelines	Assessment and Workplace Training	Frontline Management	Small Business Management
WRH01A Maintain a Safe, Clean and Efficient Work Environment	•		•			
WRH02A Communicate in the Workplace	•	•				
WRH03A Receive and Direct Clients	•	•				
WRH04A Prepare Clients for Salon Services						
WRH05A Co-ordinate Salon Tasks	•					
WRH06A Remove Chemicals from Hair						
WRH07A Schedule and Check-out Clients		•				
WRRS1A Sell Products and Services	•					
WRH09A Consult with Clients and Diagnose Hair and Scalp Conditions						
WRH10A Treat Hair and Scalp						
WRH11A Cut Hair						
WRH12A Dress (Style) Hair						
WRH13A Perform Permanent Wave and Chemical Relaxation Services						

<b>NATIONAL HAIRDRESSING COMPETENCY STANDARDS</b>	<b>Retail</b>	<b>Beauty</b>	<b>Worksafe Guidelines</b>	<b>Assessment and Workplace Training</b>	<b>Frontline Management</b>	<b>Small Business Management</b>
WRH14A Colour Hair						
WRH15A Co-ordinate Salon Team	•					
WRH16A Provide Specialist Hair Design Services						
WRH17A Provide Specialist Hair Colour Services						
WRH18A Provide Specialist Hair Styling Services						
WRH19A Maintain Wigs and Hair Pieces						
WRH20A Make Wigs						
WRH21A Design and Apply Hair Extensions						
WRH22A Perform a Face Shave						
WRB17A Provide Manicure and Pedicure Services		•				
WRB18A Apply Nail Enhancement		•				
WRB19A Use Electrical Equipment For Nails		•				
WRB20A Apply Nail Art		•				
WRB15A Provide Lash And Brow Treatments		•				

**NATIONAL HAIRDRESSING COMPETENCY STANDARDS - BACKGROUND**

<b>NATIONAL HAIRDRESSING COMPETENCY STANDARDS</b>	<b>Retail</b>	<b>Beauty</b>	<b>Worksafe Guidelines</b>	<b>Assessment and Workplace Training</b>	<b>Frontline Management</b>	<b>Small Business Management</b>
WRB16A Provide Temporary Epilation and Bleaching Treatments		•				
WRB21A Design and Apply Make-up		•				
WRB12A Perform Facial Cleansing		•				
WRB14A Pierce Ears		•				
BSZ407A Deliver Training Sessions						
BSZ402A Conduct Assessment						
WRH34A Supervise Staff and the Salon						
WRH35A Maintain Customer Relations	•					
WRRPM2A Recruit and Select Staff	•					
WRRPM3A Lead and Manage People	•					
BSX023/1 Evaluate a Business Opportunity	•	•				•
BSX023/2 Complete a Business Plan	•	•				•
BSX023/3 Address Legal and Administrative Requirements	•	•				•
BSX023/4 Address Client Requirements	•	•				•

<b>NATIONAL HAIRDRESSING COMPETENCY STANDARDS</b>	<b>Retail</b>	<b>Beauty</b>	<b>Worksafe Guidelines</b>	<b>Assessment and Workplace Training</b>	<b>Frontline Management</b>	<b>Small Business Management</b>
BSX023/5 Manage Business Operations	•	•				•
BSX023/7 Manage Finances	•	•				•
BSZ503A Design and Establish the Assessment System				•		
BSZ504A Manage the Training and Assessment System				•		
BSZ505A Evaluate the Training and Assessment System				•		
BSXFMI503A Establish and Manage Effective Working Relationships					•	
BSXFMI504A Participate in, Lead and Facilitate Work Teams					•	
BSXFMI505A Manage Operations to Achieve Planned Outcomes					•	
BSXFMI507A Manage Quality Customer Service					•	
BSXFMI511A Contribute to the Development of a Workplace Learning Environment					•	
WRH23A Perform Honing and Stropping						

## **PART B**

# **NATIONAL HAIRDRESSING COMPETENCY STANDARDS**





**UNIT WRH01A: MAINTAIN A SAFE, CLEAN AND EFFICIENT WORK ENVIRONMENT**

This unit incorporates the Work Safety Australia Guidelines and basic first aid procedures, it encompasses competencies necessary to maintain a safe workplace for staff, clients and others. It also involves the application of health regulations, including personal hygiene practised by staff members, provision of a caring client environment and the efficient operation of the salon.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH01A.1 Comply with Health Regulations	1.1.1 Procedures and practices implemented in a variety of salon situations in accordance with state and local government health regulations.
	1.1.2 Store policies and procedures for personal hygiene applied.
WRH01A.2 Provide a Relaxed and Caring Environment	1.2.1 Clients are made to feel comfortable according to salon policy.
	1.2.2 Clients needs are responded to.
	1.2.3 Refreshments are provided for clients.
WRH01A.3 Prepare and Maintain Work Area	1.3.1 Reception, work areas and walkways maintained in a safe, uncluttered and organised manner according to salon policy.
	1.3.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to clients and staff.
	1.3.3 Waste is stored and disposed of according to local health regulations.
	1.3.4 Spills, food, waste, hair or other potential hazards promptly removed from floors according to salon policy.
	1.3.5 Linen is stored, cleaned and disinfected in line with local health regulations and salon procedures.
	1.3.6 Walls, floor and working surfaces are cleaned to meet salon requirements and health and safety standards without causing damage.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRH01A.4 Check and Maintain Tools and Equipment	1.4.1	Tools and equipment are prepared for specific services as required.
	1.4.2	Tools and equipment are checked for maintenance requirements.
	1.4.3	Tools and equipment are referred for repair as required.
	1.4.4	Tools and equipment are stored safely and in position to comply with salon requirements and local health regulations.
WRH01A.5 Check and Maintain Stock	1.5.1	Stock rotation procedures are carried out routinely and accurately according to salon procedures.
	1.5.2	Stock levels are accurately recorded according to salon procedures.
	1.5.3	Under or over supplied stock items are notified immediately to the salon supervisor.
	1.5.4	Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier.
	1.5.5	Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation.
WRH01A.6 Observe Basic Safety Procedures	1.6.1	Procedures to achieve a safe working environment followed and maintained in line with occupational health and safety regulations and requirements according to salon policy.
	1.6.2	All unsafe situations recognised and reported according to salon policy.
	1.6.3	All breakdowns in relation to machinery and equipment reported to supervisor.
	1.6.4	Fire and safety hazards identified and necessary precautions taken or reported according to salon policy and procedures.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRH01A.6 Observe Basic Safety Procedures (Continued)	1.6.5	Dangerous goods and substances identified, handled and stored according to salon policy and procedures and occupational health and safety regulations.
	1.6.6	Salon policy regarding manual handling practice is followed.
	1.6.7	Participation in consultative arrangements established by salon for occupational health and safety is demonstrated.
WRH01A.7 Observe Emergency Procedures	1.7.1	Salon policies and procedures in regard to illness or accident are identified and observed.
	1.7.2	First Aid requirements identified and observed.
	1.7.3	Safety alarms are identified accurately.
	1.7.4	Qualified person contacted in the event of accident or sickness of clients or staff and accident details correctly recorded according to salon policy.

## **RANGE OF VARIABLES**

The following variables may be present:

- Relevant occupational health and safety legislation and codes of practice.
- State and local government health regulations.
- Salon policies and procedures in regard to occupational health and safety, general duty of care, emergency procedures, hygiene, security and salon operation.
- Relevant salon policies and procedures should include:
  - hazard policies and procedures
  - emergency, fire and accident procedures
  - personal safety procedures
  - procedures for the use of personal protective clothing and equipment
  - use of motor vehicles
  - hazard identification
  - issue resolution procedures
  - job procedures
  - work instructions

## **RANGE OF VARIABLES (Continued)**

- Occupational health and safety procedures may deal with:
  - clients
  - staff
  - equipment/tools
  - premises
  - stock
- Unsafe situations may deal with but are not restricted to:
  - toxic substances
  - damaged packaging material or containers
  - broken or damaged equipment
  - inflammable materials and fire hazards
  - lifting practices
  - spillages
  - waste, including hair, especially on floors
  - ladders
  - trolleys
- Emergency procedures may include: sickness, accidents, fire or store evacuation involving staff or clients.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Cleaning may include counters, benches, walkways, walls, fixtures or other working surfaces.
- Salon service range.
- Products from a minimum of three manufacturers' ranges.
- Tools and equipment.
- Linen may be cleaned on or off the premises.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to Occupational Health and Safety Codes of Practice for First Aid in the Workplace.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid as required.
- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of cleaning procedures.
- Demonstration of a practical ability to provide a consistently welcoming client environment by treating clients in a courteous helpful manner, by responding to clients' needs and by provision of refreshments as required.
- Ability to clean and maintain the work area according to the range of variables.
- Ability to use and maintain cleaning equipment and use and store cleaning chemicals.
- Ability to check, rotate and record stock.
- Ability to check and maintain tools and equipment and prepare for specific services as required.
- Ability to refer tools and equipment for repair as required and store to comply with health regulations and salon procedures.
- Ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Ability to apply First Aid procedures for emergency life support.
- Ability to record sickness/accident/emergency details.
- Ability and skill to consistently use time effectively.

## **EVIDENCE GUIDE (Continued)**

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to Occupational Health and Safety Codes of Practice for First Aid in the Workplace.
- the ability to recognise and respond appropriately to emergency situations.
- the ability to refer clients to appropriate professionals/qualified persons.
- ability to identify and apply knowledge of reporting procedures including the following:
  - safe situations
  - broken or damaged equipment/machinery or fittings
  - fire hazards
- knowledge of the following:
  - location and use of safety alarms
  - symbols used for occupational health and safety signs
  - storage and use of hazardous substances
  - storage and use of flammable materials
  - safe use of electrical equipment
  - manufacturers instructions for use of equipment
  - handling of broken or damaged equipment
  - manual handling procedures
  - correct posture
  - sickness and accident reporting procedures
  - procedures to be applied in the event of fire or salon evacuation or in events likely to endanger staff or clients
  - salon policies and procedures in regard to client service, personal hygiene practices, preparation and maintenance of work areas, tools, equipment and the salon stock system.
  - maintenance and storage procedures for tools and equipment used.
  - use of stock control systems/technology.
- the ability to use and maintain cleaning equipment.
- the ability to use and store cleaning chemicals.

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations dealing with Occupational Health and Safety issues, salon cleaning situations over a variety of services and a range of communication processes with clients.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to legislative requirements, guidelines and salon procedures with regard to Occupational Health and Safety, emergency procedures, health and hygiene. Access to a range of clients and a range of salon cleaning situations will also be required.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1





**UNIT WRH02A: COMMUNICATE IN THE WORKPLACE**

This unit encompasses those competencies required for effective communication in the workplace.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRH02A.1 Follow Routine Instructions and Information	2.1.1	Instructions received are acted upon.
	2.1.2	Effective questioning is used to elicit information.
	2.1.3	Salon information relevant to the particular task is assessed, comprehended and acted upon.
	2.1.4	Daily work routine is planned and organised.
	2.1.5	Tasks are prioritised and completed without undue delay.
	2.1.6	Manufacturers written technical instructions are read, comprehended and acted upon.
	2.1.7	Simple written information is recorded for reference.
WRH02A.2 Participate in Workgroups and Teams	2.2.1	Allocated tasks are identified.
	2.2.2	Allocated tasks are completed willingly, without undue delay.
	2.2.3	Assistance is actively sought from or provided to other team members when difficulties arise.
	2.2.4	Feedback provided by others in the workgroup is encouraged, acknowledged, and acted upon.
	2.2.5	Questioning used to minimise misunderstandings.
	2.2.6	Signs of potential workplace conflict identified and conflict avoided wherever possible.
	2.2.7	Participation in team problem solving demonstrated.
	2.2.8	Support is offered and provided to colleagues.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRH02A.3 Apply Professional Ethics	2.3.1	Standards of decorum, good manners and social behaviour are maintained according to salon policy.
	2.3.2	A competent, professional manner/attitude is projected through non verbal presentation.
	2.3.3	Confidentiality and tact are demonstrated.
	2.3.4	Responsibilities of employer/employee are mutually recognised and carried out.
WRH02A.4 Support the Organisation	2.4.1	Personal hygiene and self presentation reflect salon policy.
	2.4.2	Clients are treated with courtesy.
WRH02A.5 Receive and Refer Client Complaints	2.5.1	Positive helpful attitude is conveyed to clients when handling complaints.
	2.5.2	Complaints are handled sensitively, courteously and with discretion.
	2.5.3	Nature of complaint is established by active listening and questioning and confirmed with the client.
	2.5.4	Action is taken to resolve complaint to clients satisfaction wherever possible.
	2.5.5	Unresolved client dissatisfaction or complaints promptly referred to more experienced hairdresser or supervisor.
	2.5.6	Opportunities taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with salon policy,
	2.5.7	Follow up action taken as necessary to ensure client satisfaction.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to:
  - contact with clients
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management
  - induction process.
- Salon policies and government legislation in regard to personal hygiene and self presentation.
- Information may include telephone, written or verbal messages.
- Teams may include small work teams or salon team.
- Team members may include management, or other staff members.
- Full-time or part-time staff.
- Communication may occur with external clients and internal contacts, including management and other team members.
- Clients may include new or repeat contacts.
- Clients may include external and internal contacts i.e. colleagues.
- Clients with routine or special requests.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Planning may be affected by salon procedures and unexpected contingencies.
- Levels of staffing eg, staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Written information may include client record cards, client appointment sheets.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation and to external and internal client contact.
- Knowledge and consistent application of relevant state, national and local statutory requirements/regulations including Consumer Law, Trade Practices Act and Fair Trading Act, and local industry associations Code of Ethics.
- Knowledge and consistent application of relevant safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including Level 1 First Aid procedures as required.
- Knowledge and consistent application of salon policies and procedures in regard to external and internal client contact.
- Demonstration of a practical ability to participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- Demonstration of a practical ability to communicate with supervisors and peers and to seek assistance when necessary.
- Demonstration of a practical ability to problem solve with the team.
- Knowledge and consistent application of salon policies and procedures in regard to personal dress and presentation.
- Knowledge and consistent application of Health and Hygiene regulations and salon policies and procedures in regard to personal hygiene.
- Demonstration of a practical ability to follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks.
- Understanding of the need to maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- Demonstration of a practical ability to provide a consistently welcoming client environment by treating clients in a courteous, professional manner.

## **EVIDENCE GUIDE (Continued)**

- Demonstration of a practical ability to accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables.
- Ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of salon policies and procedures in regard to verbal and non-verbal presentation, communication within the team, allocated duties and personal presentation.
- knowledge of relevant government legislation and statutory requirements including those relating to personal hygiene.
- a knowledge of the following is important to aid communication within the team:
  - roles and responsibilities of self, peers and management.
  - questioning/listening techniques
  - conflict resolution skills
  - negotiation skills
  - goal setting
  - ability to collect and organise information.
- a knowledge of the following is important to aid self development:
  - maintenance of personal health and fitness.
  - maintenance of personal hygiene and personal presentation
  - personal goal setting
  - importance of self esteem
  - stress management
  - time management.
- knowledge of services provided by salon.
- knowledge of technical terms found in manufacturers' product information.
- literacy skills in regard to workplace documents.
- numeracy skills in regard to workplace functions.

## **EVIDENCE GUIDE (Continued)**

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations, dealing with a variety of services and a range of communication processes with clients.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**EVIDENCE GUIDE (Continued)****Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a workplace team situation and to clients presenting with a range of requirements in a salon/simulated salon assessment area.

**Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1





**UNIT WRH03A: RECEIVE AND DIRECT CLIENTS**

This unit encompasses those competencies required in the reception area of the salon including receiving clients and answering the telephone.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH03A.1 Receive and Direct Clients	3.1.1 Clients are acknowledged on arrival, greeted in a positive manner, and attended to promptly.
	3.1.2 Relevant questions are asked of clients to directly identify their needs.
	3.1.3 Client card is sourced from file or client personal details are recorded on a new client card.
	3.1.4 Appropriate operator is informed of client's arrival.
	3.1.5 Clients are directed to designated areas for specific services.
WRH03A.2 Answer the Telephone	3.2.1 Telephone is answered promptly and salon telephone procedure is implemented.
	3.2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements.
	3.2.3 Client is informed of any problems and what action is being taken.
	3.2.4 Follow up action taken as necessary.
	3.2.5 Telephone messages are given and recorded accurately and information received/relayed to the appropriate person.
WRH03A.3 Complete Client Details	3.3.1 Clients' relevant personal details are collected and recorded accurately in the client record system.

## RANGE OF VARIABLES

The following variables may be present:

- Salon policies and procedures in regard to client reception, telephone answering and client records.
- Communication may occur with external clients and internal contacts including management and other team members.
- Clients may include new or repeat contacts.
- Clients may include external and internal contacts i.e. colleagues.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Full-time or part-time staff.
- Levels of staffing e.g. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Written information may include client record cards, client appointment sheets.
- Client record systems may be manual or electronic.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation and to external and internal client contact.
- Knowledge and consistent application of relevant state, national and local statutory requirements/regulations including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including Level 1 First Aid procedures as required.

## **EVIDENCE GUIDE (Continued)**

- Knowledge and consistent application of salon policies and procedures in regard to client reception and telephone procedures according to the range of variables.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for use of communication equipment.
- Demonstration of a practical ability to provide a consistently welcoming client environment by treating clients in a courteous helpful manner.
- Demonstration of a practical ability to accurately interpret and communicate information to clients, supervisors and peers.
- Demonstration of a practical ability to accurately source client cards and to collect relevant details and accurately record in the client record system.
- Knowledge and consistent application of salon policies and procedures in regard to personal dress and presentation.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Ability and skill to consistently use time effectively.

## **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of salon policies and procedures in regard to client reception, telephone answering and client records.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to verbal and non-verbal presentation and to external and internal client contact.
- knowledge of telephone function and procedures.

## **EVIDENCE GUIDE (Continued)**

- knowledge of system for retrieval of client records and collection and recording of client details.
- knowledge of the full range of products and services and prices of products and services offered by the salon.
- knowledge of the following techniques and skills in relation to client communication including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - types of client needs, eg. functional, psychological.

## **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH01A “Maintain a Safe, Clean and Efficient Work Environment”, and Unit WRH02A “Communicate in the Workplace”

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations. dealing with a variety of services and a range of communication processes with clients.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**EVIDENCE GUIDE (Continued)****Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon assessment area, telephone equipment and client cards.

**Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



**UNIT WRH04A: PREPARE CLIENTS FOR SALON SERVICES**

This unit encompasses the preparation of clients for a range of salon services.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH04.1 Gown and Protect Clients	4.1.1 Service to be provided has been verified with operator and client.
	4.1.2 Clean gown/wrap and towels of suitable size for client, selected and applied.
	4.1.3 Relevant health regulations are observed.
WRH04.2 Shampoo Hair	4.2.1 Service to follow shampoo is verified with client and operator.
	4.2.2 Type and quantity of shampoo selected, applied and removed as required according to hair type and condition.
	4.2.3 Client comfort and safety is ensured during process.
	4.2.4 Water temperature and flow is controlled during process.
	4.2.5 Hair and scalp are massaged using appropriate technique.
	4.2.6 After shampoo, conditioning agents are applied and are removed according to manufacturers instructions.



## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to preparation of clients for salon services.
- Clients may be gowned and shampooed in preparation for further services including colour, dressing (styling), permanent waves and chemical relaxation, hair cutting and treatment services.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Planning may be affected by salon procedures and unexpected contingencies.
- Full-time or part-time staff.
- Levels of staffing eg, staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of a range of salon services.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including Level 1 First aid procedures as required.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for products and equipment, especially in regard to water temperature and flow.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.

## **EVIDENCE GUIDE (Continued)**

- Ability to consistently verify the service to be provided.
- Ability to consistently select and apply appropriate gown/wrap and towel/s for salon services according to the range of variables.
- Knowledge and skill in the selection, application and removal of a variety of shampoo and conditioning products, according to manufacturers' instructions and salon procedures.
- Knowledge and skill in the application of hair and scalp massage according to client requirements and salon procedures.
- Ability and skill to consistently use time effectively and to control product waste.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of a range of salon services.
- the ability to identify the client's service requirements.
- knowledge of salon services, product range and procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - a minimum of 3 manufacturers' instructions for product ranges and equipment
  - use of shampoo equipment, especially control of water temperature and flow
  - preparation of the client including gowning/wrapping
  - care and protection of client
  - selection, application and removal of shampoo products
  - scalp and hair massage procedures suitable for service to follow
  - post shampoo procedures including conditioning agents.
- ability to co-ordinate shampoo services with other salon services which are being offered to different clients simultaneously.
- ability to manage time effectively and to control product waste.

## **EVIDENCE GUIDE (Continued)**

### **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH01A “Maintain a Safe, Clean and Efficient Work Environment”, and Unit WRH02A “Communicate in the Workplace”.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations, dealing with a variety of services and a range of communication processes with clients.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## **EVIDENCE GUIDE (Continued)**

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of shampoo and conditioning products and equipment and to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

<b>Communicating ideas &amp; information</b>	<b>Collecting analysing &amp; organising information</b>	<b>Planning &amp; organising activities</b>	<b>Working with teams &amp; others</b>	<b>Using mathematical ideas &amp; techniques</b>	<b>Solving problems</b>	<b>Using technology</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>



**UNIT WRH05A: CO-ORDINATE SALON TASKS**

This unit encompasses those competencies required for effective co-ordination of tasks.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH05A.1 Give Routine Instructions	5.1.1 Instructions given are clear, understandable and concise.
	5.1.2 Instruction method selected is suitable to the given task.
WRH05A.2 Promote the Organisation	5.2.1 Salon procedures are implemented according to salon policy.
	5.2.2 Organisational responsibilities are accepted as required by management.

**RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to:
  - contact with clients
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management
  - induction process.
- Information may include telephone, written or verbal messages.
- Teams may include small work teams or salon team.
- Team members may include management or other staff members.
- Full-time or part-time staff.
- Communication may occur with external clients and internal contacts including management and other team members.
- Simple instructions may be given to peers or more senior members of the salon team.

## **RANGE OF VARIABLES (Continued)**

- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Planning may be affected by salon procedures and unexpected contingencies.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to co-ordination of salon tasks.
- Knowledge and consistent application of relevant state, national and local statutory requirements/regulations including Consumer Law, Trade Practices Act and Fair Trading Act, and local industry associations Code of Ethics.
- Knowledge and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Knowledge and consistent application of salon policies and procedures in regard to external and internal client contact.
- Demonstration of a practical ability to communicate with supervisors and peers.
- Demonstration of a practical ability to give routine instructions to other staff members in a clear, concise manner which is appropriate for the given task.
- Demonstration of a practical ability to implement salon procedures according to salon policy.
- Accept responsibility as required by salon.
- Ability and skill to consistently use time effectively.

## **EVIDENCE GUIDE (Continued)**

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of salon policies and procedures in regard to co- ordination and delegation of salon tasks.
- knowledge of salon policies in regard to verbal and non-verbal presentation.
- knowledge of relevant government legislation and statutory requirements.
- knowledge of local industry associations code of ethics.
- a knowledge of the following is important to aid communication within the team:
  - roles, responsibilities and allocated duties of self, peers and management.
  - questioning/listening techniques
  - conflict resolution skills
  - negotiation skills
  - goal setting
  - ability to collect and organise information
  - techniques for communicating routine instructions.
- a knowledge of the following is important to aid self development:
  - personal goal setting
  - importance of self esteem
  - stress management
  - time management.
- knowledge of services provided by salon.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH02A “Communicate in the Workplace”.



## **EVIDENCE GUIDE (Continued)**

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations dealing with a variety of services and a range of communication processes particularly related to the delegation of tasks to other staff members.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a workplace team situation in a salon/simulated salon assessment area.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	2	2	2

**UNIT WRH06A: REMOVE CHEMICALS FROM HAIR**

This unit relates to those competencies required to complete the rinsing and neutralising process of permanent wave and chemical relaxation treatments and to remove colour chemicals from hair.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH06A.1 Neutralise Hair After Permanent Wave Treatment	6.1.1 Water temperature and flow is controlled during rinsing.
	6.1.2 Hair is rinsed thoroughly before application of neutraliser.
	6.1.3 Excess moisture is removed from the hair.
	6.1.4 Products are prepared, applied and removed according to manufacturers' instructions.
	6.1.5 Perm Rods are removed with a minimum of curl disturbance.
	6.1.6 Client comfort and safety is ensured during procedure.
WRH06A.2 Neutralise Hair After Chemical Relaxation Treatment	6.2.1 Water temperature and flow is controlled during rinsing.
	6.2.2 Hair is rinsed thoroughly before application of neutraliser.
	6.2.3 Products are prepared, applied and removed according to manufacturers' instructions.
	6.2.4 Neutraliser is applied, with care not to disturb hair, to whole area being treated.
	6.2.5 Client comfort and safety is ensured during procedure.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRH06A.3 Remove Colour Chemicals from Hair	6.3.1	Water temperature and flow is controlled.
	6.3.2	Excess product is emulsified and thoroughly removed according to manufacturers' instructions.
	6.3.3	Colour conditioning agents are applied and removed according to manufacturers' instructions.

## RANGE OF VARIABLES

The following variables may be present:

- Salon procedures in regard to the removal of chemicals from hair.
- A range of permanent wave and chemical relaxation methods and products from a variety of product brands.
- A range of methods for removal of permanent, semi permanent and temporary colour products from the hair, using a variety of products and brands.
- Services may be performed on different hair types.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of rinsing and neutralising processes for permanent wave and chemical relaxation treatments and the removal of colour chemicals from hair.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.

**EVIDENCE GUIDE (Continued)**

- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for permanent wave, chemical relaxation and colour products.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.
- Ability to consistently prepare, apply and remove products according to manufacturers' instructions and salon procedures.
- Ability to consistently control water temperature and flow during the service according to salon procedures.
- Ability to consistently ensure that hair is rinsed thoroughly prior to the application of neutraliser and that excess moisture is removed from the hair according to manufacturers' instructions and salon procedures.
- Knowledge and skill in the application of neutraliser to ensure that hair is not disturbed and that the whole area is treated according to manufacturer's instructions and salon procedures.
- Ability to consistently ensure that excess colour product is emulsified and thoroughly removed from the hair according to manufacturer's instructions and salon procedures.
- Knowledge and skill in the application and removal of colour conditioning products according to manufacturers instructions and salon procedures.
- Ability and skill to consistently use time effectively and to control product waste.

**Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

**Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.

## **EVIDENCE GUIDE (Continued)**

- knowledge of salon policies and procedures in regard to the performance of a range of rinsing and neutralising processes for permanent wave and chemical relaxation treatments and the removal of colour chemicals from hair.
- the ability to identify the client's service requirements.
- knowledge of salon services, product range and procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - a minimum of 3 manufacturers' instructions for product ranges and equipment
  - use of shampoo equipment, especially control of water temperature and flow
  - preparation of the client including gowning/wrapping
  - care and protection of client
  - thorough removal of permanent wave, chemical relaxation and colour solution/products
  - application and removal of neutralising products
  - selection, application and removal of colour conditioning products.
- knowledge of the physiology of the hair and skin.
- knowledge of the consequences and effects of neutralising products on the structure of hair.
- knowledge of the importance of correct removal of colour from the hair.
- ability to co-ordinate chemical services with other salon services which are being offered to different clients simultaneously.
- ability to manage time effectively and to control product waste.

## **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH04A "Prepare Clients for Salon Services".

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

## EVIDENCE GUIDE (Continued)

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations, dealing with a variety of permanent wave, chemical relaxation and colour services and products.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of products and equipment and to clients presenting with a range of requirements in a salon/simulated salon assessment area.

## Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



**UNIT WRH07A: SCHEDULE AND CHECK-OUT CLIENTS**

This unit relates to those competencies required to provide full receptionist services.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH7A.1 Schedule Clients	7.1.1 Appointments are scheduled according to timing of services, availability of operators and salon procedures.
	7.1.2 Appointment arrangements are confirmed with clients and details recorded neatly and accurately in the appointment book.
WRH7A.2 Process Payments	7.2.1 Client bills are calculated accurately.
	7.2.2 Items sold are recorded.
	7.2.3 Payments for salon goods and services are received and recorded.
	7.2.4 Relevant credit card sales vouchers are completed accurately and credit clearance facilitated when required.
WRH7A.3 Supervise Staff	7.3.1 Client service history is neatly and accurately recorded on the salon system.
WRH7A.4 Implement Stock Control Procedures	7.4.1 Existing stock is counted and recorded on stock systems in line with salon policy.
	7.4.2 Items received are checked against delivery documentations to ensure accuracy.
	7.4.3 Items received are recorded on stock control systems and placed in appropriate area.



## **RANGE OF VARIABLES (Continued)**

The following variables may be present:

- Salon policies and procedures in regard to scheduling clients, maintenance of clients and stock control.
- Salon services and price range.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic background and physical and mental abilities.
- Level of staffing, eg staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time or part-time staff.
- Clients with routine or special requests.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent applications of salon policies and procedures and industry codes of practice in regard to client services, receiving and scheduling clients, making appointments, processing payments, assisting in stock control and recording client service histories.
- Knowledge and consistent applications to safe work practices and emergency procedures in regard to the provision of services and safe handling of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.

## **EVIDENCE GUIDE (Continued)**

- Knowledge and ability to effectively schedule clients, make and confirm appointments and to accurately record details.
- Demonstration of practical ability to accurately collect relevant client service details and accurately record in the client record system.
- Demonstration of a practical ability to provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions in regard to point of sale techniques/procedures.
- Ability to consistently operate point of sale equipment according to design specifications.
- Knowledge and consistent applications of salon policies/procedures in regards to cash handling and point of sale transactions.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to client service, receiving and scheduling clients, making appointments, processing payments, assisting in stock control and recording client service histories.

## **EVIDENCE GUIDE (Continued)**

- knowledge of the following salon procedures, techniques and skills in relation to client service, receiving and scheduling clients and making appointments, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - times allowed for various services
  - availability of operators
  - appointment booking system
  - salon product and service range.
- knowledge of the following procedures and services in relation to processing payments, assisting in stock control and recording client service histories:
  - methods of collecting client details
  - methods of recording client details
  - client record systems
  - point of sale procedures
  - numeracy skills to enable accuracy in calculating client bills
  - procedures for client returns/refunds, client refund rights, gift vouchers
  - lay-by procedures
  - processing methods for credit cards and cheques
  - methods for obtaining credit clearances
  - methods for receiving and recording payments
  - stock control systems and procedures.

## **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH02A “Communicate in the Workplace”.

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

## EVIDENCE GUIDE (Continued)

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations dealing with a variety of procedures in regard to client service, receiving and scheduling clients, making appointments, processing payments, assisting in stock control and recording client service histories.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs/

## Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients receiving a range of permanent wave or colour treatments, colour removal, neutralising and colour conditioning products in a salon/simulated salon area.

## Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



**UNIT WRRS1A: SELL PRODUCTS AND SERVICES**

This unit is based on and is equivalent to Unit S.1 Sell Products and Services in the National Retail Competency Standards. It encompasses the promotion and sale of a range of salon services and retail products. It involves the use of sales techniques and encompasses the key selling skills from approaching the client to closing the sale. It requires a basic level of product knowledge.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRRS1A.1 Apply Product Knowledge	1.1	Knowledge of the use and application of relevant products and services demonstrated.
	1.2	Experienced sales staff or product information guide consulted to increase product knowledge.
WRRS1A.2 Approach Client	2.1	Timing of client approach is determined and applied.
	2.2	Effective sales approach is identified and applied.
	2.3	Positive impression is conveyed to arouse client interest.
	2.4	Knowledge of client buying behaviour is demonstrated.
	2.5	Client is focused on specific products or services.
WRRS1A.3 Gather Information	3.1	Questioning techniques are applied to determine client requirements.
	3.2	Listening skills used to determine client requirements.
	3.3	Non verbal communication cues interpreted and clarified.
	3.4	Client inquiries, suggestions or comments are actively encouraged.
	3.5	Clients identified by name where possible.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRRS1A.4 Sell Products and Services	4.1	Client needs are matched to appropriate products and services.
	4.2	Knowledge of products' features and benefits are communicated clearly to clients.
	4.3	Product use and safety requirements are described to clients.
	4.4	Clients are referred to appropriate salon specialist as required.
	4.5	Routine client questions about services or products, e.g. price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced salon operator.
WRRS1A.5 Overcome Objections	5.1	Client objections are identified and accepted.
	5.2	Objections are categorised into price, time and service or product characteristics.
	5.3	Solutions are offered according to salon policy.
	5.4	Problem solving is applied to overcome client objections.
WRRS1A.6 Close Sale	6.1	Client buying signals are monitored, identified and responded to appropriately.
	6.2	Client is encouraged to make purchase decisions.
	6.3	Appropriate method of closing sale is selected and applied.
WRRS1A.7 Maximise Sales Opportunities	7.1	Opportunities for making additional sales are recognised and applied.
	7.2	Client is advised of complementary products or services according to client's identified need.
	7.3	Personal sales outcomes are reviewed to maximise future sales.

## RANGE OF VARIABLES

The following variables may be present:

- Salon policy and procedures in regard to selling products and services.
- Salon sales approach.
- Product knowledge may include a minimum of 3 manufacturers' product ranges, guarantees, corresponding benefits of various products or services, and technical aspects of the salon service range.
- Clients with routine or special requests.
- Regular and new clients.
- Selling may be face to face or by telephone.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time or part-time staff.
- Client lists.
- Industry codes of practice.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to selling products and services.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.



## **EVIDENCE GUIDE (Continued)**

- Knowledge and consistent application of safe work practices and emergency procedures in regard to the provision of sales and services and safe handling of product according to Occupational Health and Safety regulations/requirements, including Level 1 First Aid procedures as required.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions and product advice manuals for selling products.
- Ability to apply product knowledge and to use an effective sales approach to sell the benefits of products, overcome objections and close sales.
- Ability to apply effective listening and questioning techniques to determine client requirements.
- Ability to evaluate personal sales performance to maximise future sales.
- Ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to selling products and services.
- knowledge of the following techniques and skills in relation to selling products and services, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - client buying motives
  - client categories/types
  - types of client needs, eg. functional, psychological
  - problem solving techniques
  - performance analysis techniques
  - product knowledge of a minimum of 3 manufacturers' ranges.

## **EVIDENCE GUIDE (Continued)**

- knowledge of selling skills to include:
  - opening techniques
  - buying signals
  - strategies to focus client on specific product or service
  - add-ons and complementary sales
  - overcoming client objections
  - closing techniques.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH02A “Communicate in the Workplace”.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of selling situations involving a variety of products and services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## **EVIDENCE GUIDE (Continued)**

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients, a range of salon services and products and a salon/simulated salon assessment area.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

**UNIT WRH09A: CONSULT WITH CLIENTS AND DIAGNOSE HAIR AND SCALP CONDITIONS**

This unit relates to those competencies required to consult with clients for the total range of hairdressing services.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH09A.1 Determine Clients' Requirements	9.1.1 Relevant questions are asked of clients to correctly identify their needs.
	9.1.2 Clients' enquiries, suggestions, comments and requests are actively encouraged.
	9.1.3 Clients' needs are assessed so that correct recommendations of products and services can be made.
WRH09A.2 Analyse Hair and Scalp Conditions	9.2.1 Hair and scalp condition is determined by visual and physical examination.
	9.2.2 Abnormal scalp conditions are identified.
	9.2.3 Local health regulations are applied in relation to contagious disorders of the hair and scalp.
WRH09A.3 Identify the Presence of Incorrectly Treated Hair	9.3.1 Hair is examined visually and physically.
	9.3.2 Questioning is used to elicit information from client.
	9.3.3 Previous processes are diagnosed by questioning client and by visual and physical examination.
	9.3.4 Condition of hair is discussed with client.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRH09A.4 Identify Factors Which May Affect Future Chemical Processes or Styling	9.4.1	Hairstyle is physically and visually examined.
	9.4.2	Client is questioned as to existing style's suitability and manageability.
	9.4.3	Client concerns are responded to.
	9.4.4	Hair growth patterns are determined by examining the hair physically and visually.
	9.4.5	Client characteristics considered and options/limitations for future treatment are discussed.
WRH09A.5 Explain Hair Services to Client	9.5.1	Stages and outcomes of proposed services are outlined in clear, non technical terms.
	9.5.2	Indication of times and costs involved for services is given.
WRH09A.6 Test Skin for Possible Reactions	9.6.1	A skin test for allergic reaction is performed in accordance with manufacturer's instructions.
	9.6.2	Reaction to skin test is observed.
	9.6.3	Client is informed of results.
WRH09A.7 Reconcile Client Wishes and Diagnosis in Determining a Course of Action	9.7.1	Course of action/service described is compatible with analysis performed and clients' expressed requirements.
	9.7.2	Agreement is negotiated with client on proposed course of action.
	9.7.3	Sensitivity in the handling of clients' hair condition and diagnosis is ensured.
	9.7.4	Results of analysis/consultation are recorded on client record.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to consultation with clients, and the diagnosis of hair and scalp conditions.
- Relevant occupational health and safety legislation and codes of practice.
- State and local government health regulations.
- Consultations may be performed on clients with different hair types.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Variety of products for use on different hair and skin types.
- Abnormal conditions may include: head lice, psoriasis, scabies, ringworm, seborrhoea, oily/dry dandruff.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated**

- Knowledge and consistent application of salon policies and procedures, industry codes of practice in regard to consultation with clients for the whole range of hairdressing services.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of client assessment procedures, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.

## **EVIDENCE GUIDE (Continued)**

- Recognition of the appearance of and procedures to be followed in regard to abnormal scalp conditions according to the range of variables.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Ability to analyse the client's hair, identify the client's requirements/needs, and develop and record a client analysis including:
  - hair and scalp condition
  - areas of the scalp/hair requiring special treatment
  - previous processes
  - hair growth patterns
  - client characteristics/limitations
  - client preferences/expressed requirements.
- Ability to consult with the client, develop and record a client analysis and recommend a course of action/service which is compatible with the client analysis and according to client requirements.
- Ability and skill in the application and assessment of skin tests to determine allergic reactions to products in accordance with manufacturers instructions.
- Ability and skill in selection of a minimum of three manufacturers' ranges of appropriate products and techniques to achieve outcomes discussed and agreed with the client.
- Ability and skill to consistently use time effectively.
- Ability to evaluate client analysis and to advise the client on times and costs for services recommended, and on future treatments, home care and complementary products.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to consultation with clients for the whole range of hairdressing services ,and the diagnosis of hair and scalp conditions.
- the ability to recognise and respond to abnormal hair and scalp conditions according to the range of variables.

## **EVIDENCE GUIDE (Continued)**

- the ability to consult with client and analyse the client's characteristics/needs.
- knowledge of current available salon services/processes.
- knowledge of the effects and benefits of a defined range of salon products and services.
- the effects of salon treatments on the physical structure of the hair.
- knowledge of factors likely to affect the suitability of each salon product or service to clients' needs and the effects and benefits of a variety of salon processes.
- knowledge of the physical structure of hair.
- ability to determine the physical appearance of:
  - various hair types
  - incorrectly treated hair
  - hair condition
  - abnormal hair and scalp conditions including head lice, psoriasis, scabies, ringworm, seborrhoea, oily/dry dandruff
  - hair growth patterns.
- ability to perform a skin/patch test procedure.
- knowledge of the following techniques and skills in relation to client consultation, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques.

## **Interdependent assessment of units**

This unit should be assessed after completion of or in conjunction with unit WRH02A "Communicate in the Workplace".



## **EVIDENCE GUIDE (Continued)**

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The strategy for assessment of this unit requires that competency is only demonstrated when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated hairdressing salon, within commercially acceptable timeframes.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:  
*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed on or off the job. The practical components may be undertaken in the workplace or a simulated hairdressing salon.

In order to ensure consistency of performance, it is suggested that evidence be collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of client consultations involving a variety of services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit must be assessed through access to clients presenting with a range of requirements in a salon environment, including a range of hair and scalp conditions.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

**UNIT WRH10A: TREAT HAIR AND SCALP**

This unit describes those competencies required to treat a range of hair and scalp conditions on clients.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH10A.1 Treat Hair Condition	10.1.1 Product appropriate to condition of hair is selected.
	10.1.2 Product is applied, processed and removed according to manufacturer's instructions.
	10.1.3 Prescribed salon massage techniques are applied in conjunction with the treatment.
	10.1.4 Heat acceleration is used in conjunction with treatment as required.
	10.1.5 Client comfort and safety is ensured during process.
	10.1.6 Client is prepared for subsequent service.
WRH10A.2 Treat Scalp Conditions	10.2.1 Product appropriate to the condition of scalp is selected.
	10.2.2 Products are applied, processed and removed according to manufacturers' instructions.
	10.2.3 Massage techniques applied when indicated by scalp analysis.
	10.2.4 Client comfort and safety is ensured during the process.
	10.2.5 Client is prepared for subsequent service.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the treatment of hair and scalp conditions.
- A minimum of 3 manufacturers' product ranges for use on different hair and skin types.
- Treatments may be performed on clients with different hair and skin types.
- Regular and new clients.
- Abnormal conditions, which may include but are not exclusive to: psoriasis, seborrhoea, oily/dry dandruff, dry/oily/chemically treated hair.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of hair and scalp treatments.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Recognition of the appearance of and procedures to be followed in regard to abnormal scalp conditions according to the range of variables.
- Ability to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
- Ability and skill in preparing the hair and scalp for treatment.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.

## **EVIDENCE GUIDE (Continued)**

- Ability to analyse the client's hair, identify the client's requirements/needs, and develop and record a client analysis including:
  - hair and scalp condition
  - areas of the scalp/hair requiring special treatment
  - salon treatment product range
  - client preferences/expressed requirements.
- Knowledge and skill in the selection of a variety of hair and scalp treatment products appropriate for the client's hair and scalp condition.
- Ability to consistently apply, process (using heat where indicated) and remove products according to manufacturers' instructions and salon procedures.
- Knowledge and skill in the application of a variety of head massage techniques according to salon procedures.
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to prepare the client for subsequent services.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of hair and scalp treatments.
- the ability to recognise and respond to abnormal hair and scalp conditions according to the range of variables.
- the ability to consult with client and analyse the client's characteristics/needs.
- knowledge of current available salon products, services/processes.
- knowledge of the effects and benefits of a defined range of salon products and services suitable for use on different hair and skin types.
- knowledge of factors likely to affect the suitability of each salon product or service to clients' needs and the effects and benefits of a variety of salon processes.

## **EVIDENCE GUIDE (Continued)**

- knowledge of the effects of conditioning agents.
- ability to determine the physical appearance of and treatment procedures for:
  - various hair types and conditions
  - abnormal hair and scalp conditions including but not exclusive to head lice, psoriasis, scabies, ringworm, seborrhoea, oily/dry dandruff.
- knowledge of a defined range of scalp massage techniques and the effects of scalp massage.
- ability to use heat accelerators in conjunction with hair and scalp treatments.

## **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH04A “Prepare Clients for Salon Services”, and Unit WRH09A “Consult with Clients and Diagnose Hair and Scalp Conditions”.

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The strategy for assessment of this unit requires that competency is only demonstrated when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated hairdressing salon, within commercially acceptable timeframes.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:  
*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed on or off the job. The practical components may be undertaken in the workplace or a simulated hairdressing salon.

In order to ensure consistency of performance, it is suggested that evidence be collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of hair and scalp treatment services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**EVIDENCE GUIDE (Continued)****Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit must be assessed through access to clients presenting with a range of requirements in a salon environment, including a range of hair and scalp conditions.

**Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



## UNIT WRH11A: CUT HAIR

This unit describes those competencies required to perform a range of classic and current commercial hair cutting, beard designing and finishes using a wide variety of techniques

Element of Competency	Performance Criteria
WRH11A.1 Analyse Client Characteristics and Recommend Finished Hair Cut	11.1.1 Natural hair type, texture, growth patterns, fall and movement are established by physical and visual examination.
	11.1.2 A haircut concept is designed to complement facial features, bone structure and client requirements.
	11.1.3 A finished look is suggested and pre-determined with the client and recorded.
WRH11A.2 Cut Hair to Produce a Variety of Finished Styles	11.2.1 A range of tools and techniques are selected appropriate to a variety of haircuts.
	11.2.2 Client comfort and safety is ensured during haircutting processes.
	11.2.3 Haircuts are performed within defined commercial times.
	11.2.4 Client satisfaction with haircut results is confirmed.
	11.2.5 After care products and maintenance advised and applied.
WRH11A.3 Perform Beard Design and Shaping Techniques	11.3.1 Differences in facial shapes and features are determined
	11.3.2 Beard/moustache is designed to complement facial features, bone structure and clients' requirements.
	11.3.3 Appropriate tools and techniques are selected to achieve pre-planned design.
	11.3.4 Client comfort and safety is ensured during process.
	11.3.5 Beard/moustache design is completed according to pre-determined plan.



<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH11A.4 Perform an Outline Shave	<p>11.4.1 Lather technique performed and applied for perimeter outline.</p> <p>11.4.2 Shaving strokes are applied to ensure that a smooth result is obtained without causing discomfort to the skin.</p> <p>11.4.3 Client comfort and safety ensured during the outline shave service.</p> <p>11.4.4 Client satisfaction is confirmed by questioning.</p> <p>11.4.5 Service/s completed within defined salon time-frame.</p>

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policy and procedures in regard to the performance of a wide range of haircut looks and beard/moustache designs.
- Designated salon time frames for provision of service.
- Occupational health and safety procedures which will take into account where applicable, local health regulations, state and federal government regulations/requirements.
- Tools may include scissors of various sizes, texturising scissors, disposable blade razors, clippers, combs, sectioning clips.
- Techniques may include those used for graduation, texturing, layering, solid form, scissor over comb techniques, various razor and clipper techniques.
- Hair cuts may be performed on clients with different hair types.
- Hair shapes, styles and effects.
- Hair growth patterns.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of a wide range of haircut looks and beard/moustache designs.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.
- Ability to analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
  - natural hair type, texture
  - hair growth patterns, fall and movement
  - facial shapes and features, bone structure
  - client characteristics/limitations
  - client preferences/expressed requirements.
- Ability to consult with the client, develop and record a client analysis and recommend a course of action/service and finished look which is compatible with the client analysis and according to agreed client requirements.
- Ability and skill in the application of a range of haircutting, beard/moustache shaping and outline shaving services, using a combination of tools and appropriate techniques according to the range of variables, to achieve outcomes as discussed and agreed with the client.
- Techniques may include those used for graduation, texturing, layering, solid form, scissor over comb techniques, various razor and clipper techniques.
- Ability and skill to consistently use time effectively and to perform services within defined commercial times.
- Ability to evaluate the completed hair/beard/moustache design and confirm client satisfaction with the finished result.

## **EVIDENCE GUIDE (Continued)**

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of a wide range of haircut and beard/moustache designs.
- the ability to recognise and respond to abnormal hair and scalp conditions according to the range of variables.
- the ability to consult with the client and analyse the client's characteristics/needs and pre-plan a hair or beard/moustache design.
- knowledge of current available salon services/processes.
- ability to determine the effects of:
  - hair condition
  - hair growth patterns
  - angles of cut on the natural fall movement of hair.
  - various cutting methods on hair.
  - various cutting tools on hair.
  - differences in cutting wet and dry hair.
  - the relationship between angle of head and desired result.
- knowledge of contingency strategies for blood and body fluid contact, suspect clients, injury.
- knowledge of basic mathematical concepts in relation to measurement.
- knowledge of the elements and principles of design.
- knowledge of the following techniques and skills in relation to client consultation, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques.
- A variety of finishing products from a minimum of three manufacturers appropriate to the salon range.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH04A "Prepare Clients for Salon Services", and Unit WRH09A "Consult with Clients and Diagnose Hair and Scalp Conditions".

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The strategy for assessment of this unit requires that competency is only demonstrated when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated hairdressing salon, within commercially acceptable timeframes.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:  
*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed on or off the job. The practical components may be undertaken in the workplace or a simulated hairdressing salon.

In order to ensure consistency of performance, it is suggested that evidence be collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a wide range of haircut looks and beard/moustache designs.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit must be assessed through access to clients presenting with a range of haircut and beard/moustache design requirements in a salon.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



**UNIT WRH12A: DRESS (STYLE) HAIR**

This unit describes those competencies required to perform a range of classic and current commercial hair styles and finishes using a wide variety of techniques.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH12A.1 Consult and analyse Client Characteristics and Recommend Finished Hair Designs	12.1.1 Hair type, texture and movement is established by physical and visual examination.
	12.1.2 A hair style concept to complement facial features, bone structure, client requirements and occasion is pre-determined with client.
WRH12A.2 Create Classic and Current Hair Designs	12.2.1 Tools, styling aids and techniques selected are appropriate to hair type and pre-determined results.
	12.2.2 Classic and current commercial hair styles are created for hair of all lengths using the following elements of design: <ul style="list-style-type: none"> <li>- line</li> <li>- colour</li> <li>- direction</li> <li>- movement</li> <li>- texture</li> <li>- shape</li> <li>- size</li> </ul>
	12.2.3 Client comfort and safety is ensured during process.
	12.2.4 Hair styles are completed within defined commercial times.
	12.2.5 Client satisfaction with finished style is confirmed.
	12.2.6 After care products and maintenance advised and applied.
WRH12A.3 Provide a Range of Current Commercial/Classic Braiding Techniques	12.3.1 Current commercial fashion trends and classic hair designs produced using a wide variety of techniques according to the pre-determined design and client requirements.
	12.3.2 Partings are straight and clean with the size of sections even.
	12.3.3 Complete hair design to be consistent with the pre-determined current commercial / classic hair design.
	12.3.4 Client satisfaction is confirmed.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the performance of a range of classic and current commercial hairstyles and finishes.
- Hair designs may be performed on clients with different hair types.
- Hair shapes, styles and effects.
- Hair growth patterns.
- Tools and techniques may include water waving, moulding, pincurling, roller placements, blow waving, blow drying, use of heat diffusers, use of hair dryers, brushes, combs and other techniques which achieve desired looks.
- Styling aids could include setting lotions, gels, glazes, mousses, waxes and sprays from a minimum of three manufacturers' product ranges and appropriate to the salon range.
- Long and short hair styles.
- Range of styling services offered by salon.
- Defined salon times for services.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures, industry codes of practice in regard to the performance of a range of classic and commercial hairstyles and finishes.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.

## **EVIDENCE GUIDE (Continued)**

- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.
- Ability to analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
  - natural hair type, texture
  - hair growth patterns, fall and movement
  - facial shapes and features, bone structure
  - client characteristics/limitations
  - client preferences/expressed requirements/occasion.
- Ability to consult with the client, develop and record a client analysis and recommend a course of action/service and finished look which is compatible with the client analysis and according to agreed client requirements.
- Ability and skill in the application of a range of classic and current commercial hairstyles and finishes, using a combination of tools, styling aids and appropriate techniques according to the range of variables, to achieve outcomes as discussed and agreed with the client.
- Ability and skill to consistently use time effectively and to perform services within defined commercial times.
- Ability to evaluate the completed hair designs and confirm client satisfaction with the finished result.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of a range of classic and current commercial hairstyles and finishes.



## **EVIDENCE GUIDE (Continued)**

- the ability to recognise and respond to abnormal hair and scalp conditions according to the range of variables.
- the ability to consult with client and analyse the client's characteristics/needs and pre-plan a hair design.
- knowledge of current available salon services/processes and product range.
- ability to determine the effects on the hair design of:
  - hair condition
  - hair growth patterns
  - the use of various design tools, products and techniques on curl shape, wave movement, hair volume, hair texture and style
  - humidity on set hair
  - balancing hair length and volume.
- knowledge of the elements and principles of design.
- knowledge of the following techniques and skills in relation to client consultation, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques.

## **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH04A "Prepare clients for salon services", Unit WRRS1A "Sell products and services" and Unit WRH09A "Consult with clients and diagnose hair and scalp conditions".

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The strategy for assessment of this unit requires that competency is only demonstrated when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated hairdressing salon, within commercially acceptable timeframes.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:

*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

## **EVIDENCE GUIDE (Continued)**

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed on or off the job. The practical components may be undertaken in the workplace or a simulated hairdressing salon.

In order to ensure consistency of performance, it is suggested that evidence be collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of classic and commercial hairstyles and finishes.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit must be assessed through access to clients presenting with a range of requirements in a salon environment, including a range of classic and current commercial hair styles and finishes.

## **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



**UNIT WRH13A:     PERFORM PERMANENT WAVE AND CHEMICAL RELAXATION SERVICES**

This unit describes those competencies required to perform a range of classic and current commercial permanent wave and chemical relaxation techniques using wide variety of techniques.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH13A.1 Consult Analyse Hair for Permanent Wave and Chemical Relaxation Services	13.1.1 Assessment is based on the following criteria: <ul style="list-style-type: none"><li>- hair and scalp condition</li><li>- hair texture</li><li>- hair density</li><li>- hair porosity</li><li>- existing chemical services</li><li>- existing natural movement/curl length.</li></ul> 13.1.2 Desired outcome is confirmed with client and recorded.
WRH13A.2 Select and Use Permanent Wave Products and Techniques	13.2.1 Products selected and techniques used match analysis and pre-determined result. 13.2.2 Products are used according to manufacturers' instructions. 13.2.3 Client comfort and safety is ensured during service. 13.2.4 Pre-determined curl result is achieved to the client's satisfaction with no hooked ends, breakage, rubber marks or drag. 13.2.5 After service maintenance advice is offered to client. 13.2.6 Permanent wave services are completed within defined salon time-frames.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH13A.3 Select and Use Chemical Relaxation Products and Techniques	<p>13.3.1 Relaxing products and techniques are selected and used to match analysis and pre-determined result.</p> <p>13.3.2 Products are used according to manufacturers' instructions.</p> <p>13.3.3 Client comfort and safety is ensured during service.</p> <p>13.3.4 Pre-determined result is achieved to clients satisfaction.</p> <p>13.3.5 After service maintenance advice is offered to client.</p>

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the performance of permanent wave and chemical relaxation services.
- Permanent wave and chemical relaxation services may be performed on clients with different hair types.
- Hair shapes, styles and effects.
- Hair growth patterns.
- Defined salon times for services.
- Permanent wave and chemical relaxation products from a defined range within the commercially operating salon may be selected and applied.
- Full head and partial head services.
- Long and short hair.
- Winding equipment and technique/s selected.
- Classic and current hair fashion looks.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of permanent wave and chemical relaxation services.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for permanent wave and chemical relaxation products and equipment/tools.
- Ability to consistently prepare, apply and remove products according to manufacturers' instructions and salon procedures.
- Ability to analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
  - hair and scalp condition
  - natural hair type, texture, porosity, density, elasticity
  - existing chemical services
  - presence of lightening agents or artificial hair colourants on hair
  - existing natural movement, curl and length of hair
  - client's hair growth patterns
  - client characteristics/limitations
  - client preferences/expressed requirements.

## **EVIDENCE GUIDE (Continued)**

- Ability to consult with the client, develop and record a client analysis and recommend a course of action/service and finished look which is compatible with the client analysis and according to agreed client requirements.
- Ability to consistently select techniques/procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures.
- Ability to consistently select permanent wave and chemical relaxation products which are appropriate to the desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures.
- Ability and skill in the performance of a range of permanent wave and chemical relaxation services, according to the range of variables, to achieve the pre-determined curl result/ outcomes (as discussed and agreed with the client).
- Ability and skill to consistently use time effectively and to perform services within defined commercial times.
- Ability to evaluate the completed permanent wave or chemical relaxation service (confirm client satisfaction with the finished result and advise the client on maintenance requirements, home care and complementary products).
- Ability to correctly select, apply and process a minimum of three manufacturers' product ranges for permanent waving and chemical relaxation services.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of a range of permanent wave and chemical relaxation services.
- the ability to consult with the client, analyse the client's characteristics/needs and pre-plan a permanent wave or chemical relaxation service.
- knowledge of current available salon services/processes and product range.

## **EVIDENCE GUIDE (Continued)**

- ability to determine the effects on the permanent wave or chemical relaxation result, of factors including:
  - hair and scalp condition
  - natural hair type, texture, porosity, density, elasticity
  - existing chemical services
  - presence of lightening agents or artificial hair colourants on hair
  - existing natural movement, curl and length of hair
  - client's hair growth patterns
  - the use of various tools and techniques to produce a range of permanent wave and chemical relaxation effects.
- knowledge of the following:
  - the physical structure of the hair
  - effects and changes which occur in the internal hair structure during the permanent waving and relaxation processes
  - effects of neutralising agents on hair
  - effects of permanent wave products and relaxing chemicals on the skin and hair
  - differences between the effects of permanent wave products and relaxing products on virgin, bleached or artificially coloured hair
  - effects of temperature changes on process development.
- the ability to identify the client's requirements.
- knowledge of salon services, product range and procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - manufacturers' instructions for products and equipment
  - preparation of the client including gowning/wrapping
  - care and protection of client
  - selection, processing, timing and application of a variety of permanent wave and chemical relaxation products and techniques
  - selection, application and removal of permanent wave and chemical relaxation conditioning products.
- knowledge of the factors likely to affect the suitability of each salon process to clients' needs.
- knowledge of the importance of correct removal of permanent wave and chemical relaxation products from the hair.
- knowledge of manufacturers' instructions for a defined range of salon products.
- knowledge of the elements and principles of design.



## **EVIDENCE GUIDE (Continued)**

- knowledge of processing and development timings for a defined range of permanent wave and chemical relaxation products.
- knowledge of the action of permanent wave and chemical relaxation products on the structure of the hair.
- ability and skill in the following techniques and skills in relation to client consultation, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques.

## **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH04A “Prepare clients for salon services”, Unit WRH06A “Remove Chemicals from Hair”, Unit WRRS1A “Sell Products and Services” and Unit WRH09A “Consult with Clients and Diagnose Hair and Scalp Conditions”.

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The strategy for assessment of this unit requires that competency is only demonstrated when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated hairdressing salon, within commercially acceptable timeframes.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:

*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed on or off the job. The practical components may be undertaken in the workplace or a simulated hairdressing salon.

In order to ensure consistency of performance, it is suggested that evidence be collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of permanent wave and chemical relaxation services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**EVIDENCE GUIDE (Continued)****Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit must be assessed through access to clients presenting with a range of requirements in a salon environment, including permanent wave and chemical relaxation services.

**Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	1	2	1	1	1	1



**UNIT WRH14A: COLOUR HAIR**

This unit encompasses those competencies which are required to perform colour services on clients. Services incorporate a combination of techniques to produce a current commercial fashion result.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH14A.1 Consult and Analyse Hair for Colour and Lightening Services	<p>14.1.1 Assessment is based on the following characteristics:</p> <ul style="list-style-type: none"><li>- % white</li><li>- level of existing colour</li><li>- texture</li><li>- porosity</li><li>- density</li><li>- elasticity</li><li>- existing chemical services</li><li>- length.</li></ul> <p>14.1.2 Presence and effects of the following on hair structure and scalp identified:</p> <ul style="list-style-type: none"><li>- lightening agents</li><li>- temporary colour</li><li>- semi permanent colour</li><li>- metallic based dyes.</li></ul> <p>14.1.3 A colour result to complement skin tone and features is pre-determined with the client.</p>
WRH14A.2 Select and Use Hair Colouring and Lightening	<p>14.2.1 Product knowledge is developed and applied in the selection of colouring and lightening products according to the principles of the colour wheel.</p> <p>14.2.2 Products are mixed and removed according to manufacturers' instructions.</p> <p>14.2.3 Techniques are selected and applied appropriate to the products being used and client requirements.</p> <p>14.2.4 Client comfort and safety is ensured during processes.</p> <p>14.2.5 Hair colouring services are completed within defined commercial times.</p> <p>14.2.6 Client satisfaction with colour result is confirmed and recorded</p> <p>14.2.7 After care products and maintenance advised and applied.</p>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

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WRH14A.3

Rectify Colour Problems

14.3.1 Colour problems are assessed and a course of action is planned.

14.3.2 Planned process is discussed and confirmed with client.

14.3.3 Colour correction is achieved using relevant techniques in line with manufacturer's specifications.

**RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the performance of temporary, semi-permanent and permanent colour and lightening services.
- Clients may present with virgin hair or a range of pre-existing hair colouring products on the hair.
- Hair colours may be performed on clients with different hair types and with a variety of colour and lightening problems.
- Colour correction techniques may include: pre-softening, pre-pigmentation, colour lifting, colour fillers in line with manufacturers' specifications.
- Hair shapes, styles and effects.
- Hair growth patterns.
- Defined salon times for services.
- Temporary, semi-permanent and permanent colour and lightening products from a minimum of three manufacturers' product ranges and appropriate to the commercially operating salon range may be selected and applied.
- Full head and partial head colours.
- Current commercial and classic effects may be performed on clients.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of a range of temporary, semi-permanent and permanent colour and lightening services.
- Knowledge and consistent application of relevant state, national and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for temporary, semi-permanent and permanent colour and lightening products.
- Ability to consistently select, prepare, apply and remove products according to manufacturers' instructions and salon procedures.
- Ability to analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
  - natural hair type, texture, porosity, density, elasticity
  - percentage of white hair
  - level and type of existing colour
  - existing chemical services
  - presence of lightening agents or artificial hair colourants on hair
  - length of hair
  - client's skin tone
  - client's facial features
  - client's hair growth patterns
  - client characteristics/limitations
  - client preferences/expressed requirements/occasion/
- Ability to perform and analyse the outcomes of skin tests.

## **EVIDENCE GUIDE (Continued)**

- Ability to consult with the client, develop and record a client analysis and recommend a course of action/service and finished look which is compatible with the client analysis and according to agreed client requirements.
- Ability to consistently select techniques and apply procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions, salon procedures and client requirements.
- Ability to consistently select colouring and lightening products which are appropriate to the desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures.
- Ability and skill in analysing and assessing a range of colour correction problems and planning a pre-determined course of action to achieve outcomes as discussed and agreed with the client.
- Ability and skill in the performance of a range of temporary, semi-permanent and permanent colour and lightening services, according to the range of variables, to achieve outcomes as discussed and agreed with the client.
- Ability and skill to consistently use time effectively and to perform services within defined commercial times.
- Ability to evaluate the completed hair colour and/or lightening and confirm client satisfaction with the finished result.
- Ability to correctly select, apply, and process a minimum of three manufacturers' product ranges in temporary, semi-permanent and colour correction services.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of a range of temporary, semi-permanent and permanent colour and lightening services.
- the ability to consult with the client, analyse the client's characteristics/needs and pre-plan a hair colouring and/or lightening service.
- knowledge of current available salon services/processes and product range.

**EVIDENCE GUIDE (Continued)**

- ability to determine the effects on the hair colour of:
  - hair condition
  - hair growth patterns
  - the use of various tools and techniques to produce a range of hair colouring and lightening effects.
- the ability to identify the client's requirements
- knowledge of salon services, product range and procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - manufacturers' instructions for products and equipment
  - preparation of the client including gowning/wrapping
  - care and protection of client
  - selection, processing, timing and application of a variety of temporary, semi-permanent permanent colour and lightening products
  - selection, application and removal of colour and lightening conditioning products.
- knowledge of the factors likely to affect the suitability of each salon process to clients' needs.
- knowledge of the importance of correct removal of colour from the hair.
- knowledge of the colour wheel and its importance in the selection of hair colouring and lightening products.
- knowledge of manufacturers colour chart systems.
- knowledge of the elements and principles of design.
- knowledge of the effects of hydrogen peroxide on the hair and hair colour.
- knowledge of the effects of colour/lightening products onto hair and skin.
- knowledge of the effects of metallic-based products on the hair.
- knowledge of processing and development timings for a defined salon colour and lightening product range(s).
- knowledge of the action and durability of temporary, semi-permanent and permanent colours and lightening on the structure of the hair.
- ability and skill in the following techniques and skills in relation to client consultation, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques.



## **EVIDENCE GUIDE (Continued)**

### **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH04A “Prepare Clients for Salon Services”, Unit WRH06A “Remove Chemicals from Hair” and Unit WRRS1A “Sell Products and Services”.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The strategy for assessment of this unit requires that competency is only demonstrated when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated hairdressing salon, within commercially acceptable timeframes.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:  
*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed on or off the job. The practical components may be undertaken in the workplace or a simulated hairdressing salon.

In order to ensure consistency of performance, it is suggested that evidence be collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of temporary, semi-permanent and permanent colour and lightening services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**EVIDENCE GUIDE (Continued)****Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit must be assessed through access to clients presenting with a range of hair colour and/or lightening requirements, in a salon environment..

**Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	1	2	1	1	1	1



**UNIT WRH15A: CO-ORDINATE SALON TEAM**

This unit encompasses those competencies required for effective co-ordination and communication in the workplace and resolution of client complaints.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH15A.1 Participate in Identifying Tasks for the Salon Team	15.1.1 Goals for the team are identified.
	15.1.2 Tasks required to achieve goals are identified.
WRH15A.2 Complete Own Tasks	15.2.1 Responsibilities allocated to the individual as part of the team are completed within designated timelines.
	15.2.2 Changes to workplace responsibilities are negotiated to meet reviewed demands.
	15.2.3 Information and feedback provided by others in the team is acknowledged.
WRH15A.3 Assist Others to Complete Team Tasks	15.3.1 Evaluation of the team's performance in accordance with team goals is participated in.
	15.3.2 Support is offered to colleagues.
	15.3.3 Support is provided to colleagues to ensure designated teams goals are met.
WRH15A.4 Coach on the Job	15.4.1 Opportunities taken to coach team members who are unfamiliar with specific procedures.
	15.4.2 Team member made aware of the work application of the skill or job being taught.
	15.4.3 A systematic approach is enlisted including explanation and demonstration where appropriate.
	15.4.4 Trainees encouraged by positive comments and feedback from the trainer.
	15.4.5 Feedback during instruction designed to help trainees learn from their mistakes.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH15A.4 Coach on the Job (Continued)	15.4.6 Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement.
	15.4.7 Trainees' performance evaluated according to salon policies and procedures.
WRH15A.5 Deal With Client Complaints	15.5.1 Client concerns are acknowledged.
	15.5.2 A strategy for resolution of the issue is developed.
	15.5.3 Client is kept informed at all times of the action proposed/being taken to resolve the issue.
	15.5.4 Client satisfaction with the resolution of the issue is checked by questioning.
	15.5.5 Client complaint form is completed as per industry codes of practice.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the co-ordination of salon tasks and the resolution of client complaints.
- Salon policies and procedures in regard to:
  - contact with clients
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management.
- Information may include telephone, written or verbal messages.
- Teams may include small work teams or salon team.
- Team members may include management or other staff members.
- Full-time or part-time staff.
- Communication may occur with external clients and internal contacts including management and other team members.

## **RANGE OF VARIABLES (Continued)**

- Instructions may be given to peers or more senior members of the salon team.
- Coaching may be done frequently or infrequently, formally or informally.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Planning may be affected by salon procedures and unexpected contingencies.
- Levels of staffing, eg staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to co-ordination of staff, communication in the workplace and resolution of client complaints.
- Knowledge and consistent application of relevant state, national and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Knowledge and consistent application of salon policies and procedures in regard to communicating with staff, coaching, and motivating staff according to salon procedures.
- Ability to accurately interpret and consistently apply state and local statutory requirements/regulations including relevant industry awards/agreements and to maintain staff records as required.
- Demonstration of a practical ability to identify team goals and methods of achieving goals and to assist and support the team in the achievement of designated goals.

## **EVIDENCE GUIDE (Continued)**

- Demonstration of a practical ability to evaluate team's performance in relation to achievement of goals and to offer solutions where goals are not met.
- Demonstration of a practical ability to complete own responsibilities as directed within defined timelines.
- Demonstration of a practical ability to negotiate changes to workplace responsibilities as required.
- Demonstration of a practical ability to coach team members according to the range of variables.
- Demonstration of a practical ability to build positive and constructive relationships with a team.
- Demonstration of a practical ability to accurately interpret and communicate information to team members.
- Demonstration of a practical ability to accurately interpret the nature of client complaints, develop strategies to resolve complaints and provide service by keeping the client informed of the action being taken and confirming satisfactory resolution of the complaint with the client according to salon policy.
- Knowledge and consistent application of salon policies and procedures in regard to maintaining client complaint records as required by salon policy and/or industry codes of practice.
- Ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to co-ordination of staff, communication in the workplace and resolution of client complaints.
- knowledge of relevant legislation and statutory requirements, including industry awards/agreements and salon policy in regard to working periods, overtime, breaks.

## **EVIDENCE GUIDE (Continued)**

- knowledge of the following procedures in relation to co-ordination of staff including:
  - staff roster system.
  - employment classifications, full-time or part-time.
  - meeting procedure
  - issues regarding the following:
    - \* equal opportunity
    - \* grievance procedures
    - \* discrimination
    - \* current industrial requirements.
- ability to demonstrate the following skills in relation to co-ordination of staff including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - training/coaching skills
  - team building and motivation skills
  - conflict resolution
  - planning skills
  - assertiveness
  - group presentation skills
  - time management
  - stress management
  - goal setting.
- knowledge of the following:
  - local industry association code of ethics.
  - roles, responsibilities and allocated duties of self, peers and management
  - salon policies in regard to verbal and non-verbal presentation.

## **Interdependent assessment of units**

**This refers to an assessment relationship between units of competency**

This unit should be assessed after completion of or in conjunction with Unit WRH05A “Co-ordinate Salon Tasks”.



## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The strategy for assessment of this unit requires that competency is only demonstrated when the student/ apprentice is able to successfully perform all the required Performance Criteria relevant to the Unit in a workplace or simulated hairdressing salon, within commercially acceptable timeframes.

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:  
*One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business.*

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed on or off the job. The practical components may be undertaken in the workplace or a simulated hairdressing salon.

In order to ensure consistency of performance, it is suggested that evidence be collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations and a variety of client complaints.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit must be assessed through access to clients presenting with a range of requirements in a commercially operating salon environment.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	2	2	2

**UNIT WRH16A: PROVIDE SPECIALIST HAIR DESIGN SERVICES**

This unit encompasses competencies which are required to produce specialist hair designs that include the use and application of combinations of haircutting, colour, permanent wave and finishing techniques. It requires a broad range of applications in the offering of specialist hair design services for qualified hairdressers. These skills are especially applicable, but not restricted to, film set, photographic studio, fashion parade or platform work.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH16A.1 Combine Techniques to Create Specialist Hair Designs	16.1.1 A finished look is suggested and pre-determined with the client including various combinations of techniques and products, which may be used to produce and enhance the specialist hair design service.
	16.1.2 Record confirmed technique and process.
	16.1.3 A range of tools and products, which are appropriate for a variety of different combinations of haircutting, hairstyling, permanent waving and hair colouring techniques, is selected.
WRH16A.2 Provide a Range of Specialist Haircuts	16.2.1 Haircuts produced using a wide variety of techniques according to the pre-determined design and client requirements.
	16.2.2 Haircut techniques to be combined and applied to produce a change in: <ul style="list-style-type: none"> <li>- perimeter design line</li> <li>- weight distribution</li> <li>- textural appearance</li> <li>- structured and unstructured designs</li> </ul>
	16.2.3 Complementary texturising techniques applied according to the pre-determined design and client requirements.
	16.2.4 Haircut result to be consistent with the pre-determined aim and client requirements.
	16.2.5 Client satisfaction is confirmed.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH16A.3 Use Colour to Enhance Hair Designs	16.3.1 Client is advised of a variety of colour combinations and procedures to complement the hair design.
	16.3.2 Colour is selected from a wide range of colour products, according to the haircut design.
	16.3.3 Haircut design is evaluated and analysed to determine the appropriate colour selection and application technique.
	16.3.4 Colour result to be consistent with the client requirements.
	16.3.5 Client satisfaction is confirmed.
WRH16A.4 Use Permanent Wave or Straightening Techniques to Enhance Hair Designs	16.4.1 Client is advised of a variety of permanent wave or straightening techniques to complement the hair design.
	16.4.2 A range of permanent wave or straightening techniques and products are selected, according to the haircut design.
	16.4.3 Haircut design is evaluated and analysed to determine the appropriate permanent wave and/or straightening technique to be performed.
	16.4.4 Result to be consistent with the client requirements.
	16.4.5 Client satisfaction is confirmed.
WRH16A.5 Use Finishing Techniques to Enhance Hair Designs	16.5.1 Client is advised of a variety of finishing techniques to complement the hair design.
	16.5.2 A range of finishing techniques is evaluated and selected, appropriate to the finish required for the design.
	16.5.3 Finishing techniques are performed according to the hair design.
	16.5.4 Result to be consistent with the client requirements.
	16.5.5 Client satisfaction is confirmed.

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

WRH16A.6  
Advise Client

- 16.6.1 Client is advised of a variety of maintenance techniques for the hair design.
- 16.6.2 Client is advised and appropriate products are recommended to maintain the hair design.

**RANGE OF VARIABLES**

- Policy and procedures in regard to the performance of a wide range of specialist haircuts, colour, permanent wave, straightening and finishing techniques.
- Policy and procedures of the client contracting the services of the specialist hair designer, in regard to the performance of specialist skills in a variety of locations.
- Occupational Health and Safety procedures which will take into account where applicable, local health regulations, state and federal government regulations/requirements.
- Colour, permanent wave and finishing products may be selected from a variety of manufacturers' product ranges.
- Hair designs may be performed on clients or wigs with a variety of hair types and range of hair design requirements.
- Product knowledge to include colour and permanent wave chemicals, styling aids, mousses, gels, hairsprays.
- Regular and new clients within all environments.
- Clients may include people from a range of social, cultural or ethnic background and physical and mental abilities.

**EVIDENCE GUIDE**

Each unit of competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

**Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Broad complex knowledge and consistent application of policies and procedures and industry codes of practice in regard to the performance of a range of specialist hair design services.
- Knowledge and consistent application of relevant national, state and local health and hygiene requirements/regulations and Skin Penetration Acts, and of policies and procedures in regard to hygiene.

## **EVIDENCE GUIDE (continued)**

- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure client comfort and safety throughout the service.
- Hair design tools to include scissors of various sizes, texturising scissors, razors, clippers, brushes, combs, blow dryers, heat diffusers, permanent wave and colour tools.
- Application and development of new criteria and techniques.
- Ability to evaluate and synthesise specialist hair design services.
- Ability to develop and record the specialist hair design.
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to evaluate the completed specialist hair design looks and confirm client satisfaction with the finished result.
- Ability to advise the client on a variety of maintenance techniques and procedures.

## **Underpinning knowledge and skills**

**Underpinning knowledge and skills refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard. It also requires the person to have successfully completed units WRH01A to WRH15A or to have completed an equivalent qualification.**

- knowledge of contractual policies and procedures in regard to the performance of a range of specialist hair design services.
- ability to consult with the client, develop and record a client analysis based on the client's characteristics/needs, recommend a course of action/service, and pre-plan the finished look.
- knowledge and application of available product ranges.
- ability to determine the effects on the hair design of factors including:
  - natural and synthetic hair type, hair condition, quality, texture
  - hair growth patterns, fall and movement
  - hair characteristics including elasticity, diameter, density, porosity/resistance
  - existing chemical treatment/s
  - natural colour
  - facial shapes and features, skin tone, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/film set, photographic session, fashion parade, theatre or platform work
  - the use of various design tools and techniques on curl shape, wave movement, hair volume
  - balancing hair length and volume.

### **Underpinning knowledge and skills (continued)**

- knowledge of the elements and principles of design.
- ability to demonstrate manipulative skills in the application of specialist hair design services (for permanent wave and straightening applications).
- ability and skill in the application of a range of combinations of haircutting structures, techniques and tools to achieve specialised hair design looks.

**Note:** Cutting tools and techniques must not be limited. Creativity and imagination is expected to be used at all times, and innovation and resourcefulness in the selection and application of techniques is to be emphasised.

- ability and skill in the application of a range of finishing techniques to achieve pre-determined high fashion looks, incorporating a variety of techniques, styling and finishing tools and products.

**Note:** Styling tools, products and techniques must not be limited. Creativity and imagination is expected to be used at all times, and innovation and resourcefulness in the selection and application of techniques is to be emphasised.

- knowledge and skill in the selection and application of a range of combinations of perming and straightening techniques, products and tools to achieve hair design services.
- knowledge of applications for permanent wave and straightening products including alkaline wave, acid wave, exothermic wave, thio relaxers, sodium hydroxide relaxers.

**Note:** Perming and straightening products, tools and techniques must not be limited. Creativity and imagination is expected to be used at all times, and innovation and resourcefulness in the selection and application of techniques is to be emphasised.

- ability and skill in the selection and application of a range of combinations of hair colouring techniques, products and tools to achieve high fashion looks / specialist looks.

**Note:** Hair colouring products, tools and techniques must not be limited. Creativity and imagination is expected to be used at all times, and innovation and resourcefulness in the selection and application of techniques is to be emphasised.

- ability to integrate and apply a range of cutting, styling and perming or straightening techniques and/or colour techniques to achieve results suitable, but not limited to, film set, photographic session, fashion parade, theatre or platform work.
- knowledge of the following techniques and skills in relation to client consultation including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - selling skills.

## Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to a variety of work environments.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work, but must include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of specialist hair designs.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements within a workplace or simulated environment.

## Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	2

**UNIT WRH17A: PROVIDE SPECIALIST HAIR COLOUR SERVICES**

This unit encompasses those competencies that are required to perform specialist colour services. It requires a broad range of applications in the offering of Specialist Hair Colour Services for qualified hairdressers. These skills are especially applicable, but not restricted to, film set, photographic studio, fashion parade or platform work.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRH17A.1 Consult with Client	17.1.1 The finished result is suggested and pre-determined with the client, including a variety of techniques/procedures and products which may be used in a range of combinations to produce specialist colour service.
	17.1.2 Specialist colouration aims are clearly determined.
	17.1.3 A variety of techniques are selected and combined to produce a range of specialist colour services.
	17.1.4 A range of products appropriate for a variety of specialist hair colouring techniques are selected according to client requirements.
WRH17A. 2 Develop Advanced Product Knowledge and Application Techniques	17.2.1 Product knowledge developed, maintained and conveyed to other staff members as required.
	17.2.2 Technical solutions, techniques and application procedures researched, developed applied, and conveyed/demonstrated to other team members.
WRH17A. 3 Perform Colour Deposit/Lifting Service	17.3.1 Colour deposit/lifting products applied and removed according to the design requirements.
	17.3.2 Specialist application techniques are used according to the design requirements.
	17.3.3 Colour service is performed without damage to the hair, scalp, skin or clothes.
	17.3.4 Colour result is consistent with the design requirements.
	17.3.5 Client satisfaction is confirmed.



<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH17A.4 Perform Specialist Colour Corrective Service	<p>17.4.1 Consultation performed to accurately determine the condition and type of hair.</p> <p>17.4.2 Colour problem is analysed and evaluated to determine technical solutions.</p> <p>17.4.3 A range of possible solutions offered and confirmed with client.</p> <p>17.4.4 A variety of colour corrective techniques and products are selected and combined to produce a result which is consistent with the client requirements.</p> <p>17.4.5 Colour corrective products mixed, applied processed and removed according to the design requirements.</p> <p>17.4.6 Colour corrective service is performed without damage to the hair, scalp, skin or clothes.</p> <p>17.4.7 Colour correction result is according to design requirements</p> <p>17.4.8 Client satisfaction is confirmed.</p>

## **RANGE OF VARIABLES**

- Policy and procedures in regard to the performance of a wide range of high fashion / specialist hair colouring services.
- Policy and procedures of the client contracting the specialist hair colourist in regard to the performance of specialist skills in a variety of locations.
- Occupational Health and Safety procedures which will take into account where applicable local health regulations, state and federal government regulations/requirements.
- Colour products may be selected from a variety of manufacturers' product ranges of permanent, semi-permanent and temporary products for the depositing and lifting of colour.
- Specialist hair colour designs may be performed on clients or wigs with a variety of hair types and a range of hair colour design requirements.
- Specialist colour services may include full or partial head services.
- Regular and new clients within all environments.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each unit of competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Broad complex knowledge and consistent application of policies and procedures and industry codes of practice in regard to the performance of a range of specialist hair colour, colour lifting and corrective colour techniques/services.
- Knowledge and consistent application of relevant national, state and local health and hygiene requirements/regulations and Skin Penetration Acts, and of industry policies and procedures in regard to hygiene.

## **EVIDENCE GUIDE (Continued)**

- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product to Occupational Health and Safety regulations/requirements.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure clients' comfort and safety throughout the service.
- Application and development of new criteria and techniques.
- Innovation and resourcefulness in the use of colour application tools.

**Note:** Hair colouring products, tools and techniques must not be limited. Creativity and imagination is expected to be used at all times and innovation and resourcefulness in the selection and application of techniques is to be emphasised.

- Ability to evaluate and synthesise specialist hair colour designs.
- Ability to develop and record the specialist hair colour design.
- Ability to read, accurately interpret and consistently apply manufacturer's instructions for colour products, and to develop and maintain product knowledge and convey to other team members
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to evaluate the completed hair colour and confirm client satisfaction with the finished results.
- Ability to advise the client on a variety of maintenance techniques and procedures.

## **Underpinning knowledge and skills**

**Underpinning knowledge and skills refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard. It also requires the person to have successfully completed units WRH01A to WRH15A or have completed an equivalent qualification.**

- knowledge of contractual policies and procedures in regard to the performance of a wide range of specialist hair colouring services.
- ability to consult with the client, develop and record a client analysis based on the client's characteristics/needs, recommend a course of action/service, and pre plan the finished look.
- knowledge and applications of available product ranges.
- ability to determine the effects on the specialist hair colour design of factors including:
  - natural and synthetic hair quality, texture
  - hair growth patterns, fall and movement, curl
  - hair characteristics including: elasticity, diameter, density
  - existing chemical treatment/s
  - natural base colour
  - quantity of colourless hair

- existing artificial level and overtone
  - porosity level/resistancy
  - length of regrowth
  - hair length
  - facial shapes and features, skin tone
  - client characteristics/limitations
  - client's preferences/expressed requirements/film set, photographic session, fashion parade, theatre or platform work.
- knowledge of the elements and principles of design.
  - ability and skill in the selection and application of a range of combinations of colouring techniques, products and tools to achieve specialist colour services.
  - ability and skill in technical solutions for processing and removal techniques for products including temporary semi permanent, permanent, bleaching.
  - ability and skill in evaluation, selection and use of products including temporary, semi-permanent, permanent, bleaching.
  - Ability to correct colour problems including:
    - demarcation lines
    - unwanted colour build up
    - faded ends
    - bleached ends
    - white hair resistant to colour
    - counteract unwanted shades
    - metallic dyes
    - vegetable dyes.
  - knowledge of the physical structure of hair in relation to specialist hair colouring including:
    - effect of alkalis and acids on the hair shaft
    - cortex layer containing eumelanin and pheomelanin and disulphide bonds
    - chemicals process as disulphide bonds are oxidised to cysteic acid during a hair lightening process
    - eumelanin and pheomelanin and their development, colour and shape
    - productions of oxymelanin as the result of the oxidation process
    - oxidation of natural pigment resulting in warm undercoats in hair and the relationship with the colour wheel
    - pigment loss in hair and relationship to cessations of activity in the melanocytes
    - possible causes of colourless hair.
  - understanding of the ingredients of colour products, their chemical action and contra indications including:
    - para phenylene diamine and para toluene diamine
    - relationship between couplers and modifiers when describing artificial pigment and their role in the final colour shade
    - oxidation of para into coloured pigment with the addition of oxygen to the hair shaft
    - penetration and adhesion properties of direct dyes and oxidative dyes and their effect on the hair shaft
    - chemical composition of peroxide
    - available volumes of peroxide and their uses and effect on natural and artificial pigment.

- knowledge of the following techniques and skills in relation to client consultation, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - selling skills.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the work environment.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a wide range of specialist hair colouring, colour lifting and corrective colour techniques/services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to client presenting with a range of requirements within a workplace or simulated environment.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	2

**UNIT WRH18A: PROVIDE SPECIALIST HAIR STYLING SERVICES**

This unit encompasses competencies which are required to produce specialist hair styling services on clients and mannequin heads. Services incorporate a combination of techniques including long hair, advanced roller and curl control and air-drying and specialist or classic competition result. It requires a broad range of applications in the offering of specialist hair styling services for qualified hairdressers. These skills are especially applicable but not restricted to film set, photographic studio, fashion parade or platform work.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH18A.1 Combine Techniques to Create Hair Designs	18.1.1 A finished hair design is discussed and pre-determined with the client.
	18.1.2 A variety of techniques is selected and combined to produce a range of specialist or classic competition looks.
	18.1.3 A range of tools and products which are appropriate for a variety of different combinations of hairstyling techniques are selected.
WRH18A.2 Provide a Range of Specialist or Classic Competition Hair Designs.	18.2.1 Hair designs produced using a wide variety of roller and curl control and air drying techniques according to the pre-determined design and/or client requirements.
	18.2.2 Hair designs will include a variety of straight and curved direction, volume and indentation, and a variety of shapes according to the pre-determined design.
	18.2.3 Gelled, moulded postiche is designed and attached to ornament the completed hair design according to the pre-determined design if required.
	18.2.4 Client satisfaction is confirmed where appropriate.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH18A.3 Provide a Range of Specialist Classic or Long Hair Techniques	18.3.1 Hair designs produced using a wide variety of techniques according to the pre-determined design and client requirements.
	18.3.2 Completed hairstyle to be consistent with the pre-determined fashion/classic or long hair design.
	18.3.3 Gelled, moulded postiche is designed and attached to ornament the completed hair design according to the pre-determined design if required.
	18.3.4 Client satisfaction is confirmed.

### **RANGE OF VARIABLES**

- Policy and procedures in regard to the performance of a wide range of specialist, classic, competition, or long hair design techniques.
- Policy and procedures of the client contracting the services of the specialist hair designer in regard to the performance of specialist skills in a variety of locations.
- Occupational health and safety procedures which will take into account where applicable, local health regulations, state and federal government regulations/requirements.
- Tools may include brushes, combs, blow dryers, heat diffusers, a variety of pins and other styling implements.
- Styling and finishing products may be selected from a wide range available for use in specialist, classic competition or long hair techniques.
- Hair designs may be performed on clients and/or mannequins with a variety of hair types and fashion requirements.
- Regular and new clients within all environments.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each unit of competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Broad complex knowledge and consistent application of policies and procedures and industry codes of practice in regard to the performance of a wide range of specialist, classic competition or long hair design techniques.
- Knowledge and consistent application of relevant national, state and local health and hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients requirements/needs and to ensure client comfort and safety throughout the service.
- Ability to evaluate and synthesise specialist, classic competition or long hair designs.
- Ability to develop and record the hair design according to the pre-determined design.
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to evaluate the completed specialist hair design/ and confirm client satisfaction with the finished result.
- Ability to advise the client on a variety of maintenance techniques, home care and complementary products if appropriate.

### **Underpinning knowledge and skills**

**Underpinning knowledge and skills refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard. It also requires the person to have successfully completed units WRH01A – WRH15A or have completed an equivalent qualification.**

- knowledge of contractual policies and procedures in regard to the performance of a wide range of specialist, classic competition or long hair design services.
- ability to consult with the client, develop and record a client analysis based on the client's characteristics/needs, recommend a course of action/service, and pre-plan a finished total look.



- knowledge and application of available product ranges.
- ability to determine the effects on the hair design of factors including:
  - natural and synthetic hair condition , quality and texture
  - hair growth patterns, fall and movement
  - hair characteristics including elasticity, diameter, density
  - facial shapes and features, skin tone, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/film set, photographic session, fashion, theatre or platform work.
  - the use of various design tools and techniques on curl shape, wave movement, hair volume
  - balancing hair length and volume.
- knowledge of the elements and principles of design.
- ability to produce a range of finishing techniques including but not limited to hair ornament/s gelled and moulded postiche, padded rolls and wire work.

**Note:** Styling tools and techniques must not be limited. Creativity and imagination is expected to be used at all times and innovation and resourcefulness in the selection and application of techniques is to be emphasised.

- knowledge of the following techniques and skills in relation to client consultation including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - selling skills.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the work environment.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a wide range of high fashion, specialist, classic competition or

long hair design techniques.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements within a workplace or simulated environment.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	2



**UNIT WRH19A: MAINTAIN WIGS AND HAIR PIECES**

This unit describes those competencies required to carry out normal cleaning and maintenance of wigs and hairpieces.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH19A.1 Select and Use Cleaning Products and Techniques	19.1.1    Stitching, knotting and fibre type identified by visual and physical examination.
	19.1.2    Client is consulted and a pre-determined outcome is mutually agreed.
	19.1.3    Products selected are suitable for stitching/knotting and fibre type.
	19.1.4    Manufacturers instructions are followed in regard to use of product.
	19.1.5    Cleaning technique is suitable for knotting/stitching and fibre type.
WRH19A.2 Cut and Style Wigs and Hair Pieces	19.2.1    Wigs/hairpieces attached to head blocks for servicing.
	19.2.2    Wigs/hairpieces applied securely to human heads.
	19.2.3    Cutting/styling result is matched to client's requirements.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the cleaning and maintenance of wigs and hairpieces.
- Hair shapes, styles and effects.
- Defined salon times for services.
- Hairpieces may include:
  - full head wigs
  - toupees
  - wiglets.
- Long and short hair.
- Classic and current hair fashion looks.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the cleaning and maintenance of wigs and hairpieces.
- Knowledge and consistent application of relevant state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.

## **EVIDENCE GUIDE (Continued)**

- Ability to consistently use effective questioning and active listening techniques to sympathetically consult and negotiate with clients, identify clients' requirements/needs and to ensure client comfort and safety throughout the service where applicable.
- Ability to identify cleaning and maintenance procedures for wigs and hairpieces, analyse the client's characteristics and requirements/needs, according to the range of variables and taking into account factors including:
  - design and structure of wigs, hairpieces and postiche
  - hair fibres, hair types and bases
  - head blocks and tools.
- Ability to consult with the client, maintain privacy as required and develop, record and recommend a course of action/service according to agreed client requirements.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for cleaning products.
- Ability to consistently select, prepare, apply and remove products according to stitching/knotting and fibre type, manufacturers' instructions and salon procedures.
- Ability to integrate and apply a range of wig and hairpiece maintenance procedures/techniques suitable for photographic, theatre, film, television, special effects and prothesis applications.
- Ability and skill in the application of a range of cleaning and maintenance procedures, cutting and styling techniques using a combination of tools, styling aids and appropriate combinations of techniques, to achieve outcomes consistent with the predetermined design, as discussed and agreed with the client.
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to evaluate the completed cleaning and maintenance procedure and confirm client satisfaction with the finished result.
- Ability to advise the client on a variety of maintenance techniques, home care and complementary products.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.

## **EVIDENCE GUIDE (Continued)**

- knowledge of salon policies and procedures in regard to the cleaning and maintenance of wigs and hairpieces.
- ability to consult with the client, develop and record a client analysis based on the client's characteristics/needs, recommend a course of action/service, and pre-plan a cleaning and maintenance procedure.
- knowledge of current available salon services/processes and product range.
- ability to determine the effects on the cleaning and maintenance procedure of factors including:
  - design and structure of wigs, hairpieces and postiche
  - hair fibres, hair types and bases
  - head blocks and tools
  - facial shapes and features, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/occasion
  - the use of various design tools and techniques on curl shape, wave movement, hair volume
  - balancing hair length and volume.
- knowledge of the elements and principles of design.
- ability to prepare the hair for a variety of hairstyling and finishing services.
- knowledge of a range of head blocks and their suitability for attaching wigs and hairpieces.
- knowledge of a range of attachment tools and tools of trade for cleaning and maintaining wigs and hairpieces.
- knowledge of a range of repair requirements/procedures for wigs and hairpieces.
- knowledge of different fibres used in wigs and hairpieces and their reaction to cleaning and styling agents and processes.
- ability and skill in the application of a range of finishing techniques to achieve pre-determined looks, incorporating a variety of cutting, styling and finishing tools and products.
- knowledge of the following techniques and skills in relation to client consultation including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - selling skills.

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of cleaning and maintenance procedures for wigs and hairpieces.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1





**UNIT WRH20A: MAKE WIGS**

This unit encompasses those competencies required to select hair type, preparation of materials for the making of hairpieces and full wigs and provide client services in a secure, safe, hygienic and confidential manner.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
<b>WRH20A.1</b> Analyse and Select Hair Type	20.1.1 Clients needs and expectations are determined by use of questions and discussions.
	20.1.2 Human hair types are correctly identified including: <ul style="list-style-type: none"><li>- European</li><li>- Asian</li><li>- Euro Asian.</li></ul>
	20.1.3 Synthetic hair types are correctly identified.
	20.1.4 Hair types are identified and selected according to client requirements.
	20.1.5 Contra-indications for completed hair types/procedures are correctly identified.
	20.1.6 Procedures and benefits of various hair types are identified according to client requirements and clearly explained to the client.
<b>WRH20A.2</b> Prepare Hair	20.2.1 Procedures for the preparation of hair are accurately identified.
	20.2.2 Use of hack is demonstrated according to salon procedures.
	20.2.3 Root turning procedure is identified and demonstrated according to natural hair growth pattern, root to root and end to end.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH20A.3 Colour Hair	20.3.1 Contra-indications of colouring, bleaching or tinting various hair types is correctly identified prior to use in wig making.
	20.3.2 Colour, bleaching or tinting products and procedures are selected according to the required outcome.
WRH20A.4 Perform Process Curl on a Variety of Hair Types	20.4.1 Contra-indications for curling various hair types is correctly identified prior to use in wig making.
	20.4.2 Procedures and methods are determined and selected according to the required outcome.
WRH20A.5 Perform Hair Blending for Texture	20.5.1 Various types of hair are analysed and selected to achieve body, support and suppleness.
	20.5.2 Blending of coarse, medium and fine hair are correctly identified.
	20.5.3 Outcomes of human hair type blending are determined according to client requirements.
	20.5.4 Outcomes of mixtures and proportions of human, animal and synthetic hair types are determined according to client requirements.
	20.5.5 Blending of hair is determined to give texture, colour and curl.
	20.5.6 Hair type is matched to the client's hair to reproduce a colour match and/or wave or curl according to client requirements.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH20A.6 Make Wigs	<p>20.6.1 Appropriate measurements for base of wig selected including:</p> <ul style="list-style-type: none"><li>- circumference from head to nape</li><li>- ear to ear over top of head</li><li>- front hair line to centre of forehead</li><li>- ear to ear over the occipital area</li></ul> <p>according to client requirements.</p> <p>20.6.2 Measurements accurately transferred to head block.</p> <p>20.6.3 Materials selected for base and other parts of the wig including:</p> <ul style="list-style-type: none"><li>- galloon</li><li>- tulle</li><li>- net (caul)</li><li>- springs</li><li>- weft</li></ul> <p>determined according to client requirements.</p> <p>20.6.4 Procedure for placing hair on base including:</p> <ul style="list-style-type: none"><li>- ventairlating</li><li>- weft</li></ul> <p>determined according to client requirements.</p> <p>20.6.5 Tools of trade including:</p> <ul style="list-style-type: none"><li>- wefting frame</li><li>- crochet hook</li></ul> <p>selected according to salon procedures.</p> <p>20.6.6 Ventairlating procedures including:</p> <ul style="list-style-type: none"><li>- single</li><li>- double</li><li>- triple</li><li>- English</li></ul> <p>selected according to salon procedures.</p> <p>20.6.7 Wig is made according to client requirements and salon procedures.</p>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

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WRH20A.7  
Make Hair Pieces and Postiche

20.7.1 Hair pieces including:

- frangia, long or short
- switch, one stem/two stem/three stem
- button
- postiche, square, round, heart or fantasy shape
- wiglet, variety of base shapes

are accurately identified.

20.7.1 Hair piece/postiche are made according to client requirements.

WRH20A.8  
Fit Wig or Hair Piece

20.8.3 Client is prepared and fitted according to salon procedures.

20.8.4 Client needs and expectations are met.

20.8.5 Client satisfaction with the completed wig or hair piece is confirmed by questioning.

**RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the selection of hair type, preparation of materials and making of wigs and hair pieces.
- Hair shapes, styles and effects.
- Defined salon times for services.
- Hair types may include human, animal or synthetic.
- Availability of hair types and cost.
- Price and material range.
- Hairpieces may include:
  - full head wigs
  - toupees
  - wiglets.
- Long and short hair.

**RANGE OF VARIABLES (Continued)**

- Classic and current hair fashion looks.
- Regular and new clients.
- Privacy and confidentiality agreements between the parties concerned.
- Modification will be required for different client needs and types including men, women and children.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

**EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

**Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the selection of hair type, preparation of materials and making of wigs and hair pieces.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to sympathetically consult and negotiate with clients, identify clients' requirements/needs, maintain confidentiality, and to ensure client comfort and safety throughout the service where applicable.
- Ability to identify procedures for making wigs and hairpieces, analyse the client's characteristics and requirements/needs and taking into account factors including:
  - design and structure of wigs, hairpieces and postiche
  - hair fibres, hair types and bases
  - head blocks and tools
  - preparation of hair
  - hair blending
  - hair colouring and curling
  - client measurements and fitting

- ventairlating procedures.

### **EVIDENCE GUIDE (Continued)**

- Ability to consult with the client, maintain privacy as required and develop, record and recommend a course of action/service according to agreed client requirements.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for materials, products and tools, where applicable.
- Ability to consistently select and prepare hair/fibre according to salon procedures.
- Ability and skill in the application of a range of wigmaking procedures, cutting and styling techniques using a combination of tools, styling aids and appropriate combinations of techniques, to achieve outcomes consistent with the predetermined design, as discussed and agreed with the client.
- Ability to integrate and apply a range of wig making techniques suitable for photographic, theatre, film, television, special effects and prothesis application.
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to evaluate the completed wig/hairpiece and confirm client satisfaction with the finished result.
- Ability to advise the client on a variety of maintenance techniques, home care and complementary products.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the selection of hair type, preparation of materials and making of wigs and hair pieces.
- ability to consult with the client, maintain client privacy as required, develop and record a client analysis based on the client's characteristics/needs, recommend a course of action/service, and pre-plan a wig/hairpiece design.
- knowledge of current available salon services/processes and product range.

**EVIDENCE GUIDE (Continued)**

- ability to determine the effects on the wig/hairpiece design of factors including:
  - selection of hair type, preparation of materials
  - design and structure of wigs, hairpieces and postiche
  - hair fibres, hair types and bases
  - head blocks and tools
  - facial shapes and features, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/occasion
  - the use of various design tools and techniques on curl shape, wave movement, hair volume
  - balancing hair length and volume.
- knowledge of the elements and principles of design.
- ability to prepare the hair for a variety of wigmaking procedures including:
  - hackling
  - root turning
  - hair colouring and curling
  - hair blending for texture
  - matching client's hair type.
- knowledge of a range of head blocks and their suitability for attaching wigs and hairpieces.
- knowledge of a range of attachment tools and tools of trade for making wigs and hairpieces.
- knowledge of a range of measuring/fitting requirements/procedures for wigs and hairpieces.
- knowledge of different fibres used in wigs and hairpieces including:
  - human hair, European, Euro-Asian, Asian
  - synthetic
  - animal.
- ability and skill in the application of a range of finishing techniques to achieve pre-determined looks, incorporating a variety of cutting, styling and finishing tools and products.
- knowledge of the following techniques and skills in relation to client consultation including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - selling skills.

**Interdependent assessment of units**

**This refers to an assessment relationship between units of competency.**

This unit should be assessed after completion of or in conjunction with Unit WRH19A "Maintain Wigs and Hairpieces".



## **EVIDENCE GUIDE (Continued)**

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of procedures in regard to making wigs and hair pieces.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

**UNIT WRH21A: DESIGN AND APPLY HAIR EXTENSIONS**

This unit encompasses those competencies required to select hair type, prepare materials and design and apply hair extensions.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH21A.1 Consult with Client	21.1.1 Clients needs and expectations are determined by use of questions and discussions.
	21.1.2 Client comfort is ensured throughout the service.
	21.1.3 Hair style concept to complement facial features, bone structure and natural hair is designed according to client requirements.
	21.1.4 Cost, application technique, maintenance requirements, and features and benefits of the service are identified and clearly explained to the client.
WRH21A.2 Analyse and Select Hair Type	21.2.1 Human hair types correctly identified including: <ul style="list-style-type: none"><li>- European</li><li>- Asian</li><li>- Euro-Asian</li></ul>
	21.2.2 Synthetic hair (monofibres) types correctly identified.
	21.2.3 Hair type is accurately identified and selected including: <ul style="list-style-type: none"><li>- Human</li><li>- Monofibre</li><li>- Texture</li><li>- Colour</li><li>- Strand size</li></ul> according to client requirements and pre-determined design.
	21.2.4 Number of strands to be used are determined according to client requirements.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH21A.2 Analyse and Select Hair Type (Continued)	21.2.5 Fibres are mixed as required according to manufacturers' instructions and client requirements.
	21.2.6 Cost for service, including fibre and time, is accurately determined.
WRH21A.3 Prepare Hair	21.3.1 Client's hair is clean, dry and free of all styling aids.
	21.3.2 Client's hair is cut as required to suit pre-determined design.
	21.3.3 Client's hair is sectioned according to pre-determined design.
WRH21A.4 Apply Extensions	21.4.1 Extensions to be applied according to client requirements, pre-determined design and salon procedures.
	21.4.2 Strand sizes are appropriate for the pre-determined design.
	21.4.3 Section sizes are appropriate for strand size chosen.
	21.4.4 Strands to be applied and securely sealed according to pre-determined design.
WRH21.5 Complete Hair Design	21.5.1 Hair design is completed using cutting and finishing techniques according to client requirements and the pre-determined design.
	21.5.2 Client satisfaction with finished design is confirmed by questioning and discussion.
	21.5.3 Maintenance procedures including: <ul style="list-style-type: none"><li>- brushing procedure</li><li>- equipment required</li><li>- cleansing</li><li>- hair care</li><li>- salon maintenance and aftercare services</li></ul> identified and clearly explained to client.
	21.5.4 Hair design to be performed within defined commercial times.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the design and application of hair extensions.
- Relevant Occupational Health & Safety legislation and codes of practice.
- State and local government health regulations.
- Hair shapes, styles and effects.
- Defined salon times for services.
- Hair types may include human, animal or synthetic.
- Availability of hair types and cost.
- Price and material range.
- Long and short hair.
- Classic and current hair fashion looks.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the design and application of hair extensions.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.

## **EVIDENCE GUIDE (Continued)**

- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients requirements/needs, and to ensure client comfort and safety throughout the service where applicable.
- Ability to identify hair designs incorporating the application of hair extensions, analyse the client's characteristics and requirements/needs, and develop and record a pre-determined design, incorporating classic and current fashion looks, according to the range of variables and taking into account factors including:
  - natural hair type, quality, texture
  - hair growth patterns, fall and movement
  - hair characteristics including elasticity, diameter, hair length
  - facial shapes and features, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/occasion.
- Ability to determine and quote cost of services according to salon policy.
- Ability to consult with the client and develop, record and recommend a course of action/service according to agreed client requirements.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for materials, products and tools, where applicable.
- Ability to consistently select and prepare hair/fibre according to salon procedures.
- Ability and skill in the application of a range of applications for hair extensions using a combination of tools, materials and styling aids to achieve outcomes consistent with the predetermined design, as discussed and agreed with the client.
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to evaluate the completed application of hair extensions and confirm client satisfaction with the finished result.
- Ability to advise the client on a variety of maintenance techniques, home care and complementary products.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.

## **EVIDENCE GUIDE (Continued)**

- knowledge of salon policies and procedures in regard to the design and application of hair extensions.
- ability to consult with the client, develop and record a client analysis based on the client's characteristics/needs, recommend a course of action/service, and pre-plan an application of hair extensions.
- knowledge of current available salon services/processes, product and price range.
- ability to determine and quote cost of service including fibre and time.
- ability to determine the effects on the hair extensions design, of factors including:
  - selection of hair type
  - hair fibres, hair types (human, animal and synthetic)
  - facial shapes and features, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/occasion
  - the use of various design tools and techniques on curl shape, wave movement, hair volume
  - balancing hair length and volume.
- ability to identify techniques for the design and application of hair extensions including:
  - preparation of hair and materials
  - hair blending and mixing of fibres
  - hair colouring and curling
  - selection of strand sizes.
- knowledge of the elements and principles of design.
- knowledge of different fibres used in hair extensions including:
  - human hair, European, Euro-Asian, Asian
  - synthetic
  - animal.
- ability and skill in the application of a range of hair extensions and finishing techniques, to achieve pre-determined looks, incorporating a variety of cutting, styling and finishing tools and products.
- knowledge of the following techniques and skills in relation to client consultation including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - selling skills.

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of hair extension designs.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	2	1	2	2	2

**UNIT WRH22A:     PERFORM A FACE SHAVE**

This unit encompasses those competencies which are required to perform face shaving on male clients.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH22A.1 Perform a Face Shave	<ul style="list-style-type: none"><li>22.1.1 Client is gowned and prepared for a face shaving service according to salon procedures.</li><li>22.1.2 Hot towel is applied to soften the beard.</li><li>22.1.3 Lather technique performed and applied for face shave according to salon procedures.</li><li>22.1.4 Shaving strokes are applied to ensure that a smooth result is obtained without causing discomfort to the skin.</li><li>22.1.5 Client comfort and safety ensured during the shave service.</li><li>22.1.6 Hot towels are applied after shave service.</li><li>22.1.7 After shave/astringent is applied to complete service.</li><li>22.1.8 Client satisfaction is confirmed by questioning.</li><li>22.1.9 Service/s completed within defined salon time-frame.</li></ul>



## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policy and procedures in regard to the performance of face shaving.
- Occupational health and safety procedures which will take into account where applicable, local health regulations, state and federal government regulations/requirements.
- Tools which may include disposable blade razors.
- Razor techniques.
- Face shaves may be performed on clients with different hair types.
- Face shapes, styles and effects.
- Hair growth patterns.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of face shaving services.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to read, accurately interpret and consistently apply manufacturers' instructions for products and equipment.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service.

**EVIDENCE GUIDE (Continued)**

- Ability to analyse the client's face, identify the client's requirements/needs, and develop a client analysis including:
  - condition of skin
  - areas of the skin requiring special treatment
  - skin disorders
  - hair growth patterns
  - client characteristics/limitations
  - client preferences/expressed requirements.
- Ability to consistently select and apply appropriate gown/wrap and towel/s for face shaving services.
- Ability and skill in preparing the skin for a face shaving service.
- Knowledge and skill in the application of shaving strokes to ensure a smooth result, without discomfort to skin, according to client requirements and salon procedures.
- Ability and skill to consistently use time effectively and to control product waste.
- Ability to evaluate the completed face shaving service and confirm client satisfaction with the finished result.
- Ability to advise the client on a variety of home care and complementary products.

**Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

**Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of relevant Occupational Health and Safety issues, including the following:
  - infection control procedures
  - safe handling and disposal of sharps
  - contingency strategies for blood and body fluid contact.
- knowledge of salon policies and procedures in regard to the performance of face shaving services.
- the ability to identify the client's service requirements

**EVIDENCE GUIDE (Continued)**

- the ability to recognise and respond to abnormal skin conditions.
- knowledge of the physical structure of hair.
- ability to determine the physical appearance of:
  - various hair types
  - hair growth patterns.
- knowledge of salon services, product range and procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - manufacturers' instructions for products and equipment
  - preparation of the client including gowning/wrapping
  - care and protection of client
  - selection, application and removal of products
  - post face-shaving procedures including application/removal of hot towels, facial massage and after shave/astringent.
- knowledge and skill in the application and removal of towels to soften the beard and application of lather according to salon procedures.
- knowledge and skill in the application of shaving strokes including:
  - leading with the point
  - forehand and backhand strokes.
- ability to manage time effectively and to control product waste.
- knowledge of the following techniques and skills in relation to client consultation including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - selling skills.

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of face shaving services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	2	1	2	2	2



**UNIT WRB17A: PROVIDE MANICARE AND PEDICARE SERVICES**

This unit is equivalent to Unit 17 “Provide Manicure and Pedicure Services” in the National Beauty Competency Standards. It deals with those competencies required in performing a range of manicure and pedicure treatments in accordance with Occupational Health and Safety requirements and Health regulations.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRB17A.1 Prepare Client for Manicure/Pedicare Service	17.1.1 Treatment area client and operator prepared for manicure/pedicare service according to Health and Hygiene requirements and salon procedures.
	17.1.2 Client protection, comfort and relaxation ensured throughout service.
	17.1.3 Client’s characteristics accurately identified.
	17.1.4 Client’s needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan including desired shape of nail, treatment/service procedures and varnish/polish application.
	17.1.5 Nail and skin condition of hands and feet accurately identified by physical and visual examination.
	17.1.6 Areas of the hands/feet requiring special treatment identified and noted.
	17.1.7 Contra-indications including infectious and non-infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.
	17.1.8 Hand/skin care products selected according to treatment plan and confirmed with client.
	17.1.9 Client requested to remove hand and nail jewellery.
	17.1.10 Client reassured during treatment as required and all questions answered fully and accurately.
	17.1.11 All necessary working materials are to hand.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB17A.2 Perform a Basic Manicure/Pedicare Service	<p>17.2.1 Manicure/pedicare products and equipment selected and applied sequentially according to Health and Hygiene regulations, manufacturer's instructions and client's requirements.</p> <p>17.2.2 Client's hands/feet and nails cleansed thoroughly according to treatment plan.</p> <p>17.2.3 Nail varnish/polish removed effectively, without damage to the nail or skin, as required.</p> <p>17.2.4 Nails shaped/filed to a smooth even finish according to treatment plan requirements.</p> <p>17.2.5 Exfoliation and/or treatments applied as required according to treatment plan and manufacturer's instructions.</p> <p>17.2.6 Cuticles softened and pushed back gently and hangnails trimmed as required with no cuts or abrasions to skin or cuticles according to client requirements, Health and Hygiene requirements and salon procedures.</p> <p>17.2.7 Nail mend (fabric) applied to fingernails as required and adhered securely with a clean smooth finish.</p> <p>17.2.8 Massage movements to hand and lower arm/foot and leg applied smoothly and evenly and to include:</p> <ul style="list-style-type: none"><li>- effleurage</li><li>- petrissage</li><li>- tapotement</li></ul> <p>according to client requirements.</p> <p>17.2.9 Polish/varnish applied smoothly and evenly to clean nail plate according to manufacturer's instructions and client requirements.</p> <p>17.2.10 Polish/varnish applied to nail only, and any excess product removed to leave a fine clear edge between nail plate and cuticle.</p>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB17A.2**

Perform a Basic Manicure/Pedicare Service  
(Continued)

- 17.2.11. Manicure service completed with no cuts or abrasions to skin or cuticles according to client requirements, Health and Hygiene requirements and salon procedures.
- 17.2.12. Nail clippings, filing dust, and cleansing pads disposed of according to Health and Hygiene regulations and salon procedures.
- 17.2.13. Equipment including files disinfected/disposed of according to Health and Hygiene regulations and salon procedures.
- 17.2.14. Treatment completed within designated salon time frames.
- 17.2.15. Portion control used to minimise wastage.

**WRB17A.3**

Provide Aftercare Advice

- 17.3.1 Questioning and active listening used to obtain client feedback.
- 17.3.2 Relevant outcomes of treatment recorded accurately and legibly.
- 17.3.3 Future treatment program recommended according to client's needs.
- 17.3.4 Treatment plan revised as required.
- 17.3.5 After care advice and guidelines accurately provided according to client's needs.
- 17.3.6 Homecare product recommendations made according to client requirements.
- 17.3.7 Client rebooked according to agreed treatment plan.



## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the performance of a manicure/pedicure treatment/service.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Relevant state and local regulations/legislation in regard to Occupational Health and Safety.
- Salon product range and manufacturer's instructions.
- Salon time-frame allocated for the performance of a manicure/pedicure treatment.
- Manicure/pedicure treatments/services must include:
  - shaping
  - cuticle care
  - nail varnish/polish (single or multi layer) application of varying colours
  - French manicure
  - paraffin wax treatments
  - nail mend
  - buffing
  - callous rasping
  - hot oil treatments.
- Equipment used may include:
  - nail clippers /scissors/hand nail trimmer
  - emery board, rasp, file
  - orange stick/ cuticle pusher
  - exfoliation cream
  - paraffin wax bath
  - buffer
  - foot spa/electric spa machines (vibrating and whirlpool).
- Products must include:
  - sanitiser
  - skin/cuticle massage and treatment creams
  - paraffin wax
  - exfoliants
  - remedial products
  - cuticle remover/softener
  - nail hardener
  - nail soaking solution
  - base coat/varnish/top coat /drier/thinners
  - wrap fabric
  - resin.
- Hand/foot/nail disorders may be contagious or non-contagious.

**RANGE OF VARIABLES (Continued)**

- Contagious disorders may include:
  - bacterial, viral, or fungal infections
  - warts
  - tinea pedia
  - tinea unquium
  - papillomas
  - paronychia.
- Non-contagious hand/foot/nail disorders may include:
  - onycholysis
  - white spots (leuconychia)
  - corrugated furrows
  - split or brittle nails
  - hang nails
  - bruised nails
  - onychophagy (bitten nails)
  - blisters
  - calluses
  - heel fissures
  - bunions
  - hammer toes
  - corns
  - dermatitis
  - circulatory problems
  - eggshell nails
  - congenital or trauma induced nail malformations.
- Contra-indications may include:
  - skin or nail disorders or diseases
  - allergic reactions
  - bruising or swelling
  - areas exhibiting loss of tactile sensation
  - cuts or abrasions
  - recent operations
  - areas of recent fractures or sprains.
- Special precautions may be required for medical conditions including diabetes or blood disorders/diseases.
- Appropriate professionals may include:
  - medical practitioner
  - podiatrist.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the performance of a manicure/pedicure treatment.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
- Knowledge and consistent application of safe work practices, including first aid, in regard to the performance of manicure/pedicure treatments and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contra-actions and conditions which may indicate referral to an appropriate professional according to the range of variables.
- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturers' instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and skin and design a treatment plan to meet the client's needs including:
  - areas requiring special treatment
  - product application techniques
  - areas requiring corrective/remedial services.
- Knowledge and skill in the application of manicure and pedicure treatments/services including hand/arm massage, paraffin wax treatments, exfoliation treatments, nail mends, French polish, buffing, callous rasping, polish/varnish application.
- Knowledge and skill in the application of a variety of manicure and pedicure products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a manicure/pedicure service and advise the client on future treatments, home care and complementary products.

## EVIDENCE GUIDE (Continued)

### Consistency in performance

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of a manicure/pedicare treatment.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and skin and design a treatment plan using the following information:
  - colour analysis
  - skin analysis.
- awareness of the effect of changes created by complementary nail shapes and colour polish/varnish application.
- knowledge of the gross anatomy and physiology of the skin and skin structures including:
  - dermis, epidermis and subcutaneous layers.
- knowledge of the anatomy and physiology of the nail structure and shape and the function and growth of nails.
- knowledge of the anatomy and physiology of the hands, feet, lower legs, lower arms, bones muscles, circulation in regards to manicure and pedicure service.
- awareness of the effects of health and disease on nails and nail growth.
- knowledge of the salon product range.
- knowledge of the effects and benefits of a defined range of salon manicure and pedicure products.

## **EVIDENCE GUIDE (Continued)**

- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the nail and possible contra-indications in combination with other products or circumstances.
- knowledge of pH scale of human skin, nails and products used in manicure and pedicare.
- knowledge of care and disinfection requirements for manicure/pedicare implements.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate a range of manicure/pedicare services have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## EVIDENCE GUIDE (Continued)

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed through access to a range of clients with differing manicure and pedicare requirements using a professional manicure table/operator chair/client chair in a fully equipped treatment area with a range of products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



**UNIT WRB18A: APPLY NAIL ENHANCEMENT**

This unit is equivalent to Unit 18 “Apply Nail Enhancement” in the National Beauty Competency Standards. It deals with those competencies involved with the application of a range of artificial nail application services.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB18A.1 Prepare Client for Artificial Nail Application	<ul style="list-style-type: none"><li>18.1.1 Treatment area, client and operator prepared for artificial nail application service according to Health and Hygiene requirements, Occupational Health and Safety regulations and salon procedures.</li><li>18.1.2 Client protection, comfort and relaxation ensured throughout service.</li><li>18.1.3 Client’s characteristics accurately identified.</li><li>18.1.4 Client’s needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>18.1.5 Client clearly and accurately advised of maintenance requirements and advantages/disadvantages of various types of artificial nails.</li><li>18.1.6 Nail and skin condition accurately identified by physical and visual examination.</li><li>18.1.7 Areas of the hands/nails requiring special treatment identified and noted.</li><li>18.1.8 Contra-indications including infectious and non-infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>18.1.9 Type of artificial nail application and finished nail shape selected according to treatment plan and confirmed with client.</li></ul>



<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB18A.1 Prepare Client for Artificial Nail Application (Continued)	18.1.10 Artificial nail products selected according to treatment plan and confirmed with client.  18.1.11 Client requested to remove hand and nail jewellery if applicable.  18.1.12 Client reassured during treatment as required and all questions answered fully and accurately.  18.1.13 All necessary working materials are to hand.
WRB18A.2 Remove Artificial Nails	18.2.1 Artificial nail removal products and equipment selected and applied sequentially according to Health and Hygiene regulations, manufacturer's instructions and client's requirements.  18.2.2 Artificial nails removed according to manufacturer's instructions and client's requirements.  18.2.3 After care advice and guidelines and homecare product recommendations, after removal of acrylic/artificial nails, accurately provided according to client's needs.
WRB18A.3 Apply/Refill Artificial Nails	18.3.1 Artificial nail products and equipment selected and applied sequentially according to Health and Hygiene regulations, manufacturer's instructions and client's requirements.  18.3.2 Safety goggles/glasses worn to protect operators and clients eyes from particles of artificial nail product, as required.  18.3.3 Masks worn to protect operator and client as required.  18.3.4 Nails cleansed and prepared without damage to nail bed or cuticle according to manufacturer's recommendations and treatment plan.  18.3.5 Cuticles prepared/pushed back gently as required without damage to nail bed.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB18A.3 Apply/Refill Artificial Nails (Continued)	<p>18.3.6 Nail lightly sanded in direction of growth to remove natural shine.</p> <p>18.3.7 Nails disinfected/cleansed and completely dried.</p> <p>18.3.8 Tips/overlay applied as required, blended and shaped to smooth even finish.</p> <p>18.3.9 Nail products applied accurately in sequence according to manufacturer's instructions.</p> <p>18.3.10 Artificial nails applied/refilled as required and secured according to manufacturer's recommendations and treatment plan.</p> <p>18.3.11 Artificial nail application service completed according to client and Health and Hygiene requirements and salon procedures.</p> <p>18.3.12 Finished result to be structurally correct and well balanced, smooth and neat with no excess product on cuticle or surrounding skin and no cuts or abrasions to skin or cuticle.</p> <p>18.3.13 Filing dust, and desk mats disposed of and equipment sanitised, according to Health and Hygiene regulations and salon procedures.</p> <p>18.3.14 Excess monomer in the dappen dish discarded after each client application.</p> <p>18.3.15 Finished result including nail shape and refinement match treatment plan.</p> <p>18.3.16 Treatment completed within designated salon time frames.</p> <p>18.3.17 Portion control used to minimise wastage.</p>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

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WRB18A.4

Provide Aftercare Advice

- |        |   |
|--------|---|
| 18.4.1 | Questioning and active listening used to obtain client feedback.                  |
| 18.4.2 | Relevant outcomes of service recorded accurately and legibly.                     |
| 18.4.3 | Future treatment program recommended according to client's needs.                 |
| 18.4.4 | Treatment plan revised as required.   |
| 18.4.5 | After care advice and guidelines accurately provided according to client's needs. |
| 18.4.6 | Homecare product recommendations made according to client requirements.           |
| 18.4.7 | Client rebooked according to agreed treatment plan.                               |

**RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the performance of artificial nail application and maintenance.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Relevant state and local regulations/legislation in regard to Occupational Health and Safety.
- Salon product range and manufacturer's instructions in particular for artificial nail products.
- Salon time-frame allocated for the performance of an artificial nail application.
- Methods of venting air.
- Temperature and air currents within treatment area.
- Nail enhancement application will include:
  - filing
  - shaping
  - buffing
  - repairs
  - natural nail overlays
  - natural nail extensions
  - natural nail (mends).

**RANGE OF VARIABLES (Continued)**

- Types of nail procedures will include:
  - tips
  - overlays
  - French refill
  - refill
  - acrylic resin
  - sculptured nails
  - sculpting forms
  - tips and overlays
  - French tips
  - UV and non light gels
  - fibreglass/silk wrap
  - special occasion/temporary tips
  - odourless acrylics
  - UV gel coating over acrylic
  - UV acrylic
- Types of product used may include:
  - primer, acid and non-acid
  - adhesive (thin and gel)
  - tips (various styles)
  - acrylic powder (polymer)
  - acrylic liquid(monomer)
  - dehydrator
  - hand/nail sanitisers
  - Gel (UV and non UV)
  - fibreglass/silk wrap
  - resin
  - activator (spray, brush)
  - artificial nail remover.
- Equipment used may include:
  - electric drill
  - buffers
  - table with air venting facility/chair
  - ultra violet light especially for use in conjunction with gel nails
  - desk lamp
  - desk mats
  - desk towels
  - masks, goggles, gloves
  - dappen dishes
  - brushes for application of artificial nails, primer brushes
  - emery boards/files/buffers
  - tip cutters/acrylic clippers
  - cuticle pushers.
- Skin/nail disorders may be contagious or non-contagious. Contagious conditions may include:
  - bacterial, viral, or fungal infections.

## **RANGE OF VARIABLES (Continued)**

- Maintenance procedures must include:
  - French refills
  - refills
  - removal of loose acrylic
  - repair damaged, chipped or broken nails (natural or artificial)
  - blend regrowth lines
  - repolish (colour/French polish)
  - filing/buffing
  - shortening
  - reshaping
  - reapplying new nail
  - rebalancing stress curve
  - correction to side walls of extension
- Contra-indications may include:
  - skin or nail disorders or diseases
  - allergic reactions
  - bruising or swelling
  - areas exhibiting loss of tactile sensation
  - cuts or abrasions
  - recent operations
  - areas of recent fractures or sprains

Special precautions may be required for medical conditions including diabetes or blood disorders/diseases.

- Appropriate professionals may include:
  - medical practitioner
- Clients needs may include health of natural nail.
- Home care products may include: buffer/files, cuticle oil, polish, polish remover, hand/cuticle cream, jewellery.
- Knowledge and access of material safety data sheets.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the performance and maintenance of nail enhancement application.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
- Knowledge and consistent application of safe work practices, including first aid, in regard to the performance of manicure/pedicure treatments and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contraindications and conditions which may indicate referral to an appropriate professional according to the range of variables.
- Recognition of the appearance and management of specific treatment complications including:
  - product reaction
  - natural nail separation
  - discolouring of product
  - lifting of product (acrylic)
  - peeling of product (gel)
  - water mould (pseudomonas)
  - damage to natural nail due to trauma to artificial nail
- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturer's instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and skin and design a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/product
  - product application techniques
  - areas requiring corrective/remedial services
- Knowledge and skill in the application of artificial nail services including artificial nail removal and application and refill of artificial nails and polish/varnish application.
- Knowledge and skill in the application of a variety of artificial nail products according to the range of variables.

## **EVIDENCE GUIDE (Continued)**

- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate an artificial nail service and advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of a artificial nail service.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and skin and design a treatment plan.
- awareness of the effect of changes created by complementary nail shapes and colour polish/varnish application.
- knowledge of the anatomy and physiology of the nail structure and shape and the function and growth of nails and its effect on the artificial nail.
- knowledge of the anatomy and physiology of the hands, lower arms, bones muscles, circulation.
- awareness of the effects of health and disease on nails and nail growth and maintenance of artificial nails.
- knowledge of the salon product range.
- knowledge of the effects and benefits of a defined range of salon artificial nail products.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the nail and possible contra-indications in combination with other products or circumstances.
- knowledge of care and disinfection requirements for artificial nail implements and service area.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.

**EVIDENCE GUIDE (Continued)**

- knowledge of methods of venting air.
- knowledge of structural requirements for artificial nails.
- awareness of benefits and effects to clients and natural nails of various artificial nail application advantages and disadvantages.
- knowledge of the effect of artificial nail removal on underlying natural nail.
- ability to evaluate treatment and advise client on methods and procedures for homecare and complementary products after application or removal of artificial nails.
- knowledge of procedures and recording of trial nail reaction testing.

**Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a variety of nail enhancement services have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.



## **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed through access to a range of clients with a variety of artificial nail requirements, a professional manicure table, operator/client chair in a fully equipped, adequately ventilated area with a full range of products.

## **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

<b>Communicating ideas &amp; information</b>	<b>Collecting analysing &amp; organising information</b>	<b>Planning &amp; organising activities</b>	<b>Working with teams &amp; others</b>	<b>Using mathematical ideas &amp; techniques</b>	<b>Solving problems</b>	<b>Using technology</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

**UNIT WRB19A: USE ELECTRICAL EQUIPMENT FOR NAILS**

This unit is equivalent to Unit 19 “Use Electrical Equipment for Nails” in the National Beauty Competency Standards. It describes the competencies required to use electrical equipment for nail decoration and for artificial nail application services.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB19A.1 Prepare Client for Service	<p>19.1.1 Treatment area, client, operator and equipment prepared according to Health and Hygiene requirements Occupational Health and Safety regulations and salon procedures.</p> <p>19.1.2 Client protection, comfort and relaxation ensured throughout service.</p> <p>19.1.3 Client’s characteristics accurately identified.</p> <p>19.1.4 Client’s needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan.</p> <p>19.1.5 Nail condition accurately identified by physical and visual examination.</p> <p>19.1.6 Areas of the nails requiring special treatment identified and noted.</p> <p>19.1.7 Contra-indications including infectious and non-infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.</p> <p>19.1.8 Finished nail shape and style selected according to treatment plan and confirmed with client.</p> <p>19.1.9 Electrical equipment selected according to treatment plan.</p> <p>19.1.10 Hand and nail jewellery removed if applicable.</p> <p>19.1.11 Client reassured during treatment as required and all questions answered fully and accurately.</p> <p>19.1.12 All necessary working materials are to hand.</p>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB19A.2 Use Electrical Equipment	<p>19.2.1 Equipment prepared for treatment and drill bits selected according to treatment plan and client requirements.</p> <p>19.2.2 Equipment correctly and safely applied in accordance with manufacturer's instructions and Occupational Health and Safety regulations.</p> <p>19.2.3 Safety goggles/glasses worn to protect operators and clients eyes from particles of artificial nail product as required.</p> <p>19.2.4 Masks worn to protect operator and client as required.</p> <p>19.2.5 Drill used with speed, accuracy and safety precautions used according to manufacturer's specifications. eg operators hair tied back while using drill.</p> <p>19.2.6 Feedback elicited from client during treatment and required remedial action taken if indicated.</p> <p>19.2.7 Re-assurance given to the client throughout the treatment.</p> <p>19.2.8 Finished result to be smooth and neat with no excess product on cuticle or surrounding skin and no cuts or abrasions to skin or cuticles.</p> <p>19.2.9 Underside of nail drilled to remove excess glue or nail product.</p> <p>19.2.10 Filing dust, and desk mats disposed of according to Health and Hygiene regulations and salon procedures.</p> <p>19.2.11 Finished result including nail shape and finish match treatment plan.</p> <p>19.2.12 Treatment completed within designated salon time frames.</p> <p>19.2.13 Equipment disinfected and maintained according to Health and Hygiene legislation and manufacturer's instructions.</p>

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the usage of electrical equipment for nail treatments.
- Salon hygiene policies and procedures.
- State and local health regulations.
- Salon electrical equipment range and manufacturer's Instructions.
- Salon time-frame allocated for the performance of nail services.
- Methods of venting air.
- Equipment usage may include:
  - shaping
  - buffing nails
  - French refills/refills
  - artificial nail removal
  - shortening
  - drill may be used for cleaning underside of nails.
  - nail art
- Safety procedures for operator may include:
  - long hair being tied back at all times during service
- Types of artificial nail products must include:
  - tips
  - overlays
  - French refill
  - refill
  - sculptured nails
  - sculpting forms
  - tips and overlays
  - French tips
  - UV and non light gels
  - fibreglass/silk wrap
  - special occasion/temporary tips.
- Types of artificial nail products may include:
  - acrylic resin
  - one component system
  - multi component system
  - coloured gels
  - acrylic overlaying gels
  - non-acidic primer
  - UV acrylic
  - UV gels

## **RANGE OF VARIABLES (Continued)**

- Equipment used must include:
  - electric drill, various drill bits
  - table with air venting facility
  - ultra violet lamps
- Skin/nail disorders may be contagious or non-contagious. Contagious conditions may include:
  - bacterial, viral, or fungal infections
- Contra-indications may include:
  - skin or nail disorders or diseases
  - allergic reactions
  - bruising or swelling
  - areas exhibiting loss of tactile sensation
  - cuts or abrasions
  - recent operations
  - areas of recent fractures or sprains
- Special precautions may be required for medical conditions including diabetes or blood disorders/diseases.
- Appropriate professionals may include:
  - medical practitioner
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the usage of electrical equipment for nail treatments.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.

## **EVIDENCE GUIDE (Continued)**

- Knowledge and consistent application of safe work practices, including first aid, in regard to the usage of electrical equipment for nail treatments and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contraindications and conditions which may indicate referral to an appropriate professional according to the range of variables.
- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturer's instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and design a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/techniques/product
  - type of equipment to be used
  - areas requiring corrective/remedial services.
- Knowledge and skill in the application and usage of electrical equipment for nail treatments.
- Knowledge and skill in the application and usage of electrical equipment for a variety of artificial nail products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate the usage of electrical equipment for nail treatments service and advise the client on future treatments, home care and complementary products.

## **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the usage of electrical equipment for nail treatments.

## **EVIDENCE GUIDE (Continued)**

- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and design a treatment plan.
- awareness of the effect of changes created by complementary nail shapes.
- knowledge of the salon product and equipment range.
- knowledge of the effects and benefits of a defined range of salon artificial nail products and electrical equipment.
- knowledge of ingredients and the effects of products used for artificial nails.
- knowledge of care and disinfection requirements for artificial nail electrical equipment, implements and service area.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.
- knowledge of methods of venting air.
- knowledge of structural requirements for artificial nails.
- awareness of benefits and effects, advantages and disadvantages to clients and natural nails of usage of electrical equipment according to the range of variables.
- knowledge of the effects and benefits of each piece of equipment.
- knowledge of electric currents, especially safety aspects.
- safety aspects of drill usage.

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

## **EVIDENCE GUIDE (Continued)**

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that nail services using electrical equipment have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed through access to a range of clients with differing nail service requirements, a professional manicure table, operator chair/ client chair in an adequately ventilated area, electric nail drills, hand drills and a range of artificial and nail decoration products.

## **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1





**UNIT WRB20A: APPLY NAIL ART**

This unit is equivalent to Unit 20 “Apply Nail Art” in the National Beauty Competency Standards. It deals with those competencies involved with the application of a range of nail art services.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB20A.1 Prepare Client for Nail Art Service	<p>2.1.1 Treatment area, client, operator and equipment prepared for nail art service according to Health and Hygiene requirements, Occupational Health and Health Safety regulations and salon procedures.</p> <p>2.1.2 Client protection, comfort and relaxation ensured throughout service.</p> <p>2.1.3 Client’s characteristics accurately identified.</p> <p>2.1.4 Client’s needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan.</p> <p>2.1.5 Client clearly and accurately advised of maintenance requirements for decorated nails.</p> <p>2.1.6 Nail and skin condition accurately identified by physical and visual examination.</p> <p>2.1.7 Areas of the hands/nails requiring special treatment identified and noted.</p> <p>2.1.8 Contra-indications including infectious and non-infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.</p> <p>2.1.9 Type of nail art selected suitable for size of nail, according to treatment plan and confirmed with client.</p>

**WRB20A** Apply Nail Art

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB20A.1 Prepare Client for Nail Art Service (Continued)	<p>20.1.10 Nail art products selected according to treatment plan and confirmed with client.</p> <p>20.1.11 Client requested to remove hand and nail jewellery if applicable.</p> <p>20.1.12 Client reassured during treatment as required and all questions answered fully and accurately.</p> <p>20.1.13 All necessary working materials are to hand.</p>
WRB20A.2 Apply Nail Art	<p>20.2.1 Nail art products and equipment selected and applied sequentially according to health and hygiene regulations, manufacturer's instructions and client's requirements.</p> <p>20.2.2 Nails prepared according to manufacturer's recommendations and treatment plan.</p> <p>20.2.3 Masks worn to protect operator and client when airbrushing, where required.</p> <p>20.2.4 Nail art applied as required and secured according to manufacturer's recommendations and treatment plan.</p> <p>20.2.5 Nail art service completed according to client requirements Health and Hygiene requirements and salon procedures.</p> <p>20.2.6 Waste disposed of according to Health and Hygiene regulations and salon procedures.</p> <p>20.2.7 Treatment completed within designated salon time frames.</p> <p>20.2.8 Portion control used to minimise wastage.</p>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB20A.3 Provide Aftercare Advice	<p>20.3.1 Questioning and active listening used to obtain client feedback.</p> <p>20.3.2 Relevant outcomes of service recorded accurately and legibly.</p> <p>20.3.3 Future treatment program recommended according to client's needs.</p> <p>20.3.4 Treatment plan revised as required.</p> <p>20.3.5 After care advice and guidelines accurately provided according to client's needs.</p> <p>20.3.6 Product recommendations made according to client requirements.</p> <p>20.3.7 Client rebooked according to agreed treatment plan.</p>

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to the performance of nail art application.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Relevant state and local regulations/legislation in regard to Occupational Health and Safety.
- Salon product range and manufacturer's instructions.
- Salon time-frame allocated for the performance of nail art.
- Nail art application must include:
  - adornments/jewellery
  - decorative designs
  - water decals
  - adhesive backed tape and decals
  - rhinestones
  - hand painted designs.
- Specialist nail art may include:
  - air brush designs.

## **RANGE OF VARIABLES (Continued)**

- Equipment used may include:
  - electric drill/hand drill
  - table with air venting facility
  - brushes
  - scissors
  - marbilizer/dotter
  - methods of venting air.
  - air brush machine (where applicable)
- Skin/nail disorders may be contagious or non-contagious. Contagious conditions may include:
  - bacterial, viral, or fungal infections
- Contra-indications may include:
  - skin or nail disorders or diseases
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the performance of nail art application.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
- Knowledge and consistent application of safe work practices, including first aid, in regard to the performance of nail art application and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contra-actions and conditions which may indicate referral to an appropriate professional according to the range of variables.

**EVIDENCE GUIDE (Continued)**

- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturer's instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and design a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/techniques/product
  - type of nail art to be used
  - areas requiring corrective/remedial services
- Knowledge and skill in the performance of nail art application.
- Knowledge and skill in the application and the performance of nail art application for a variety of artificial nail products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate the nail art application service and advise the client on future treatments, home care and complementary products.

**Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

**Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of nail art application.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and design a treatment plan.

## **EVIDENCE GUIDE (Continued)**

- awareness of the effect of changes created by complementary nail shapes and designs.
- knowledge of the salon product and equipment range.
- knowledge of the effects and benefits of a defined range of salon nail art products.
- knowledge of ingredients and the effects of products used for nail art.
- knowledge of care and disinfection requirements for nail art electrical equipment, implements and service area.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.
- knowledge of methods of venting air.
- knowledge of principles of design in relation to the performance of nail art service.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a variety of nail art services have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**EVIDENCE GUIDE (Continued)****Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of clients requiring nail decoration, a professional manicure table, operator/client chair in a fully equipped, adequately ventilated treatment area with a range of nail art products.

**Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1





**UNIT WRB15A: PROVIDE LASH AND BROW TREATMENTS**

This unit is equivalent to Unit 15 “Provide Lash and Brow Treatments” in the National Beauty Competency Standards. It encompasses those competencies required to analyse the lash and brow needs of clients and provide a range of complementary services.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB15A.1 Prepare Client for Service	15.1.1 Treatment area, client and operator prepared according to Health and Hygiene requirements and salon procedures.
	15.1.2 Clients’ characteristics accurately identified.
	15.1.3 Clients’ needs evaluated to enable accurate advice and recommendations for a treatment plan.
	15.1.4 Protective covering placed to protect client’s hair and clothes.
	15.1.5 Client comfort and relaxation ensured throughout service.
	15.1.6 Procedure/product/materials selected according to treatment plan and confirmed with client.
	15.1.7 Areas of the skin requiring special treatment and any abnormal conditions or contra-indications, identified and noted.
	15.1.8 Contra-indications/precautions including infectious and non-infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.
	15.1.9 Client’s skin cleansed thoroughly and all make up removed from area.
	15.1.10 Client reassured during service as required and all questions answered fully and accurately.
	15.1.11 All necessary working materials are to hand.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB15A.2 Chemically Treat Eyelash and Eyebrows	15.2.1 Patch test performed according to manufacturer's instructions to determine possible allergic product reaction where required.
	15.2.2 Patch test, where required, checked to ensure client's skin did not demonstrate an allergic reaction.
	15.2.3 Client requested to remove contact lenses, if worn.
	15.2.4 Products prepared, applied and removed according to client's requirements, manufacturer's instructions, Health and Hygiene requirements and salon procedures.
	15.2.5 Skin in the treatment area and eyes protected at all times throughout service.
	15.2.6 Chemical treatment procedures performed in sequence recommended by manufacturer.
	15.2.7 After care product applied according to client requirement.
	15.2.8 Skin, lashes and eyebrows are clean following treatment and all excess product removed.
	15.2.9 Result matches client agreed treatment plan.
WRB15A.3 Shape Eyebrows	15.3.1 Products/equipment prepared, applied and removed according to client's requirements, manufacturer's instructions, Health and Hygiene requirements and salon procedures.
	15.3.2 Eyebrow shape planned, discussed and agreed with client.
	15.3.3 All unwanted hair removed with minimum trauma to skin, according to client's treatment plan.
	15.3.4 Soothing product applied according to client requirements.
	15.3.5 Portion control used to minimise wastage.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB15A.3 Shape Eyebrows (Continued)	<p>15.3.6. Tweezers/implements cleaned after use or wax disposed of according to health regulations and salon procedures.</p> <p>15.3.7. Hair disposed of according to health regulations and salon procedures.</p> <p>15.3.8. Eyebrows match shape agreed with client.</p> <p>15.3.9. Treatment completed within designated salon time frames.</p>
WRB15A.4 Apply False Eyelashes	<p>15.4.1 Patch test performed to determine possible allergic product reaction.</p> <p>15.4.2 Patch test checked to ensure client's skin did not demonstrate an allergic reaction.</p> <p>15.4.3 Materials applied in the sequence recommended by manufacturer and salon procedures.</p> <p>15.4.4 Service result matches the client's agreed treatment plan.</p>
WRB15A.5 Provide Aftercare Advice	<p>15.5.1 Questioning and active listening used to obtain client feedback.</p> <p>15.5.2 Relevant outcomes of treatment recorded accurately and legibly.</p> <p>15.5.3 Future treatment program recommended according to client's needs.</p> <p>15.5.4 Treatment plan revised as required.</p> <p>15.5.5 After care advice and guidelines accurately provided according to client's needs.</p> <p>15.5.6 Product recommendations made according to client requirements.</p> <p>15.5.7 Client rebooked according to agreed treatment plan.</p>

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to lash and brow treatments.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Salon product and equipment range and manufacturer's instructions.
- Lash and brow treatments may include:
  - eyebrow shaping including waxing and tweezing
  - eyelash or eyebrow colouring
  - application of false eyelashes
  - lash perming.
- Chemical treatments may include:
  - eyelash or eyebrow colouring or perming.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes simplex, varicellous
  - impetigo
  - warts.
- Non-contagious conditions may include:
  - sensitive eyes
  - hirsutism
  - sun related disorders, sun burn
  - skin cancers, benign and malignant tumours
  - moles, scar tissue, lesions.
  - and other visible non-normal skin.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advice on use of homecare products may include: cleanser, moisturiser, remedial products.
- Contra-indications to lash and brow treatments may include-allergic reactions, trauma to skin, skin diseases, excessively dry flaky skin, weeping eczema, hypersensitive skin, eye infections.
- Contra-actions may include:- inflammation arising from use of hair removal/chemical treatment products, infections of the hair follicle, inflammation or damage to eye.

**RANGE OF VARIABLES (Continued)**

- After care recommendations may include:
  - follow up treatments
  - permanent hair removal

**EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

**Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of lash and brow treatments.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients.
- Evidence of the ability to analyse client's face, and identify the client's requirements/needs, refer clients to appropriate professional as required, and develop and record a treatment plan including:
  - brow/lash areas of the face requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate products, including chemical products, and treatment procedures
  - review of previous treatments.
- Evidence of ability and skill in preparing the brow/lash area for treatment.
- Knowledge and skill in the application of a variety of treatment products, including chemical products, according to the range of variables.

### **EVIDENCE GUIDE (Continued)**

- Knowledge and skill in the application of patch tests for a variety of brow/lash treatments according to the range of variables.
- Knowledge and skill in the application of a variety of brow/lash treatment techniques/procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a brow/lash treatment and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of lash and brow treatments.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to identify the client's characteristics and recommend and agree on a service.

**EVIDENCE GUIDE (Continued)**

- knowledge of lash and brow treatment procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - patch test/skin test procedures including preparation of the area, product application and observation.
  - application of products
  - waxing procedures including preparation of the area, pattern of wax application and removal
  - cleansing/disposal of product/equipment
  - post treatment procedures
  - after care and home care advice to client.
- knowledge of causes of skin reactions in regard to lash/brow treatments and the appearance and management of specific treatment complications/contra-actions including:
  - inflammation arising from the performance of lash and brow treatments.
  - infections of the eye or surrounding area.
  - spotting on skin
  - hive like reactions
  - ingrown hair
  - infections of the hair follicle.
- knowledge of abnormal skin conditions; their appearance, and symptoms and contra-indications/precautions for lash and brow treatments.
- knowledge of the salon product range and manufacturer's instructions/data sheets.
- knowledge of skin and hair structure and growth in regard to lash/brow treatments including:
  - types of hair: lanugo, vellus, terminal
  - factors affecting hair growth: hormonal, exposure to sunlight, heredity, drugs/chemicals
  - hair growth patterns
  - effects of waxing and tweezing on hair
  - the growth cycle of hair and its relationship to waxing/tweezing
  - histology of hair
- knowledge of the following:
  - factors to take into account when referring a client to permanent hair removal or to a medical practitioner
  - advantages and disadvantages of permanent hair removal versus temporary hair removal
  - permanent, semi permanent colour and permanent wave product ingredients and actions



## **EVIDENCE GUIDE (Continued)**

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that lash and brow treatments have been performed on a variety of clients. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed through access to a range of clients with a variety of lash and brow treatment needs, a professional facial chair or couch in a fully equipped treatment area, a full range of lash and brow products and a client record system.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

**UNIT WRB16A: PROVIDE TEMPORARY EPILATION AND BLEACHING TREATMENTS**

This unit is equivalent to Unit 16 “Provide Temporary Epilation and Bleaching Treatments” in the National Beauty Competency Standards. It encompasses those competencies required to analyse the temporary hair removal/bleaching needs of clients and provide the necessary service/s in a safe and hygienic manner.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB16A.1 Prepare Client for Service	<ul style="list-style-type: none"><li>16.1.1. Treatment area, client and operator prepared according to Health and Hygiene requirements and salon procedures.</li><li>16.1.2. Clients’ characteristics accurately identified.</li><li>16.1.3. Clients’ needs evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>16.1.4. Client comfort and relaxation ensured throughout service.</li><li>16.1.5. Contra-indications/precautions including infectious and non infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>16.1.6. Client referred for electrolysis or medical treatment if required.</li><li>16.1.7. Wax type/procedure/bleaching product selected according to treatment plan and confirmed with client.</li><li>16.1.8. Areas of the skin/hair growth requiring special treatment identified and noted.</li><li>16.1.9. Client reassured during treatment as required and all questions answered fully and accurately.</li><li>16.1.10. Client privacy and confidentiality maintained.</li><li>16.1.11. Client kept appropriately covered.</li><li>16.1.12. All necessary working materials are to hand.</li></ul>

**WRB16A** Provide Temporary Epilation and Bleaching Treatments

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<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB16A.2 Perform Waxing Treatments	16.2.1 Wax area prepared/cleansed according to Health and Hygiene requirements and salon procedures.
	16.2.2 Wax prepared, applied and removed according to client's requirements, manufacturer's instructions, Health and Hygiene requirements and salon procedures.
	16.2.3 All unwanted hair removed against direction of hair growth with minimum trauma to skin, according to client's treatment plan.
	16.2.4 Soothing product applied according to client requirements.
	16.2.5 Treatment completed within designated salon time frames.
	16.2.6 Portion control used to minimise wastage.
	16.2.7 Wax disposed of/recycled according to health regulations and salon procedures.
	16.2.8 Skin support maintained throughout service.
	16.2.9 Temperature of wax maintained according to manufacturer's instructions.
WRB16A.3 Perform Bleaching Treatments	16.3.1 Bleach product prepared applied and removed according to client requirements, manufacturer's instructions, Health and Hygiene requirements and salon procedures.
	16.3.2 Clients comfort and safety ensured during process.
	16.3.3 Treatment completed within designated salon time frames.
	16.3.4 Portion control used to minimise wastage.
	16.3.5 Colour result matches agreed treatment plan.
	16.3.6 Soothing product applied according to client requirements.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB16A.4 Provide Aftercare Advice	<p>16.4.1 Questioning and active listening used to obtain client feedback.</p> <p>16.4.2 Relevant outcomes of treatment recorded accurately and legibly.</p> <p>16.4.3 Future treatment program recommended according to client's needs.</p> <p>16.4.4 Treatment plan revised as required.</p> <p>16.4.5 After care advice and guidelines accurately provided according to client's needs.</p> <p>16.4.6 Product recommendations made according to client requirements.</p> <p>16.4.7 Client rebooked according to agreed treatment plan.</p>

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to temporary hair removal/bleaching treatments.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Salon product and equipment range and manufacturer's instructions.
- Hair removal treatments may include:
  - strip wax
  - hot wax.
  - tweezing, shaving, abrasive mitts
  - depilatory creams.
- Treatment areas could include: lower legs, knees, full leg, toes, bikini line, buttocks, back, chest, feet, abdomen, underarm, arm, face including lip, chin, neck and eyebrows.
- Hair treatments may include: bleaching, body hair clipping.
- Abnormal conditions may be contagious or non-contagious.

**RANGE OF VARIABLES (Continued)**

- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes simplex
  - impetigo
  - warts
  - tinea
  - scabies
  - pediculosis.
- Non-contagious conditions may include:
  - acne
  - hypertrichosis
  - hirsutism
  - sun-related disorders, sun burn
  - skin cancers, benign and malignant tumours
  - moles, scar tissue, lesions
  - varicose veins
  - fresh scars
  - thrombosis
  - allergic reactions ie. eczema, dermatitis
  - trauma eg. bruising, sunburn
  - other visible non-normal skin.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advice on use of homecare products may include: moisturiser, remedial products.
- Contra-indications may include - sunburn or burns, trauma to skin, skin diseases, excessively dry flaky skin, weeping eczema, hypersensitive skin, allergy to bleach.
- Contra-actions may include:
  - inflammation arising from the performance of temporary hair removal/bleaching treatments
  - spotting of skin
  - hive-like reactions
  - ingrown hairs
  - trauma to skin
  - torn skin
  - bruising
  - broken capillaries
  - infections of the hair follicle
  - burns to skin
  - bleeding from follicles.

## **RANGE OF VARIABLES (Continued)**

- Skin types may include - normal - dry - oily - combination.
- Climatic variations may affect treatment procedure.
- After care recommendations must include:
  - follow up treatments
  - future prevention of ingrown hairs.
- Wax may be recycled according to some state requirements/regulations with the exception of the following areas:
  - bikini line
  - underarms
  - face
  - areas where bleeding has occurred

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of temporary hair removal/bleaching treatments.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.

## **EVIDENCE GUIDE (Continued)**

- Evidence of the ability to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients.
- Evidence of the ability to analyse and identify the client's requirements/needs, refer clients to appropriate professional as required, and develop and record a treatment plan including:
  - areas of the face/body requiring special treatment
  - range of appropriate temporary hair removal/bleaching products and application techniques
  - range of appropriate temporary hair removal/bleaching treatment procedures
  - review of previous treatments.
- Knowledge and skill in the application of a variety of temporary hair removal/bleaching products, using a variety of techniques/procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a temporary hair removal/bleaching treatment and to advise the client on future treatments, home care and complementary products.

## **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of temporary hair removal/bleaching treatments.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to identify the client's characteristics and recommend and agree on a service.

**EVIDENCE GUIDE (Continued)**

- knowledge of temporary hair removal/bleaching treatments procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - application of products
  - waxing procedures including preparation of the area, pattern of wax application and removal
  - cleansing/disposal of product/equipment
  - care and temperature control of equipment
  - post treatment procedures
  - after care and home care advice to client.
- knowledge of causes of skin reactions in regard to temporary hair removal/bleaching treatments and the appearance and management of specific treatment complications/contra-actions according to the range of variables.
- knowledge of abnormal skin conditions; their appearance, and symptoms and contra-indications for temporary hair removal/bleaching treatments.
- knowledge of the salon product range and manufacturer's instructions/data sheets.
- knowledge of skin and hair structure and growth in regard to temporary hair removal/bleaching treatments including:
  - a simplified cross-section of skin
  - skin glands as they relate to basic skin function
  - types of hair: lanugo, vellus, terminal
  - factors affecting hair growth: hormonal, exposure to sunlight, heredity, drugs/chemicals
  - hair growth patterns
  - effects of waxing, tweezing, shaving and depilatory products on hair
  - the growth cycle of hair and its relationship to waxing/tweezing
  - histology of hair
  - normal skin response to irritation and trauma.
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular
  - nervous system and its relationship to skin sensations
  - lymphatic and circulatory systems in regard to their relationship to skin function
  - endocrine systems in relationship to hormonal control of the skin and hair growth.



## **EVIDENCE GUIDE (Continued)**

- knowledge of the following in regard to temporary hair removal/bleaching treatments including:
  - appearance of hypertrichosis and hirsutism
  - factors to take into account when referring a client to permanent hair removal or to a medical practitioner
  - advantages and disadvantages of permanent hair removal versus temporary hair removal
  - categories of wax and the advantages of each
  - issues involved in and the correct procedures for the recycling of wax if applicable
  - bleach ingredients and actions
  - advantages and disadvantages of bleaching
  - alternative progressive hair removal methods eg: infra red and hair retarding products used in conjunction with waxing procedures
  - relevant cosmetic chemistry of waxes, wax treatment products, bleaches and depilatories.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of temporary epilation/bleaching treatments have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**EVIDENCE GUIDE (Continued)****Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed through access to a range of clients with differing hair removal/ bleaching needs, a professional treatment couch in a fully equipped treatment area and a range of waxing and bleaching products.

**Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	1



**UNIT WRB21A: DESIGN AND APPLY MAKE-UP**

This unit is equivalent to Unit 21 “Design and Apply Make-up” in the National Beauty Competency Standards. It encompasses those competencies used in designing and applying suitable make up techniques for domestic street wear, business, pleasure, social, time of day and special occasion.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB21A.1 Prepare Client	21.1.1 Protective covering placed to protect client’s hair and clothes as required.
	21.1.2 Client positioned comfortably on chair or couch.
	21.1.3 Contra-indications/precautions accurately identified, noted and client advised accordingly.
	21.1.4 Client’s skin type/condition accurately assessed to determine appropriate product application techniques.
WRB21A.2 Cleanse Face	21.2.1 Suitable cleansing product identified for client’s skin type/different areas of face.
	21.2.2 Client’s skin cleansed thoroughly, the procedure explained to the client.
WRB21A.3 Analyse Face and Design Make up Plan	21.3.1 Client’s facial shape accurately identified and noted.
	21.3.2 Facial areas requiring highlighting/shading techniques assessed to determine correct product application.
	21.3.3 Facial areas requiring corrective/camouflage make-up accurately identified, and client advised accordingly.
	21.3.4 Image identified accurately to design for occasion and wear suitability.
	21.3.5 Colour design principles including tonal values, applied according to client requirements.
	21.3.6 Pre determined make-up plan accurately identified, noted and agreed with client.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB21A.4 Select Products and Equipment	21.4.1 Products suitable for make-up plan, including oil based, water based, solid or fluid and with varying degrees of coverage and pigmentation, selected and agreed with client.
	21.4.2 Make-up tools including brushes and sponges identified and selected according to product manufacturer's recommendations and make up plan.
	21.4.3 Correct usage and care of make up and equipment identified and applied according to manufacturer's recommendations.
WRB21A.5 Apply Make-Up	21.5.1 Products applied in sequence according to product manufacturer's recommendations, determined outcomes, salon, location procedures and Health and Hygiene requirements.
	21.5.2 Procedures explained accurately to client during application.
	21.5.3 Make-up application result matches client's expectation/specified outcomes where possible.
	21.5.4 Make-up application result must be stable and be suitable for the day/evening, natural and artificial light and to clients requirements.
WRB21A.6 Advise On Further Product Use	21.6.1 Client advised of suitable homecare products/treatments.
	21.6.2 Product use including various types of foundation, eyeshadows, blushes, mascaras, lipsticks and complementary tools or equipment clearly explained and application demonstrated as required.
	21.6.3 Possible contra-indications/contra-actions clearly explained to client.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to skin type and condition and selection of skin care products.
- Salon hygiene policies and procedures.
- State and local health regulations.
- Salon product range and manufacturer's instructions.
- Salon time-frame allocated for the performance of make-up application.
- Skin disorders may be contagious or non-contagious. Contagious conditions may include:
  - bacterial, viral or fungal infections
- Non-contagious disorders may include:
  - various types of acne
  - dermatitis
  - eczema
  - allergic reactions.
- Contra-indications/precautions may include:
  - contagious and non-contagious diseases
  - sunburn
  - trauma
  - bruises
  - cosmetic and general surgery and other visible non-normal skin.
- Facial shapes, elements and principals of design and their combinations.
- Skin types/conditions must include, normal, dry, combination, sensitive, mature, pigmented, colour and tone.
- Make-up context must be, business, pleasure, social, time of day, and special occasion.
- Make up products may include:
  - pre make-up products and stabilisers
  - concealers
  - foundation (liquid/solid)
  - powders
  - eyeshadows (matt/frosted)
  - blushes
  - mascaras (powder, liquid, wand)
  - lipsticks
  - pencils

## **RANGE OF VARIABLES (Continued)**

- Make-up equipment must include:
  - brushes
  - sponges
  - applicators
  - pallets
  - lash curlers
  - artificial lashes
  - tweezers
  - magnifying mirror
  - containers/tray etc
  - pencil sharpeners
  - spatulas
  - make up box
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Techniques may include, Elements and Principles of Design, Corrective, Colour Principles.
- Work may be performed in a salon, situation or on location.
- The range of skills may vary between the store to that of a salon.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to facial shape, selection of make up products, tools/equipment and make up application.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of make up services and safe use of product according to Occupational Health and Safety regulations/requirements.

## **EVIDENCE GUIDE (Continued)**

- Recognition of the appearance of and procedures to be followed in regard to local and general contra-indications/special precautions for treatment and specific treatment complications/contraindications according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's face and the image/opportunity/basic wardrobe and design and record a make-up plan, including:
  - facial areas requiring highlighting/shading
  - product application techniques
  - areas requiring corrective make-up
  - recognition of client image and occasion
  - colour design principles.
  - application to lighting natural and artificial
- Knowledge and skill in the application of a variety of make up products according to the range of variables.
- Knowledge and skill in the application of make-up products for a variety of skin types according to the range of variables.
- Knowledge and skill in the application of make-up for a variety of contexts according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a make-up and to both advise and demonstrate to the client on methods of self application.

## **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.



## **EVIDENCE GUIDE (Continued)**

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements.
- knowledge of the provisions of relevant Occupational Health and Safety regulations/requirements.
- knowledge of salon policies and procedures in regard to facial shape, selection of make up products and tools/equipment and make up application.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional
- knowledge of face and body shapes and their relationship to the elements and principles of design.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to make up services, including a simplified cross-section of skin.
- knowledge of the body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves.
  - skeletal and muscular
  - nervous system and its relationship to skin sensations
  - circulatory systems in regard to its relationship to skin function
- knowledge of the following in regard to make-up services:
  - effects of lighting natural/artificial on cosmetics
  - colour design principles
  - colour wheel, primary, secondary, complementary colours, grey scale
  - tonal value
  - differences between tone, value, hue and shade
- knowledge of cosmetic chemistry/ingredients in relevant make up products particularly in regard to their likely effects on the skin.
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes

## **EVIDENCE GUIDE (Continued)**

- the ability to analyse the client's face and design a make-up plan using the following information:
  - colour analysis
  - skin types and conditions
- knowledge of colour physics and its application in make-up application.
- awareness of the effect of changes created by specific make-up products and colour application techniques.
- knowledge of the salon product range.
- awareness of the effects and benefits of a defined range of salon make-up products.

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a make-up plan has been developed and applied for a range of make-up services. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## **EVIDENCE GUIDE (Continued)**

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of clients, presenting with a range of requirements in a salon, store/simulated salon assessment area or on location. Access to a make up kit including a range of products and equipment, make up mirror, lighting, chair and make up plan proforma will be required.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	1	1	1	1	2

**UNIT WRB12A: PERFORM FACIAL CLEANSING**

The unit title as applied for the beauty industry has been customised to meet the needs of the hairdressing industry and to reflect the predominant usage of appropriate skin cleansing routines. The elements and performance criteria have not been altered.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB12A.1 Prepare Client for Skin Cleansing	<p>12.1.1 Service area and operator prepared according to Health and Hygiene requirements and salon procedures.</p> <p>12.1.2 Protective covering and headband placed to protect client's hair and clothes.</p> <p>12.1.3 Client positioned comfortably on the chair or couch.</p> <p>12.1.4 Abnormal skin conditions/contra-indications accurately identified, noted and the client advised accordingly.</p> <p>12.1.5 Client's skin type and condition accurately assessed according to manufacturers product manual.</p>
WRB12A.2 Cleanse Face	<p>12.2.1 Suitable cleansing product identified for client's skin type and for different areas of the face.</p> <p>12.2.2 Cleansing product applied in a prescribed sequence according to manufacturers product specifications.</p> <p>12.2.3 Client's skin cleansed thoroughly and all make-up removed.</p>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB12A.3 Apply Skin Care Products	<p>12.3.1 Products suitable to achieve identified outcomes selected and agreed with the client.</p> <p>12.3.2 Products applied in sequence according to product manufacturers recommendations, salon procedures and Health and Hygiene requirements.</p> <p>12.3.3 Procedures explained accurately to the client during the treatment.</p> <p>12.3.4 Products removed completely and without distress to client.</p> <p>12.3.5 Treatment result matches client's expectations and specified outcomes.</p>
WRB12A.4 Advise on Further Product Use	<p>12.4.1 Client advised of suitable homecare products and treatments.</p> <p>12.4.2 Product use clearly explained and application demonstrated as required.</p> <p>12.4.3 Possible contra-indications clearly explained to client.</p>

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to skin analysis and selection of skin care products.
- Salon hygiene policies and procedures.
- State and local health regulations.
- Salon product range and manufacturers instructions.
- Manufacturers product manuals.
- Salon time-frame allocated for the performance of a skin cleansing treatment.
- Abnormal conditions may include sunburn, trauma, bruises, significant scarring, herpes, eczema, psoriasis, acne and other visible non-normal skin.

**RANGE OF VARIABLES (Continued)**

- Skin care products must include:

- cleansers
- toners
- moisturisers
- masks
- remedial products.

Contra-actions may include:

- product reactions

- Contra-indications/precautions may include:

- contagious and non contagious skin diseases/disorders
- cuts, bruises, trauma to skin
- burns, including sunburn

- Skin types/conditions must include:

- normal
- dry
- combination
- oily
- sensitive
- dehydrated
- damaged
- mature
- acne.

- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to selection of skin care products and cleansing the face for the purpose of application of skin care products.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and procedures to be followed in regard to local and general contra-indications/special precautions for treatment and specific treatment complications/contraindications according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to recognise client's skin type according to manufacturers product manual, and identify the client's requirements/needs.
- Evidence of ability to prepare the face for cleansing and to perform a face cleansing procedure.
- Knowledge and skill in the application of a variety of skin care products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to advise and demonstrate to the client on product use, home care and complementary products.

**EVIDENCE GUIDE (Continued)****Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Health and Hygiene regulations/requirements.
- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to skin analysis, selection of skin care products and cleansing the face for the purpose of application of skin care products.
- the ability to recognise and respond appropriately to general and local Contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- ability to recognise conditions which indicate client referral to a beauty therapist or medical practitioner.
- the ability to analyse the client's skin according to manufacturers product manual.
- knowledge of the anatomy and physiology of the skin as it relates to demonstration of retail skin care products including a simplified cross section of the skin.
- ability to recognise the physical appearance of:
  - various skin types
  - normal skin
  - minor skin blemishes
  - inflammation arising from skin care products.
- knowledge of abnormal skin conditions; their appearance, and symptoms.
- recognition of skin disorders and diseases, their appearance and procedures to be followed including referral to appropriate professional where required.
- knowledge of the causes of skin reactions/allergies in regard to skin care products.
- knowledge of the salon product range and manufacturers instructions/data sheets.
- knowledge of the effects and benefits of a defined range of salon skin care products.
- ability to apply skin care products for the following skin types:
  - normal
  - dry
  - combination
  - oily



## **EVIDENCE GUIDE (Continued)**

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate an ability to demonstrate a range of retail products. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients with a range of skin care product requirements, a full home skin care product range and may occur in treatment area or in a retail setting.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	2

**UNIT WRB14A: PIERCE EARS**

This unit is equivalent to Unit 14 “Pierce Ear” in the National Beauty Competency Standards. It describes those competencies required to pierce ears for ornamentation.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB14A.1 Prepare Client for Service	<p>14.1.1 Service area operator, client and earpiercing equipment prepared according to Health and Hygiene requirements, relevant Skin Penetration Acts and salon procedures.</p> <p>14.1.2 Clients’ characteristics accurately identified.</p> <p>14.1.3 Clients’ needs evaluated to enable accurate advice and recommendations for an ear piercing service.</p> <p>14.1.4 Consent form accurately completed if client underage.</p> <p>14.1.5 Suitable earrings agreed upon according to client requirements.</p> <p>14.1.6 Client comfort and relaxation ensured throughout service.</p> <p>14.1.7 Contra-indications (if applicable) identified and explained to client.</p> <p>14.1.8 Areas of the ear requiring special treatment identified and noted.</p> <p>14.1.9 Client reassured during service as required and all questions answered fully and accurately.</p> <p>14.1.10 All necessary working materials are to hand.</p>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRB14A.2 Perform Ear Piercing	14.2.1 Studs prepared and applied according to Health and Hygiene requirements, in particular Skin Penetration Acts, government regulations, manufacturer's instructions and salon procedures.
	14.2.2 Piercing equipment thoroughly cleansed/disposed of/according to Health and Hygiene requirements, in particular, Skin Penetration Acts, government regulations, and salon procedures.
	14.2.3 Contra-actions accurately identified and action taken according to salon procedures.
	14.2.4 Infection control and skin penetration procedures adhered to according to Health and Hygiene requirements/regulations, relevant Skin Penetration Acts and salon procedures.
	14.2.5 Earring placement matches plan agreed with client.
	14.2.6 Service completed within designated salon time frame.
	14.2.7 Service area cleansed according to Health and Hygiene requirements, government regulations in particular Skin Penetration Acts and salon procedures.
WRX12A.3 Provide Aftercare Advice	14.3.1 Questioning and active listening used to obtain client feedback.
	14.3.2 Relevant outcomes of treatment recorded accurately and legibly.
	14.3.3 After care advice and guidelines accurately provided according to client's needs.
	14.3.4 Product recommendations made according to client requirements.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to ear piercing services.
- Salon hygiene policies and procedures.
- State and local Health Regulations and Skin Penetration Acts.
- Salon range of earring studs and other products.
- Manufacturers instructions for use of stud gun or other equipment.
- Contra-indications to ear piercing may include: trauma to skin, skin diseases, excessively dry flaky skin, weeping eczema, hypersensitive skin, allergy to stud manufacturing materials.
- Contra-actions - inflammation arising from the ear piecing process, infections of the ear lobe.
- Abnormal conditions may be contagious or non-contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
- Non-contagious conditions may include:
  - sun related disorders, sun burn
  - skin cancers, benign and malignant tumours
  - moles, scar tissue, lesions and other visible non normal skin.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advice on use of homecare products may include: antiseptic, remedial products.
- After care recommendations must include:
  - care and maintenance procedures for recently pierced ears
  - care and maintenance procedures for ear studs

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of ear piercing services.
- Knowledge and consistent application of relevant national, state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients.
- Evidence of the ability to consult with clients and agree on selection and placement of earrings and obtain client's consent where applicable.
- Evidence of the ability to consistently select, prepare, use and dispose of/cleanse, ear piercing products and equipment, according to Health and Hygiene requirements, in particular, Skin Penetration Acts, government regulations, manufacturer's instructions and salon procedures.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate an ear piercing service and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## **EVIDENCE GUIDE (Continued)**

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of ear piercing services.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to identify the client's characteristics and recommend and agree on a service.
- knowledge of ear piercing procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - application of studs
  - cleansing/disposal of product/equipment
  - post treatment procedures
  - procedures for consent forms
  - after care and home care advice to client
- knowledge of causes of skin reactions and the appearance and management of specific treatment complications including:
  - inflammation arising from the ear piercing process
  - infections of the ear lobe.
- knowledge of abnormal skin conditions; their appearance, and symptoms and contra-indications for ear piercing services.
- knowledge of the salon product range and manufacturers instructions/data sheets.

## **EVIDENCE GUIDE (Continued)**

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate the performance of an ear piercing service. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed through access to ear piercing equipment which complies with the Skin Penetration Act.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

**UNIT BSZ407A: DELIVER TRAINING SESSIONS**

This unit covers the requirements for a person to deliver training sessions as part of a training program.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ407A/01 Prepare Training Participants	<p>1.1 Training program goals and training session outcomes are explained to, and discussed with, training participants</p> <p>1.2 The training program workplace applications, training activities and tasks are explained and confirmed with the training participants</p> <p>1.3 Needs of training participants for competency acquisition are identified</p> <p>1.4 The series of training sessions for the training program are explained to training participants</p> <p>1.5 Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants</p> <p>1.6 Language is adjusted to suit the training participants and strategies / techniques are employed to confirm understanding (eg paraphrasing and questioning)</p>
BSZ407A/02 Present Training Session	<p>2.1 Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies</p> <p>2.2 Presentation of training and design of learning activities emphasise and reinforce the components of competency</p> <ul style="list-style-type: none"> <li>- task skills</li> <li>- task management skills</li> <li>- contingency management skills</li> <li>- job/role environment skills</li> <li>- transfer and application of skills and knowledge to new contexts</li> </ul> <p>2.3 Presentation and training delivery methods provide variety, encourage participation and reinforce competencies.</p>



<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ407A/02 Present Training Session (continued)	2.4 Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions
	2.5 Training sessions are reviewed and modified as necessary to meet training participants needs
BSZ407A/03 Facilitate Individual and Group Learning	3.1 The requirements for the effective participation in the learning process is explained
	3.2 Timely information and advice is given to training participants during training sessions
	3.3 Training presentations are enhanced with the use of appropriate training resources
	3.4 Clear and accurate information is presented in a sequence to foster competency development
	3.5 Language is adjusted to suit training participants
	3.6 Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages
	3.7 Training equipment and materials are used in a way that enhances learning
	3.8 Supplementary information is provided to enhance and clarify understanding as required by individuals or the group
	3.9 Key points are summarised at appropriate times to reinforce learning
	3.10 Individual learning and group dynamics are monitored and managed to achieve program goals
	3.11 Language, literacy and numeracy issues are taken into account to facilitate learning by training participants

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ407A/04 Provide Opportunities for Practice and feedback	4.1 Process, rationale and benefits of practice of competency are discussed with training participants
	4.2 Practice opportunities are provided to match: <ul style="list-style-type: none"><li>- specific competencies to be achieved</li><li>- context of the training program</li><li>- specific outcomes of the training session</li></ul>
	4.3 Training participants readiness for assessment is monitored and discussed with participants
	4.4 Constructive feedback and reinforcement are provided through further training and/or practice opportunities
BSZ07A/05 Review Delivery of Training Session	5.1 Training participants review of training delivery is sought
	5.2 The delivery of training session is discussed with appropriate personnel at appropriate times
	5.3 Trainer self assesses training delivery against program goals, session plans and
	5.4 Assessment and Workplace Training Competency Standards
	5.5 The reactions of relevant personnel to the delivery are sought and discussed at appropriate times
	5.6 Adjustments to delivery, presentation and training are considered and incorporated

## **RANGE OF VARIABLES**

### **Training Program**

- A collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group include:
  - employee groups (eg particular classification or work area, female employees)
  - groups or individuals with special training and or recognition needs

### **Appropriate Personnel**

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities

### **Training Program may be based on**

- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs

### **Training Programs may involve**

- enterprise based delivery
- provider based delivery
  - fee for service
  - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above

### **Target Group's Competencies may be Identified by**

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports

### **Training Sessions may Involve**

- theory
- demonstration
- combination of the two

## **RANGE OF VARIABLES (continued)**

### **Characteristics of Participants**

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

### **Training Delivery Methods may include**

- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion)

### **Training Materials may include**

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

### **Practice Opportunities may be**

- on the job
- off the job but located in participants workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above.

### **Training Activities and Tasks may include**

- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work

## **RANGE OF VARIABLES** (continued)

- shadowing, coaching, mentoring
- computer based learning
- role plays
- interviews
- discussion groups
- surveys
- action learning
- on the job learning
- off the job learning
- practical placements

## **EVIDENCE GUIDE**

### **Critical aspects of evidence**

#### *Assessment requires evidence of the following products to be collected*

- Delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

#### *Assessment requires evidence of the following processes to be provided*

- How training participants were informed of the:
  - programs goals
  - competencies to be achieved
  - training session outcomes,
  - on and/or off the job practice opportunities
  - benefits of practice
  - training activities and tasks
  - assessment tasks and requirements
- How the delivery of the training was conducted to ensure that :
  - training participants were involved in the sessions
  - language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants
- How constructive feedback was provided to the target group about their progress toward the programs goals
- How the group operated in terms of processes and dynamics
- How feedback from target group was received and program adjusted accordingly

## **EVIDENCE GUIDE (continued)**

### **Interdependent Assessment of Units**

This unit of competency may be assessed in conjunction with other units that form part of a job role.

### **Required Knowledge and Skills**

- Knowledge of Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Relevant competency standards including industry or enterprise standards
- Relationships of competencies to industrial agreements, classification systems and the Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements (eg OHS and anti-discrimination regulations)
- Competency in unit(s) of competency relevant to the training program
- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Understanding of the principles of adult learning and competency based training as applied to target group
- Design and / or customisation of effective learning resources
- Requirements for compliance with copyright law for resources used in training
- Skills in facilitating group and individual learning in specific contexts
- Knowledge of training delivery methods / strategies
- Skills in the design of activities and tasks to facilitate learning in specific contexts
- Sources of assistance for participants requiring language or other particular training support
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy required skills to :
  - present information in a clear, logical and coherent manner
  - present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
  - adjust spoken and written language to suit audience
  - employ interaction strategies and techniques (eg probing questioning, active listening & constructive feedback ) to encourage participation
  - prepare learning resources and materials using language and layout features to suit intended audience
- Awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group

### **Resource Implications**

Access to training program, training session plans, requisite training locations, materials and target groups for training.

## **EVIDENCE GUIDE (continued)**

### **Consistency in performance**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### **Context for Assessment**

Assessment should occur on the job or in a simulated workplace

### **Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	2	2

**UNIT BSZ402A: CONDUCT ASSESSMENT**

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ402A/01 Identify and explain the context of assessment	1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed
	1.2 The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed
	1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed
	1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed
	1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure
	1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed
BSZ402A/02 Plan evidence gathering opportunities	2.1 Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency
	2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified
	2.3 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure



<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ402A/03 Organise assessment	<p>3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment</p> <p>3.2 Appropriate personnel are informed of the assessment</p> <p>3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel</p>
BSZ402A/04 Gather evidence	<p>4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</p> <p>4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools</p> <p>4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable</p> <p>4.4 The evidence gathered is documented in accordance with the assessment procedure</p>
BSZ402A/05 Make the assessment decision	<p>5.1 The evidence is evaluated in terms of:</p> <ul style="list-style-type: none"><li>- validity</li><li>- authenticity</li><li>- sufficiency</li><li>- currency</li><li>- consistent achievement of the specified standard</li></ul> <p>5.2 The evidence is evaluated according to the dimensions of competency:</p> <ul style="list-style-type: none"><li>- task skills</li><li>- task management skills</li><li>- contingency management skills</li><li>- job/role environment skill</li><li>- transfer and application of knowledge and skills to new contexts</li></ul> <p>5.3 Guidance is sought, when in doubt, from a more experienced assessor(s)</p>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSZ402A/05 Make the assessment decision (continued)	5.4	The assessment decision is made in accordance with the criteria specified in the assessment procedure
BSZ402A/06 Record assessment results	6.1	Assessment results are recorded accurately in accordance with the specified record keeping requirements
	6.2	Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.
BSZ402A/07 Provide feedback to persons being assessed	7.1	Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed
	7.2	Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed
	7.3	The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
BSZ402A/08 Report on the conduct of the assessment	8.1	Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure
	8.2	Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure
	8.3	Suggestions for improving any aspect of the assessment process are made to appropriate personnel

## **RANGE OF VARIABLES**

### **Assessment system may be developed by:**

- the industry
- the enterprise
- a Registered Training Organisation
- a combination of the above

### **The assessment system should specify the following:**

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- arrangements, if applicable

### **Specific assessment context may be determined by:**

- purpose of the assessment, such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies.
- location of the assessment, such as
  - on the job or off the job
  - combination of both
- Assessment Guidelines of the relevant Training Package or other assessment requirements
- Features of assessment system.

### **Characteristics of persons being assessed may include:**

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic.

**RANGE OF VARIABLES (continued)****Appropriate personnel may include:**

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists.

**Assessment procedure may include:**

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

**Assessment methods may include:**

- work samples and /or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

## **RANGE OF VARIABLES (continued)**

### **Assessment tools may include:**

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

### **Allowable adjustments may include:**

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

### **Assessment environment and resources to be considered may include:**

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

### **Recording procedures may include:**

- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above

### **Assessment reporting:**

- assessments will record the unit(s) of competency in terms of code, title and endorsement date
- Summative assessment reports, where issued, will indicate units of competency where additional learning is required

*NB: Statutory and legislative requirements for maintaining records may vary in States/Territories.*

## **EVIDENCE GUIDE**

### **Critical aspects of evidence**

*Assessment requires evidence of the following products to be collected:*

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- Conduct of assessment in accordance with competency requirements
- Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

*Assessment requires evidence of the following processes to be provided:*

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that:
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

### **Interdependent assessment of units**

This unit of competency may be assessed in conjunction with other units that form part of a job role.

### **Required skills and knowledge**

- Knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency

## EVIDENCE GUIDE

- Assessment guidelines of the Training Package Assessment and Workplace Training
- Planning of own work including predicting consequences and identifying improvements
- Skills in the application of various assessment methods/tools, relevant to workplace context
- Language, literacy and numeracy skills required to:
  - give clear and precise instructions and information in spoken or written form
  - seek confirmation of understanding from the person(s) being assessed
  - adjust language to suit target audience
  - prepare required documentation using clear and comprehensible language and layout
  - ask probing questions and listen strategically to understand responses of the person being assessed
  - seek additional information for clarification purposes
  - use verbal and non-verbal language to promote a supportive assessment environment
  - use language of negotiation and conflict resolution to minimise conflict
- Communication skills appropriate to the culture of the workplace and the individual(s).

### Resource implications:

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.

### Consistency of performance:

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### Assessment context:

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

## Key Competencies

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	2	2	2	2	2	3

**UNIT WRH34A: SUPERVISE STAFF AND THE SALON**

This unit encompasses those competencies which are required to provide day to day supervision of workers and the salon. Salon supervisors are not necessarily salon owners and may work within guidelines laid down by management.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH34A.1 Induct New Staff into the Salon	34.1.1 New staff members are received into the salon in a warm and business-like manner.
	34.1.2 Salon rules and attendance times are explained.
	34.1.3 Salon policies and procedures are demonstrated and explained.
	34.1.4 Individual is introduced to colleagues.
	34.1.5 Role of new staff members is confirmed verbally with that person and other staff.
	34.1.6 Wage/salary payment methods are confirmed against the relevant award agreement.
WRH34A.2 Supervise Staff	34.2.1 Work methods/procedures for the salon and staff as defined by management are implemented and monitored.
	34.2.2 Staff roster is developed and maintained.
	34.2.3 Records of work done and turnover daily/weekly/monthly are kept as required by management.
	34.2.4 Personnel records of staff are updated as required.
	34.2.5 Strategies to resolve disputes between team members are identified and implemented.
	34.2.6 Advice is provided to management as necessary.
	34.2.7 Staff performance is appraised against agreed criteria.



<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH34A.2 Supervise Staff (Continued)	34.2.8 Daily staff attendance records are maintained.
	34.2.9 Staff are advised and directed on matters relating to clients and services as necessary.
WRH34A.3 Supervise Salon Procedures and Facilities	34.3.1 Quality of services and processes is checked by observation and client feedback.
	34.3.2 Stock provision and usage is monitored and strategies to minimise waste are introduced.
	34.3.3 Work methods are reviewed and amended as necessary.
	34.3.4 Salon health and safety policy is promoted with staff and implemented on an ongoing basis.
	34.3.5 Oral/written information is given to salon employees in respect of salon activities.
	34.3.6 Promotional activities outside the salon are supervised and participated in.
	34.3.7 Routine inspections are made of salon and equipment for faults.

## **RANGE OF VARIABLES**

The following variables may be present:

- Store policies and procedures in regard to salon supervision and staffing requirements.
- Supervision will take place in the routine salon environment, in accordance with salon/company policy as defined by management.
- Staff may come from a range of social cultural and ethnic backgrounds.
- Staff may have varying degrees of language and literacy levels.
- Routine or busy trading conditions.
- Cost considerations in relation to staffing.
- Store rostering system.
- Range of responsibilities/job descriptions.

## **RANGE OF VARIABLES (Continued)**

- Staff records systems may be manual or electronic.
- Staff numbers.
- Staff may be full-time or part-time.
- Communication with team may be face to face, individually, in groups, or written.
- Staff induction may include:
  - peak trading times
  - special events
  - promotions
  - stock takes
  - refurbishment

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to salon supervision and staffing requirements.
- Evidence of the ability to accurately interpret and consistently apply state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to accurately interpret and consistently apply state and local statutory requirements/regulations including relevant industry awards/agreements and to maintain staff records as required.
- Demonstration of a practical ability to induct new staff members, including introduction to other team members, clear explanation of salon policies and procedures and roles and responsibilities of staff members according to salon policy.
- Demonstration of a practical ability to evaluate team's performance in relation to achievement of goals and to offer solutions where goals are not met.

**EVIDENCE GUIDE (Continued)**

- Demonstration of a practical ability to ensure salon work methods/procedures are implemented and reviewed according to salon policies and procedures, particularly in regard to client services, and that quality of service is effectively monitored and maintained.
- Knowledge and consistent application of salon policies and procedures in regard to rostering staff, administering awards, identifying and minimising potential industrial problems and implementing dispute procedures.
- Demonstration of a practical ability to identify, monitor and minimise potential industrial problems.
- Demonstration of a practical ability to implement dispute settlement procedures.
- Demonstration of a practical ability to provide advice to management as required.
- Demonstration of a practical ability to perform staff appraisals against agreed criteria according to salon policy.
- Demonstration of a practical ability to build positive and constructive relationships with a team.
- Demonstration of a practical ability to accurately interpret and communicate information to team members.
- Evidence of the development and promotion of salon policies and procedures, including necessary resources, control measures and risk assessments, based upon a commitment to Occupational Health and Safety guidelines, state and local Health and Hygiene requirements/regulations, Skin Penetration Acts and industry codes of practice.
- Evidence of the implementation of salon policies and procedures in regard to the consistent application by staff members of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts.
- Evidence of the development and consistent application of salon policies and procedures in regard to safe work practices and emergency procedures for the provision of services, and safe use of product and equipment including identification of hazards and reporting procedures, according to Occupational Health and Safety regulations/requirements.
- Evidence of the development and promotion of salon practices and procedures for Occupational Health and Safety Codes of Practice for First Aid in the Workplace.
- Demonstration of a practical ability to effectively monitor stock usage and develop/ implement strategies to minimise waste according to salon policy.
- Knowledge and consistent application of salon policies and procedures in regard to maintaining outside promotional activities as required by salon policy.
- Evidence of the ability and skill to consistently use time effectively.

## **EVIDENCE GUIDE (Continued)**

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to salon supervision and staffing requirements.
- knowledge of relevant legislation and statutory requirements, including industry awards/agreements and salon policy in regard to working periods, overtime, breaks.
- knowledge of the following procedures in relation to co-ordination of staff including:
  - staff roster system
  - employment classifications, full-time or part-time.
  - meeting procedure
  - issues regarding the following:
    - \* equal opportunity
    - \* grievance procedures
    - \* discrimination
    - \* current industrial requirements
- ability to demonstrate the following skills in relation to co-ordination of staff including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - training/coaching skills
  - team building and motivation skills
  - conflict resolution
  - planning skills
  - assertiveness
  - group presentation skills
  - time management
  - stress management
  - goal setting

## **EVIDENCE GUIDE (Continued)**

- knowledge and expertise relevant to the following issues related to Occupational Health and Safety is required:
  - identification and prevention procedures for fire and safety hazards
  - safe lifting and manual handling techniques
  - evaluation and analysis skills
  - procedures for use in situations which may include use of alarms, salon evacuation, illness or accident and for events likely to endanger staff or clients
  - disposal methods for waste products including hazardous materials and disposable equipment
  - literacy skills in regard to documenting and reporting procedures
  - handling and storage facilities necessary for hazardous and non-hazardous materials and equipment
  - location and use of safety alarms
  - symbols used for occupational health and safety signs
  - storage and use of hazardous substances
  - storage and use of flammable materials
  - safe use of electrical equipment
  - manufacturers instructions for use of equipment
  - handling of broken or damaged equipment
  - manual handling procedures
  - correct posture for relevant treatment procedure
  - sickness and accident reporting procedures
  - procedures for use in the event of fire or salon evacuation or in events likely to endanger staff or clients
- ability to identify and develop reporting procedures including the following:
  - unsafe situations
  - broken or damaged equipment/machinery or fittings
  - fire hazards
- knowledge of the following:
  - local industry associations code of ethics.
  - roles, responsibilities and allocated duties of self, peers and management
  - salon policies in regard to verbal and non-verbal presentation.

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations unit competency is achieved.

Evidence collected should indicate that a range of salon supervisory activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to legislative requirements and guidelines, with regard to health and hygiene, industry awards/agreements and a range of supervisory situations in a salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	3	3	2



**UNIT WRH35A: MAINTAIN CUSTOMER RELATIONS**

This unit encompasses the development and implementation of strategies to meet the requirements of existing customers and identifying potential new customers, products and services which may expand business opportunities.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH35A.1 Monitor the Requirements of Customers	35.1.1 Customer requirements are monitored formally and informally to enable customer feedback to be collated.
	35.1.2 An analysis of customer requirements is conducted to enable an effective response.
WRH35A.2 Tailor Products and Services to Customer Requirements	35.2.1 Current products and services are assessed against identified customer demands.
	35.2.2 Customer needs are met through research and availability of new products and services.
	35.2.3 New products, services and processes are researched and introduced in a manner which ensures an adequate return on investment.
WRH35A.3 Promote the Salon to Customers	35.3.1 The competitive position of the salon is enhanced through its promotion.
	35.3.2 A plan for promoting sales to customers is developed and instituted.
WRH35A.4 Speak to Groups	35.4.1 Information which is relevant to the topic is selected and prepared.
	35.4.2 Speech is delivered in a clear and sequential manner and within a pre-determined time.
	35.4.3 Electronic and other media are used to enhance the presentation.
	35.4.4 Questions from the audience are received and responded to.



## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to salon promotion.
- The business may be new or long established.
- The external presentation of the business and the perceived image held by clients.
- The prevailing salon culture and orientation to clients.
- Clients may include existing and potential clients.
- Availability and reliability of information held on clients.
- Clients may be internal or external.
- Clients and team members may include people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.
- Salon promotion may involve outside presentations.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to salon promotion.
- Knowledge and consistent application of relevant state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients requirements/needs, and to ensure client comfort and safety.

## **EVIDENCE GUIDE (Continue)**

- Ability to consistently monitor clients, on a formal and informal basis, to identify clients requirements/needs, and to ensure that client feedback is collated and analysed to enable an effective response.
- Ability to consistently monitor current products and services against identified clients' requirements/needs, and to ensure that new products and services are researched and made available as required.
- Demonstration of a practical ability to research and introduce new products, services and processes in a cost effective manner.
- Demonstration of a practical ability to develop and institute an effective marketing plan and to enhance the competitive position of the salon through it's promotion.
- Demonstration of a practical ability to present information in a group situation, select and prepare relevant information, use a variety of media to enhance presentation, answer and respond to questions, and deliver presentation in a clear, sequential manner within a pre-determined time.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to salon promotion.
- knowledge of the following procedures/methods in relation to salon promotion including:
  - local industry associations code of ethics
  - roles, responsibilities and allocated duties of self, peers and management
  - salon policies in regard to verbal and non-verbal presentation
  - methods of monitoring and analysing client requirements/needs
  - marketing and promotional strategies
  - methods for researching new products, services and processes
  - development of sales plans
  - strategies for delivering information to groups, including use of a variety of methods including electronic media

## **EVIDENCE GUIDE (Continue)**

- ability to demonstrate the following skills in relation to salon promotion including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - interpersonal skills
  - negotiation techniques/skills
  - research skills
  - planning skills
  - assertiveness
  - group presentation skills
  - time management
  - goal setting

## **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of salon promotion activities.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## **EVIDENCE GUIDE (Continued)**

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon assessment area.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	2	3	2



**UNIT WRRPM2A: RECRUIT AND SELECT STAFF**

This unit is based on and is equivalent to Unit PM.2 in the National Retail Competency Standards. It involves competencies encompassing the overall planning of salon staff requirements, writing job descriptions and recruiting and selecting staff. This role may be carried out by the manager or the task may be delegated to others.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRRPM2A.1 Define Future Staffing Requirements	1.1 Salon policies in regard to staffing levels are accurately identified.
	1.2 Accurate current information is used.
	1.3 Competencies and attitudes required of individuals and teams is clearly identified.
	1.4 Appropriate members of staff are adequately consulted.
	1.5 Estimates of staffing needs are supported by appropriate calculations where necessary.
WRRPM2A.2 Determine Job Specifications	2.1 Specifications accurately reflect the role which the appointee will play in relation to the team as a whole.
	2.2 The views and requirements of all relevant people are taken into account prior to completing the specification.
	2.3 Specifications written are clear, concise and comply with legal requirements.
	2.4 Specifications are confirmed with appropriate people prior to recruitment action according to salon policy.
WRRPM2A.3 Recruit Staff	3.1 Salon procedures with regard to staff employment, are maintained and monitored.
	3.2 Employment vacancies are advertised internally and/or externally according to salon policy.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRRPM2A.3 Recruit Staff (Continued)	3.3 Job interviews and employment appraisal tests, are conducted according to salon policy.
	3.4 Staff selection policies and procedures are conducted to comply with Equal Opportunity and Equal Employment Opportunity legislation.
	3.5 Wages and conditions comply with relevant awards/agreements and salon policy.
WRRPM2A.4 Assess and Select Applicants	4.1 Assessment and selection process are conducted according to salon policy and procedures and legal requirements.
	4.2 Information obtained from each candidate judged against specified selection criteria, and any additional influencing factors noted.
	4.3 Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is sought promptly from appropriate personnel.
	4.4 Unintended deviations from agreed procedures are identified and corrected before selection decisions are made.
	4.5 Records are complete, accurate and clear.
	4.6 Selection recommendations are communicated to authorised people only.
	4.7 All candidates are promptly and accurately informed of selection decisions following each stage of the selection process.
	4.8 Recommendations for improvements to any aspect of the selection process are communicated promptly to appropriate people.
	4.9 Selection choice is justifiable from the evidence gained and the process used.

## **RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to personnel planning, selection and recruitment.
- Salon staffing requirements may include:
  - permanent
  - temporary
  - full-time
  - part-time
- Planning may take into consideration:
  - financial considerations
  - current and projected staff numbers
  - current staff competencies and estimates of competencies required
  - equal opportunity
  - succession planning
  - staffing forecasts.
- Staffing requirements may include a range of occupational groups including hairdressing or beauty staff, and receptionists.
- Recruitment procedures may be delegated to individuals or to specialist personnel.
- Job specifications should include:
  - job title
  - responsibilities
  - key competencies.



## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to personnel planning, selection and recruitment.
- Knowledge and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Knowledge and ability to accurately interpret and consistently apply state and local statutory requirements/regulations including relevant industry awards/agreements, Equal Opportunity and Equal Employment Opportunity Legislation and to maintain staff records as required.
- Demonstration of a practical ability to consult relevant staff members when determining staffing requirements.
- Demonstration of a practical ability to clearly identify competencies and attitudes required of individual staff members and teams, according to salon policy.
- Demonstration of a practical ability to use current accurate information to evaluate estimates of staffing requirements/levels, support estimates with appropriate calculations and record information as required.
- Demonstration of a practical ability to determine and document clear, concise job specifications, in consultation with all relevant people, which accurately reflect the staff members role within the salon team according to legal requirements and salon policy.
- Demonstration of a practical ability to advertise employment vacancies, after consultation with all relevant people according to salon policy.
- Demonstration of a practical ability to ensure that the assessment and selection process including the conduct of job interviews and employment appraisal tests, conform to Equal Opportunity and Equal Employment Opportunity legislation and salon policy, and to identify and correct unintended deviations from agreed procedures prior to a decisions being made.

**EVIDENCE GUIDE (Continued)**

- Knowledge and ability to ensure that wages and conditions comply with relevant awards/agreements and salon policy.
- Demonstration of a practical ability to compare and accurately record information gained from the assessment and selection process, including additional influencing factors and utilise the information to aid the selection decision.
- Demonstration of a practical ability to perform selection appraisals against agreed job specification criteria according to salon policy, and to justify selection choice from the evidence gained.
- Demonstration of a practical ability to promptly seek advice from relevant personnel when difficulties or conflicts with the selection criteria are evident.
- Demonstration of a practical ability to maintain complete, accurate, and clear staff selection records, and to communicate selection recommendations/information to authorised people only.
- Knowledge and consistent application of salon policies and procedures in regard to promptly and accurately informing candidates of selection decisions following each stage of the selection process.
- Demonstration of a practical ability to evaluate the selection process and promptly communicate recommendations for improvements, where applicable, to relevant personnel.

**Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

**Underpinning knowledge and skills**

**These refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to personnel planning, selection and recruitment.
- knowledge of relevant legislation, state and local statutory requirements/regulations including relevant industry awards/agreements, Equal Opportunity and Equal Employment Opportunity Legislation.

## **EVIDENCE GUIDE (Continued)**

- knowledge of the following issues, in relation to personnel planning, selection and recruitment including:
  - employment classifications, full-time or part-time.
  - local industry associations code of ethics.
  - roles, responsibilities and allocated duties of salon personnel
  - salon policies in regard to verbal and non-verbal presentation.
    - \* equal opportunity
    - \* grievance procedures
    - \* discrimination
    - \* current industrial requirements
- ability to demonstrate the following skills in relation to personnel selection and recruitment
  - consultation skills
  - interview skills
  - listening and questioning skills
  - verbal and non-verbal communication skills
  - negotiation techniques
  - planning skills
  - assertiveness
  - time management
- knowledge and methods of evaluating the following:
  - team competencies existing.
  - team competencies required.
  - current and projected staff numbers.
- Understanding of principles and methods relating to:
  - identifying, defining and assessing competence of individuals
  - identifying competence requirements in relation to work demands
  - consultation processes
  - writing clear accurate job descriptions/specifications
  - evaluating information from C.Vs, letters, references, interviews and aptitude tests against criteria
  - obtaining information from candidates at interview
- Literacy and numeracy skills in regard to planning, assessment and reporting

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of personnel planning, selection and recruitment activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to legislative requirements and guidelines, industry awards/agreements, and a practical staffing situation in a salon.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	1	3	3	3	2



**UNIT WRRPM3A: LEAD AND MANAGE PEOPLE**

This unit is based on and is equivalent to Unit PM.3 Lead and Manage People in the National Retail Competency Standards. It involves competencies encompassing the leadership and management of teams, where the manager has a key role in motivating others to achieve objectives. It involves team building, consultation and communication and delegation of authority.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRRPM3A.1 Lead the Team	1.1 Leadership style reflects the salon image/culture.
	1.2 Environment created in which people are motivated to achieve high standards of performance.
	1.3 Personal leadership style analysed and evaluated in terms of effects on motivation and performance of team members.
WRRPM3A.2 Lead by Example	2.1 High personal performance standards are demonstrated.
	2.2 Willingness to confront difficult situations/ problems is demonstrated.
	2.3 Honest, open consultation is used to communicate with team members.
	2.4 Difficult situations are dealt with fairly, openly and promptly.
WRRPM3A.3 Develop and Communicate Team Objectives	3.1 Clear, accurate and relevant team objectives are developed, including expected performance standards.
	3.2 Objectives are achievable within designated time limits and according to resources available.
	3.3 Objectives are explained clearly and at a level and pace appropriate to team members.
	3.4 Objectives are regularly reviewed according to team/salon policy changes.
	3.5 Team members are encouraged to provide feedback on objectives and to clarify areas of uncertainty.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
WRRPM3A.4 Establish, Develop and Improve Teams	4.1	Plans are based on accurate assessment of current competencies and career aspirations according to current and future salon requirements.
	4.2	Individuals are assisted and encouraged to take responsibility for their own self development.
	4.3	Team building and development plans contain clear, realistic objectives.
	4.4	Unproductive friction between team members is minimised.
	4.5	Collaborative approach is taken with team members, colleagues and management to establish constructive relationships.
	4.6	Team members are encouraged to offer ideas, views or suggestions.
	4.7	Recognition of team members' suggestions offered, and explanations are given if proposals rejected.
	4.8	Outstanding achievement is recognised.
	4.9	Promises and undertakings to team are realistic and honoured.
	4.10	Team members are given appropriate support in areas which may affect work performance and morale.
WRRPM3A.5 Develop Self	5.1	Current self competencies and development needs are identified according to current position description and future career aspirations.
	5.2	Realistic, achievable and challenging objectives are developed and regularly reviewed.
	5.3	Responsibility is accepted for achieving self development objectives.
	5.4	Progress and performance is regularly reviewed with appropriate personnel.
	5.5	Feedback is received and used to improve future performance.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRRPM3A.6 Delegate Responsibility and Authority	6.1 Team and individual responsibilities and limits of responsibility are clearly defined according to salon policy.
	6.2 Information is provided in a manner and at a pace appropriate for the individual.
	6.3 Delegation is unambiguous, explicit and able to be carried out within a designated time-frame.
	6.4 Resources and implementation methods are effectively negotiated with team member/s.
	6.5 Support and resources available are accessible and are sufficient for the needs of the operation.
	6.6 Delegation is reviewed regularly and revised as required.
WRRPM3A.7 Consult with Team	7.1 Policies, plans, problems and solutions are clearly and concisely communicated to team according to salon policy.
	7.2 Communication to team on salon policy and operational issues is actively and clearly demonstrated.
	7.3 Meeting purpose is clearly established.
	7.4 Information is clearly presented.
	7.5 Positive contributions are encouraged from all members of group.
	7.6 Discussion time is allocated to items according to importance, urgency or complexity.
	7.7 Leadership style is appropriate for purpose and membership of group.
	7.8 Decisions are recorded accurately and acted upon as required.
	7.9 Written and verbal communication is performed in a clear and concise manner according to salon policy.



**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

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WRRPM3A.8  
Support the Team

- 8.1 Staff, colleagues and management are actively supported within salon policy guidelines in situations involving salon policies or operations.
- 8.2 Team members are actively supported in achievement of realistic goals.
- 8.3 Team members actively focused towards store plans/targets.

**RANGE OF VARIABLES**

The following variables may be present:

- Salon policies and procedures in regard to staff development, people management and leadership style.
- Size and diversity of team.
- Salon policies and procedures for conflict resolution/grievance procedures.
- Team members may come from a variety of social, cultural or ethnic backgrounds.
- Team members may vary in literacy and numeracy skills.
- Staff development policies and budget allocation.
- Current team competencies.
- Manager's succession planning requirements.
- Manager's interpersonal operating style.
- Manager's personal leadership style.
- Opportunities for manager to demonstrate personal performance standards at operational level.
- Salon plans/targets.
- Salon culture and operating environment.
- Degree of delegation authorised.

## **RANGE OF VARIABLES (Continued)**

- Manager's self competencies may include:
  - communication skills
  - ability to delegate
  - conflict resolution skills
  - team building skills.
- Communication may include:
  - verbal
  - singly or in groups, in person or by telephone
  - formal or informal meetings
  - written correspondence, memos.

## **EVIDENCE GUIDE**

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to staff development, people management and leadership style.
- Knowledge and consistent application of salon policies and procedures in regard to honest and open communication with staff, development of team objectives, and motivation of staff according to salon procedures.
- Ability to demonstrate a leadership style which reflects the salon image/culture and to create an environment in which people are motivated to achieve high standards of performance.
- Ability to demonstrate a high standard of personal performance and a willingness to confront and deal with difficult situations, fairly, openly and promptly.
- Demonstration of a practical ability to identify and review realistic team objectives, including expected performance standards, and methods of achieving objectives, and to communicate to, assist and support the team in the achievement of designated objectives.
- Demonstration of a practical ability to establish, develop and improve teams by encouraging and assisting individuals, minimising conflict and building positive and constructive relationships within the team.

## **EVIDENCE GUIDE (Continued)**

- Demonstration of a practical ability to recognise the team's performance and achievement, encourage feedback, and to offer support to team members where required.
- Demonstration of a practical ability to identify and develop self competencies, develop, review and achieve realistic objectives and review own performance with appropriate personnel.
- Demonstration of a practical ability to identify and clearly define, negotiate and regularly review individual responsibilities within the team, and delegate responsibilities in an explicit and achievable manner, ensuring sufficient resources are available as required.
- Demonstration of a practical ability to consult/communicate with the team, encouraging contributions, prioritising items, recording and implementing decisions and presenting information clearly and concisely.
- Demonstration of a practical ability to develop, support and actively focus team members to achieve realistic objectives.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of salon policies and procedures in regard to staff development, people management and leadership style.
- ability to demonstrate the following skills:
  - personal leadership development skills
  - listening and questioning skills
  - verbal and non-verbal communication skills
  - consultation skills and techniques
  - negotiation skills
  - record keeping skills
  - team building and motivation skills
  - conflict resolution
  - planning skills
  - assertiveness
  - group presentation skills
  - goal setting
  - training
  - delegation
  - literacy skills in regard to written communication

## EVIDENCE GUIDE (Continued)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing or project work but will include observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of leadership and management situations.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a management situation in a salon/simulated salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	3	3	2



**UNIT BSX023\1: EVALUATE A BUSINESS OPPORTUNITY**

This unit is based on and is equivalent to unit 1 in the revised Small Business Management Competency Standards. It involves preliminary investigation of a business opportunity to assess its potential viability and how well it conforms with current personal and business directions.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\1.1 Clarify Personal Expectations, Values, Skills and Experience	1.1 Personal needs, values and expectations are realistically identified and aligned with the business opportunity.
	1.2 Relevant experience and current competencies are accurately identified and matched with requirements of the business opportunity.
	1.3 Personal strengths and weaknesses are realistically assessed in terms of requirements of the business opportunity.
	1.4 Personal motivators, attitude and vision are clarified in relation to the potential business direction.
BSX023\1.2 Identify a Business Opportunity	2.1 Sources of information about business opportunities are actively pursued in line with personal and business interests and values.
	2.2 Creative ideas and innovative approaches are sought and considered for their potential business applications.
	2.3 Entrepreneurial spirit and vision are focused and developed into clear ideas of business opportunities.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSX023\1.3 Investigate the Business Opportunity	3.1	Business opportunities are thoroughly investigated to determine their market and financial viability.
	3.2	Complete documents and records are obtained for existing businesses and franchises as a basis for assessing the suitability of the business opportunity.
	3.3	The fit between the business opportunity and personal expectations, values, skills and experience is carefully evaluated to identify gaps and incompatibilities.
	3.4	The new business opportunity is evaluated against current business involvement to identify overlaps, compatibilities and clashes.
	3.5	The probable return on investment is estimated by identifying and analysing risks, opportunities, costs and benefits associated with the business opportunity.
	3.6	Relevant situational factors are identified and their potential to impact on the business opportunity is assessed.
	3.7	The decision to proceed with the business opportunity is based on a sound assessment of all factors.
BSX023\1.4 Determine Nature of Products/Service to be Provided	4.1	The perceptions of potential clients are clarified to establish which products/services best meet their needs/demands.
	4.2	Ways of enhancing the product/service benefits to client are identified.
	4.3	The optimal mix of product/services is established to maximise returns.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSX023\1.4 Determine Nature of Products/Service to be Provided (Continued)	4.4	The likely contributions of each product/service to total sales and profit is estimated as a guide to determining the optimal mix.
	4.5	The nature of products/services to be provided is specified to ensure the product mix reflects client demand.
	4.6	Selection of pricing approach is guided by a determination of what the market will bear.
BSX023\1.5 Establish Market Needs for the Product/Service	5.1	Market demand and need for the product/service is researched to establish the viability of the business opportunity.
	5.2	Market profile is established which provides an understanding of the characteristics of the potential client base.
	5.3	Target market for the product/service is specified in line with potential market characteristics.
	5.4	Competitors are identified and their strengths and weaknesses are analysed to provide a basis of comparison and identify a market niche for the business opportunity.
	5.5	Produce/service is tested in the market place to verify market research findings.
	5.6	Prototype products/services are developed and tested as required.
	5.7	Potential market segment is clearly identified to determine where the products/services fit into overall market.



## **RANGE OF VARIABLES**

The following variables may be present:

- Business opportunities may relate to new business or to extending, expanding or otherwise changing an existing business.
- The source of ideas may include advertised business and franchises, similar small businesses operating in Australia or abroad, patents or new inventions, and ideas generated by self, peers, colleagues and ideas drawn from trade or professional journals.
- Sources of data or information about business opportunities may include information from peers, databases, government agencies, ABS data, business advisory services, professional/trade associations, financial institutions, knowledge and expertise in the field of decision maker(s).
- The business may provide goods or services or a combination of both. The businesses may involve the production of goods, delivery of services, the import and/or distribution of goods and services, or the management of other businesses. The business may have a single product/service line, a few similar versions of one product/service, or a number of products/services.
- Situational factors may include considerations of timing, location/position, transport, distribution channels, communications, availability of human and financial resources, geographic isolation, strength of competition, regulatory regime, financial and political climate, seasonal and economic cycles, level of technology applying.
- Personal expectations and values may include income levels required, preferences for various enterprise types, lifestyle and work preferences, period of intended business ownership, family circumstances, and personal values (eg view of status, tolerance of risk, etc). Personal attitudes and attributes may include entrepreneurial attitude, leadership ability, clarity of thinking, conception/vision, imagination, passion, energy/drive, persistence, service focus, integrity and embracing diversity.
- Market Research may be self generated, commissioned, or it may draw on published material. Sources of market information include potential client, suppliers and competitors, the industry and the community. Description of the market should include demographic data such as the size, characteristics of the primary client (age group, education, experience, background, disposable income or lifestyle) expectations regarding quality, presentation and support services. Competitor analysis could describe the number, size, location, range of quality, price and other features on which they compete, recent growth of competition and possible barriers to entry to the market.
- Approaches to setting the price of products or services should be based on an understanding of what the market will bear.
- Pricing approach may include:
  - Cost plus margin
  - Relative to competitors
  - Demand orientation

## **EVIDENCE GUIDE**

Evidence of satisfactory performance in this unit involves an assessment of the process of evaluating a specific business opportunity which has been followed by the 'small business manager'. This unit may be assessed in conjunction with Unit BSX023/4 "Address Client Requirements".

Evidence may be gathered using the following methods:

- Review of the documentation summarising actions taken and findings at each step in the process.
- Discussion with the 'small business manager' about the evaluation process followed (actions taken, findings and rationale for decisions).
- Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge of:

- Sources of pertinent information (financial and market research).
- Analysis and appraisal techniques as applied to the business and to self.
- Types of market research and market research methods.
- Methods of costing and pricing of products and services.



**UNIT BSX023\2: COMPLETE A BUSINESS PLAN**

This unit is based on and is equivalent to unit 2 in the revised Small Business Management competency Standards. It involves developing an integrated business plan as a guide to achieving specified business objectives in accordance with perceived client needs and business capabilities to provide quality product/service. This unit covers the initial conceptual planning for the business and is elaborated in each area of business in units 35-38.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\2.1 Specify Business Goals and Objectives	1.1 A succinct statement is made about the desired direction of the business and is clearly communicated to relevant stakeholders.
	1.2 Explicit short and medium term objectives are established as a basis for performance measurement, control and adjustment mechanisms.
	1.3 Stakeholders are encouraged to express their specific interests and objectives and their alignment with the planned business direction is clarified.
BSX023\2.2 Identify Need for Specialist Services	2.1 The need for specialist services to complement in-house capabilities is identified as a basis for planning of resource requirements.
	2.2 Specialist services, sources of advice and resources available are identified and costed.
BSX023\2.3 Formulate Business Plan	3.1 The business plan is developed on the basis of information obtained through research into client needs, resources requirements and business viability.
	3.2 A financial plan is formulated to estimate cash flow projections and budgetary information and to describe the means by which the production/service plan can be implemented and supporting marketing activities can be sustained.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\2.3 Formulate Business Plan (Continued)	3.3 The business plan identifies sales strategies to optimise market exposure and profitability.
	3.4 A production/service plan is formulated, aimed at supplying goods and services to meet client expectations and satisfy quality assurance criteria.
	3.5 Means of achieving the business objectives and communicating benefits of the product/service to the target market are identified in accordance with financial plan.
	3.6 The plan identifies options for delivery, service and support in accordance with:
	- client requirements
	- market expectations
	- budgetary constraints
	- business objectives
	- industrial relations climate
	3.7 The business plan specifies means of supply and distribution to support business initiatives.
	3.8 The plan specifies human resource requirements needed to effectively produce and deliver the products/services.
	3.9 The financial plan includes an evaluation of sources and costs of finance required for liquidity of the business.
	3.10 Risk management strategies are developed according to the planned business needs.

## **RANGE OF VARIABLES**

The following variables may be present:

- The business plan is produced for a specific small business venture. The comprehensiveness and extent of detailed documentation required in the business plan will depend on a range of factors which may include:
  - The proposed size and scale of the business
  - The market focus of the business
  - The need to raise finance and requirements of lenders
  - The level of risk involved
  - Different stages in the development of a business
- Specialist advice may be needed to develop the business plan. The plan should articulate the business opportunity, identify resources necessary to implement the proposals, detail ownership, management, staffing, organisational, marketing, financial and operational arrangements.
- The business plan may be quite brief if the business venture is small. It should contain an income and expenditure statement, balance sheet and cash flow forecast. It may provide projections for the initial years of operation and spell out the assumptions underlying the business plan, such as the expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment.
- The business plan should also include recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise. It may acknowledge the rapid rate of change in small business by including a contingency plan to address favourable or unfavourable sudden change.
- The financial plan takes account of:
  - The current financial state of the enterprise (or owner/operator)
  - Financial performance to date (if applicable)
  - Likely return on investment
  - A review of financial inputs required (sources and forms of finance)
  - Projections of likely financial results (budgeting)
  - Risks and measures to manage or minimise risks
- Include working capital, fixed capital, debt capital, equity capital.
- Financial resources may be provided from personal sources, financial institutions, trade/industry sources, and government sources. Potential financial backers include owner, family and friends, providers of venture capital, banks or finance companies, leasing and hire purchase financiers.
- The federal and state governments provide various forms of technical and financial assistance. This assistance can take the form of direct cash grants, subsidies, tax concessions and professional and technical advice.

## **RANGE OF VARIABLES (Continued)**

- The basis for projections may vary depending on the importance of such information and the stage in the life of the business, and may be done on a monthly, quarterly or annual basis.
- Useful financial indicators for forward projections may include:
  - The nature and amount of expenses (fixed and variable)
  - Analysis of sales by product/service, identifying where they were sold and to whom
  - The resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
- Estimates of profit and loss projections for each forward period.
- Cash flow estimates for each forward period.
- The point at which the enterprise breaks even, ie., when the sales recover all operating costs and costs of goods.
- Financial targets which may be used include profit, turnover, capital and equity targets.
- Internal operational targets used may relate to size, quality, quantity and diversity; wages to sales; sales to area/stock levels/stock turnover, average debtor payment periods and levels. External operational targets may relate to market share and positioning and may involve exploring new markets, building national or international trade links. Operational targets may be short, medium or long term.
- The nature of the risks facing a business and measures to manage or minimise these risks may vary according to the nature of the business. Risks may include physical security of premises, plant equipment, goods and services, security of intellectual property, loss of earnings through sickness/accidents, breach of contract, drought, flood, etc. Measures to manage risk include securing appropriate insurance, instituting security systems etc.
- The human resource requirements of a business may be met through engaging full-time or part-time staff on a permanent, temporary or casual basis, using sub-contractors or external advisers/consultants. For some small businesses, the owner/operator can provide all the human resource requirements.
- The stakeholders in a small business may include other family members, partners, providers of finance, clients, suppliers, franchise agency, trade or industry associations, regulatory bodies.

## **EVIDENCE GUIDE**

Evidence of satisfactory performance in this unit involves an assessment of the final product, namely the documented business plan.

Evidence may be gathered using the following methods:

- Review of the documented business plan and the process by which it was developed.
- Discussion with the ‘small business manager’ about each component of the business plan (underlying rationale).
- Questions about the underpinning knowledge base of the ‘small business manager’.
- Extent to which stakeholders and staff understand and support the thrust of the business plan.

Evidence is required of knowledge of:

- Forms and sources of finance.
- Specialist services available and charges.
- Planning and control systems (sales, advertising and promotion, distribution and logistics).
- Production and planning techniques.
- Effective monitoring systems.
- Business risks and measures to manage or minimise risks.
- Options for meeting human resource requirements and the implications of each option.
- Legal and regulatory aspects of employing or contracting human resources.





**UNIT BSX023\3: ADDRESS LEGAL AND ADMINISTRATIVE REQUIREMENTS**

This unit is based on and is equivalent to unit 3 in the revised Small Business Management Competency Standards. It involves identifying and complying with legal and administrative requirements in the process of setting up and maintaining a small business. This includes risk minimisation, insurance, establishing a business structure and legal rights regarding production and use of products.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX023\3.1 Establish Legal Structure of Business	<p>1.1 Legal options for the business structure are thoroughly examined to determine the most suitable type of business structure, taking into account:</p> <ul style="list-style-type: none"> <li>- preferences of owners</li> <li>- requirements of funding bodies</li> <li>- confidentiality considerations (legal and financial)</li> <li>- taxation considerations</li> <li>- superannuation considerations</li> <li>- subsequent ownership transfer considerations.</li> </ul>
	<p>1.2 Legal rights and responsibilities of the business are investigated to ensure they are understood and the business is adequately protected.</p>
BSX023\3.2 Comply with Statutory and Regulatory Requirements	<p>2.1 Statutory requirements affecting the structure of the business are ascertained and steps taken to ensure full compliance.</p>
	<p>2.2 Statutory and regulatory requirements affecting the operations of the business are ascertained and appropriate steps taken to ensure full compliance.</p>
	<p>2.3 Insurance requirements are fully identified and adequate cover is acquired to ensure risk minimisation.</p>
	<p>2.4 Registration of the business is secured in accordance with owner/operator preferences and legal requirements.</p>
	<p>2.5 Legal documents are carefully maintained and relevant records are kept and updated to ensure their ongoing security and accessibility.</p>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\3.3 Establish Rights to Products/Services	3.1 Information on any procurement rights needed is sought to ensure the implications are fully understood.
	3.2 Conditions applying to production of goods and services are fully explored to ensure compliance with legal and contractual requirements.
	3.3 Cost of procurement rights to products and services is fully identified and included in ongoing financial planning.
	3.4 Rights and responsibilities applying to the use of products and services are fully explored to ensure accurate information is communicated to clients.
	3.5 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities.
	3.6 The decision to secure production rights is based on an informed assessment of all available information.
	3.7 Contractual procurement rights are secured which provide optimal conditions for production of products/services.

## **RANGE OF VARIABLES**

The following variables may be present:

- The business may be carried out within a company, trust, partnership or sole trader structure or some other form of business recognised by law. It may be profit or non-profit based.
- Ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning, etc.
- Contracts may be entered into with owners, suppliers, employees, clients or any person with whom the business has, or seeks to have, a performance-based relationship.
- Regulations may include local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permission; licence to practice; fire, occupational health and safety and environmental legislation; industrial, taxation, copyright, patent trademark and design regulations; codes of practice standards; and anti-competition/monopoly, anti-trust and consumer legislation.
- Legal rights which may apply include royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software, licences, franchises and any form of licensing.
- Legal documents include partnership agreements constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Articles of Association, Certificate of Incorporation, Franchise Agreements and financial documentation.
- Record keeping requirements may cover, for example, financial, personnel, taxation, occupational health and safety records.

## **EVIDENCE GUIDE**

Evidence of satisfactory performance in this unit involves an assessment of the completeness of the arrangements made or proposed by the 'small business manager' in addressing the legal and administrative requirements of the small business.

Evidence may be gathered using the following methods:

- Review of documented instructions to lawyers/accountants/business advisers.
- Discussion with the small business manager about the rationale for the chosen legal structure of the business and other such decisions, method of securing and maintaining legal records and documents
- Questions about the underlying knowledge base of the small business manager.

### **EVIDENCE GUIDE (Continued)**

Evidence is required of knowledge of:

- Legal rights and responsibilities.
- All relevant statutory and regulatory requirements which affect the proposed small business.
- Insurance requirements.
- Contractual rights and responsibilities.
- Record keeping duties.

**UNIT BSX023\4: ADDRESS CLIENT REQUIREMENTS**

This unit is based on and is equivalent to unit 4 in the revised Small Business Management Competency Standards. It involves establishing client requirements, developing and implementing strategies to meet these requirements in ways which will optimise the overall profitability of the business.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\4.1 Establish Client Requirements	<p>1.1 Existing and/or potential client base is identified as a guide to establishing demand.</p> <p>1.2 Market research information is assessed against the aims and targets of the business plan.</p> <p>1.3 Client requirements and preferences in relation to products/services to be supplied are determined as a basis for the marketing strategy.</p> <p>1.4 Systems to receive, respond to and address client reactions are implemented.</p>
BSX023\4.2 Develop Marketing Strategies	<p>2.1 Marketing strategies are identified and prioritised to optimise sales and profit in line with:</p> <ul style="list-style-type: none"> <li>- the aim and targets of the business plan</li> <li>- client requirements</li> <li>- the market position, objectives opportunities and resources of the business.</li> </ul> <p>2.2 Resource needs are identified to enable implementation of marketing plans.</p> <p>2.3 Promotional activities are planned and accurately costed to reach identified and potential clients.</p> <p>2.4 Effective promotional and distribution methods to reach the identified market segment are determined.</p>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSX023\4.2 Implement Marketing Strategies	2.1	Marketing strategies aimed at improving the businesses' competitive position are implemented.
	2.2	Business resources are identified and provided to effectively implement the marketing strategies.
	2.3	All appropriate people are involved in the implementation of the marketing strategies.
BSX023\4.3 Monitor Marketing Performance	3.1	An appropriate person is given the responsibility for regularly monitoring the marketing activities and evaluating business performance.
	3.2	Changes in market phenomena are noted and analysed to assess changing business opportunities.
	3.3	Achievement of performance targets is regularly monitored in accordance with the marketing plan.
	3.4	Causes of serious performance deviations are investigated and corrective action is taken.
	3.5	Staff are encouraged to look for improvement in performance in relation to specific marketing efforts.
BSX023\4.4 Explore Opportunities to Improve Client Satisfaction	4.1	Marketing activities are guided by regularly seeking client reaction to all aspects of the marketing mix.
	4.2	Sales and marketing activities are evaluated to determine opportunities for change and improvement.
	4.3	Sales and marketing strategies are evaluated to guide product/service development, change and improvement.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSX023\4.4 Explore Opportunities to Improve Client Satisfaction (Continued)	4.4	Client complaints are investigated, regarded as an opportunity to improve service and acted upon accordingly.
	4.5	Client requirements are actively researched to signal the time for change/improvement in the products/services offered and the marketing mix.
	4.6	Staff are encouraged to propose and implement product/service improvements and innovations to address client requirements.

## **RANGE OF VARIABLES**

The following variables may be present:

- Market Research may be formal or informal, self generated, commissioned or it may draw on published material. Sources of market information include potential clients, suppliers, competitors, published material and available databases.
- The marketing mix includes products/service, distribution, promotion and price.
- Promotional activities may include the various methods of advertising available, such as advertising in national newspapers, suburban or local newspapers, word of mouth, referral, testimonials, professional/industry journals, advertising on radio (local & national) or television, mail drops, display posters, canvassing and telephone canvassing, exhibitions, sponsoring local community events. Promotional activities may also include in-store promotions; the development of networks and strategic alliances; staff development programs to enhance client service orientation.
- Marketing strategies may cover:
  - Product design and packaging
  - Pricing, presentation and display of products/services
  - Promotion and advertising
  - Product and service range and mix
  - Distribution
- Various marketing strategies which may be pursued include, for example:
  - Achieving lower costs of production and distribution than competitors
  - Creating a very different product line or service so that the business becomes a class leader in the industry
  - Pursuing cost leadership and/or product/service differentiation within a specialist market (niche) -segment.



## **RANGE OF VARIABLES (Continued)**

- Opportunities for change and improvement may relate to product/service configuration, raw materials, packaging, delivery times/quantity, pricing structure, market positioning, ancillary services.
- Client satisfaction data may be obtained through:
  - Survey/other feedback mechanisms
  - Informal discussion
  - Client meetings
  - Focus groups
  - Sales to contact ratio
- Clients may include a diversity of people, from a variety of cultural/ethnic backgrounds and from:
  - the local community
  - national or international markets

## **EVIDENCE GUIDE**

Evidence of satisfactory performance in this unit involves an assessment of the marketing strategy and associated action plan(s) developed by the small business manager and plans made to maintain its ongoing relevance and currency.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

- Review of documented market research (initial and ongoing), the marketing strategy, associated action plan(s), marketing targets set.
- Discussion with the small business manager about the rationale for marketing decisions, understanding of market trends and data obtained, proposed methods of monitoring marketing performance and encouraging staff contributions.
- Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge:

- Key marketing concepts and methods
- Methods of analysing costs and benefits of chosen marketing strategy
- Methods of monitoring client satisfaction

**UNIT BSX023\5:     MANAGE BUSINESS OPERATIONS**

This unit is based on and is equivalent to unit 5 in the revised Small Business Management Competency Standards. It is concerned with translating the business plan into operational strategies to deliver products/services. These strategies may involve managing equipment, materials, premises and physical or natural resources and developing operational procedures. (The management of human resource strategies is not included in this unit as unit 37 deals specifically with this area).

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\5.1 Develop Operational Strategies	1.1     Operational factors affecting the desired output of the business are identified.
	1.2     Preferred operational strategies are selected to optimise business outputs.
	1.3     Costs and benefits of the various operational strategies are evaluated to achieve optimum results.
	1.4     Performance measures are determined for the desired output.
	1.5     Operational targets are determined to meet the priorities set down in the business plan.
	1.6     Strategies clearly specify responsibilities for output quality management.
	1.7     Quality criteria and operational procedures are developed to meet client requirements and business standards.
	1.8     A structured approach to innovation is developed to respond to changing client requirements.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\5.2 Implement Operational Strategies	2.1 Systems to control expenditure, wastage, stock and costs are established in accordance with the business plan.
	2.2 The provision of goods/services is carried out in accordance with established technical, legal and ethical standards.
	2.3 The provision of goods/services meets time, cost and quality specifications.
	2.4 The provision of goods/services is in accordance with client requirements.
	2.5 Quality procedures are developed to address product/service and client requirements.
BSX023\5.3 Monitor Operational Performance	3.1 The achievement of operational targets is regularly monitored in accordance with the business plan and operational strategies.
	3.2 Operational policies and procedures are reviewed regularly in the light of business performance.
	3.3 Systems and structures are reviewed with a view to more effectively supporting business performance.
	3.4 Performance deviations are investigated and analysed to establish causes and implement changes in procedures.
	3.5 The content, assumptions and projections of operational strategies are assessed to determine whether variations or alternative policies and procedures are indicated.
	3.6 Operational policies and procedures are changed to incorporate corrective action taken.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\5.4 Explore Opportunities to Improve Performance	4.1 Staff are encouraged to identify opportunities for improvements in the operational management of the business.
	4.2 Potential areas for improvement in operational strategies, policies and procedures are identified based on review findings and the current business plan.
	4.3 Proposed changes are clearly recorded to facilitate future planning and evaluation.
	4.4 Relevant performance indicators are defined to monitor the effects of the proposed changes.

## **RANGE OF VARIABLES**

The following variables may be present:

- Operational requirements will vary according to the business involved and may include operational aspects of production, retailing and service provision.
- Operational factors may include:
  - Business premises (eg. size, location, layout)
  - Plant and equipment
  - Methods/techniques/technology
  - Management and administrative systems and procedures
  - Technology
- Options for acquiring necessary operational requirements may include purchase (sole or shared ownership), or leasing premises, plant and equipment may be new or previously owned.
- Requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business.
- Business outputs may include:
  - Products
  - Services
  - Retail goods/products
  - Industrial agreements
- Internal operational targets used may relate to size, quality, quantity and diversity; wages to sales; sales to area. External operational targets may relate to market share and positioning and may involve exploring new markets. Operational targets may be short, medium or long term.

## **RANGE OF VARIABLES (Continued)**

Technical standards include any current and generally agreed descriptions of what the product/service is, how it should be produced and the quality, safety, efficiency or other measures to determine the activity is done effectively.

## **EVIDENCE GUIDE**

Evidence of satisfactory performance in this unit involves an assessment of the operational strategies, policies and procedures developed by the 'small business manager', and includes maintaining ongoing operational efficiency and effectiveness.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

- Review of documented operational plans, sales and service targets set, control systems established.
- Discussions with the 'small business manager' about the rationale for decisions, understanding of production data, proposed methods for monitoring performance.
- Observation of business operations management.
- Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge of:

- Operational factors relating to the business (eg. retail sales, service provision).
- Key operational concepts and procedures.
- Legal and statutory requirements and responsibilities.
- Control systems.
- Methods of monitoring performance

**UNIT BSX023\7: MANAGE FINANCES**

This unit is based on and is equivalent to unit 7 in the revised Small Business Management Competency Standards. It involves developing, implementing and reviewing strategies for the acquisition and ongoing management of finance. It includes day-to-day financial management of the business as well as implementation of broad financial strategies.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX023\7.1 Translate Financial Plan into Strategies	1.1 The financial requirements are calculated to establish, profitability, operate and extend the business.
	1.2 Financial information requirements are fully identified and information obtained to guide the financial management of the business.
	1.3 The capital, profitability and cash flow requirements are identified to enable the business to operate according to plan.
	1.4 Adequate financial provision is made for taxation, superannuation and accruing staff leave.
	1.5 Capital investment requirements are quantified for each operational period.
	1.6 Sources of funding are identified and the cost of securing these funds on optimal terms is obtained.
	1.7 Financial performance indicators and targets are selected to enable ongoing monitoring of financial performance.
	1.8 Quality criteria and procedures in respect of administration and record keeping are developed.
	1.9 The financial strategy is documented and relevant implications are communicated to staff and stakeholders to facilitate implementation.
	1.10 Asset management strategies are developed to achieve maximum advantage for the business.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSX023\7.2 Implement Financial Strategies	<p>2.1 Essential books and records are established and maintained to ensure ongoing accessibility of financial records.</p> <p>2.2 Legal and financial control systems are established and maintained to facilitate ongoing monitoring of financial activities.</p> <p>2.3 Financial and statutory reporting is conducted in accordance with legal and administrative requirements.</p> <p>2.4 Financial reports are produced in a clear and timely manner for distribution to relevant stakeholders.</p> <p>2.5 Cash flow estimates are prepared for each forward period.</p> <p>2.6 Financial projections are prepared and documented to:</p> <ul style="list-style-type: none"><li>- indicate the required profitability</li><li>- meet the needs of</li><li>- financiers/shareholders</li><li>- provide reliable risk management information.</li></ul> <p>2.7 Appropriate action is taken to ensure the achievement of profit and return on investment targets.</p> <p>2.8 Accrual accounting procedures are maintained in accordance with Australian Accounting Standards.</p> <p>2.9 Financial ratios are maintained and evaluated according to own/industry benchmarks.</p> <p>2.10 Business capital is negotiated/secured/managed to best enable implementation of the business plan and meet the requirements of financing bodies.</p> <p>2.11 Implementation of asset management strategies involves consideration of medium/long term business objectives as well as short term needs.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSX023\7.3 Monitor Financial Performance	3.1 Data is gathered to establish the extent to which the financial plan has been realised.
	3.2 Deviation from financial performance targets is regularly monitored and corrective action is decided upon and undertaken.
	3.3 The content, assumptions and projections of the financial plan are assessed to determine whether variations or alternative plans are indicated.
	3.4 The financial plan is changed to incorporate corrective action required.
BSX023\7.4 Explore Opportunities to Improve Financial Performance	4.1 Staff are encouraged to propose improvements and innovations to the financial operations, processes or control systems of the business.
	4.2 The potential for change and improvement is identified following evaluation of financial performance in relation to the financial plan.
	4.3 Proposed changes are clearly recorded to facilitate future planning and evaluation.
	4.4 Relevant performance criteria are defined to monitor the effects of the proposed changes.

## RANGE OF VARIABLES

The following variables may be present:

- Essential books and records, include cash book, petty cash book, tax, wages and salaries analysis books, asset registers, files of paid purchase and service invoices, file of paid sales invoices. As the business grows, additional record keeping measures may be instituted such as purchase day book, sales day book, detailed ledger accounts. The book keeping system may be computerised or manual.
- Legal and financial control systems are needed for the efficient management of the key resource areas - physical, financial, human and information. Control processes which may need to be selected and implemented include - access, security, operational quality, financial and budgetary, documentary, performance, organisational.



## **RANGE OF VARIABLES (Continued)**

- Financial information includes cash flow and profit and loss statements, financial budgets, balance sheet projections, statements of change in financial position. Measures of financial stability and profitability include ratios for profitability, liquidity, efficiency, financial structure. Financial data includes financial, production, process, control, client, market and staff records of operational activities.
- Financial performance indicators may be short, medium and long term.
- Asset management strategies may include owning, leasing, sharing, syndicating, maintaining and deploying assets.

## **EVIDENCE GUIDE**

Evidence of satisfactory performance in this unit involves an assessment of the financial strategy and associated arrangements made by the small business manager including plans to maintain its ongoing relevance and accuracy.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

- Review of documented financial strategy, financial reports, financial targets set, financial control systems established.
- Discussion with the small business manager about the rationale for decisions, understanding of financial data obtained, proposed methods for monitoring financial performance.
- Questions about the underlying knowledge base of the 'small business manager'

Evidence is required of knowledge of:

- Key financial management concepts
- Legal and statutory reporting requirements (taxation, superannuation, insurance, leave entitlements etc).
- Record keeping systems
- Financial control systems
- Methods of monitoring financial performance
- Distinction between personal and business finances
- Taxation obligations and tax planning.

**UNIT BSZ503A: DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM**

This unit covers the requirements for a person to design and establish an assessment system.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ503A/01 Determine Client Needs	<ul style="list-style-type: none"><li>1.1 The needs of the client are identified</li><li>1.2 Client services are determined and established to stakeholders satisfaction</li><li>1.3 Stakeholder relationships are maintained through a range of communication mechanisms</li><li>1.4 A service support structure is established and made known to clients</li></ul>
BSZ503A/02 Determine assessment boundaries	<ul style="list-style-type: none"><li>2.1 The purpose(s) of the assessment system is established through consultation with the client and other stakeholders</li><li>2.2 A policy document is developed in consultation with stakeholders and clients</li><li>2.3 The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures are identified</li><li>2.4 The system is verified to take into account the realities and constraints of particular contexts</li></ul>
BSZ503A/03 Establish assessment system features	<ul style="list-style-type: none"><li>3.1 The key operational features of the system are determined in consultation with stakeholders</li><li>3.2 The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented</li></ul>
BSZ503A/04 Match needs with resources	<ul style="list-style-type: none"><li>4.1 Applicable competency standards or other performance standards are identified</li></ul>

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSZ503A/04 Match needs with resources (continued)	4.2	The expertise and roles of internal and external individuals and organisations/partners are identified
	4.3	A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable
BSZ503A/05 Design and develop record system	5.1	A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information
	5.2	The record keeping system is designed to allow easy tracking of persons progress towards the attainment of qualifications, units of competency or of learning outcomes
	5.3	The record keeping system is verified to allow for appropriate certification requirements, where relevant
	5.4	Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required
	5.5	The record keeping system is verified for consistency with accepted enterprise / industry procedures for record keeping
BSZ07A/06 Establish procedures for the review of assessment	6.1	Review procedures are designed consultation with stakeholders and verified to allow for fair and consistent responses to grievances
	6.2	Review procedures are designed to ensure that relevant legislative and regulatory requirements are met
BSZ503A/07 Select and provide for training and support of assessors	7.1	Selection criteria for assessors is established in consultation with appropriate personnel
	7.2	Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSZ503A/07 Select and provide for training and support of assessors (continued)	7.3	Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required Competencies
BSZ503A/08 Establish quality assurance procedures	8.1	A quality assurance team or committee is established in consultation with system stakeholders
	8.2	Quality assurance procedures, including verification processes are developed in consultation with system stakeholders
	8.3	The verification processes involve a representative sample of assessment activities and make effective use of resources
	8.4	The quality assurance procedures are trialed for fairness, efficiency and effectiveness
	8.5	The quality assurance procedures are documented and distributed to assessors / trainers and other appropriate personnel
	8.6	Procedures are established to determine the level of compliance with the assessment system

## **RANGE OF VARIABLES**

### **Clients needs may include:**

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

### **Stakeholders may include:**

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

### **Key operational features may include:**

- the purpose of the assessment(s)
- competencies and certification required of assessors
- record keeping procedures and policies
- evidence requirements and procedures
- selected/appropriate assessment methods
- characteristics of persons being assessed
- any allowable adjustments to the assessment methods to meet characteristics of persons being assessed
- access and equity considerations
- the appeal mechanisms and procedures
- the review and evaluation process
- the link with qualifications/awards, employee classification, remuneration and progression
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for the issuing of qualifications or statements of attainment and for recognising and recording current competencies

**RANGE OF VARIABLES (continued)**

- partnership arrangements
- location of assessment
- quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system.

**Purpose of assessment may include:**

- diagnosing performance
- classifying an employee
- confirming an employees competency for the purpose of career advancement
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

**Operational constraints may include:**

- time available
- relative cost
- availability of stakeholders and other personnel
- budgetary constraints
- geographical and resource constraints

**Quality assurance procedures may include may include:**

- conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors/trainers competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

**Sources of information may include:**

- industry/enterprise competency standards,
- training packages
- curriculum and other training program information
- licensing requirements
- job descriptions
- discussions with client group

- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports

**Policy may include:**

- purposes of assessment
- human resource management issues
- what and who is to be assessed
- timing of assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation.

**Characteristics of persons being assessed may include:**

- language, literacy and numeracy needs
- cultural, educational and general knowledge background
- gender
- physical ability
- level of confidence
- age
- previous experience with the topic
- experience in assessment

**Record system may include:**

- paper-based system, such as forms on checklists
- computer-based system using magnetic or optical storage
- combination of both paper and computer-based system.

NB- statutory and government regulations for maintaining records may vary

## **EVIDENCE GUIDE**

### **Critical aspects of evidence**

*Assessment requires evidence of the following products to be collected:*

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms

*Assessment requires evidence of the following processes to be provided:*

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

### **Interdependent assessment of units**

This unit of competency may be assessed in conjunction with other units that form part of a job role.

### **Required knowledge and skills**

- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of record keeping systems particularly in relation to assessment
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge of client work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Knowledge of review/evaluation methodology, particularly as it relates to assessment

### **Resource implications**

Access to relevant clients, stakeholders and sources of information required to address required skills and knowledge and to design and establish an assessment system.



## **EVIDENCE GUIDE (continued)**

### **Consistency in performance**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### **Context for assessment**

Assessment may occur on the job or in a simulated workplace.

### **Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

**UNIT BSZ504A:     MANAGE THE TRAINING AND ASSESSMENT SYSTEM**

This unit covers the requirements for persons responsible for managing a training and assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ504A/01 Communicate the system	1.1     System features and procedures are documented and circulated to appropriate personnel
	1.2     Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and assessment system
	1.3     Recognised products and services are accurately presented to prospective clients
	1.4     The contribution of training and assessment to organisational goals is reported
BSZ504A/02 Support trainers and/or assessors	2.1     Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements
	2.2     The training needs of trainers and/or assessors arising from their roles are identified
	2.3     Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work
	2.4     Trainers and/or assessors are provided with accurate advice and ongoing support in their roles
	2.5     Procedures to facilitate networking amongst trainers and assessors are established
BSZ504A/03 Manage the record keeping system	3.1     Records are maintained for currency and adherence to government regulatory and organisational requirements
	3.2     The record keeping system is maintained to ensure confidentiality and security of information

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSZ504A/03 Manage the record keeping system (continued)	3.3	The record keeping system is reviewed and updated to meet changing technology and system requirements
BSZ504A/04 Maintain quality assurance procedures	4.1	The quality assurance procedures are monitored against requirements, non-conformities are noted and appropriate action is taken
	4.2	Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented
	4.3	Information from the quality assurance process is used to: <ul style="list-style-type: none"><li>- enable appropriate planning, resourcing and recording arrangements</li><li>- identify any special requirements of persons being trained or assessed</li><li>- assess the training and development for trainers and assessors</li></ul>
	4.4	Validity, reliability, fairness and accuracy of the implementation of the training and assessment system is checked and reports developed
BSZ504A/05 Maintain records for audits	5.1	Verification records are accurate and the frequency and purpose of audits are identified
	5.2	Accurate reports on audits and advisory activities are made available
	5.3	Reports describe accurately whether the organisation meets the required criteria
	5.4	Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body
	5.5	Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed
	5.6	Identified good practice is reported clearly and accurately

## **RANGE OF VARIABLES**

### **Appropriate personnel may include:**

- trainers/teachers and assessors
- team leaders/supervisors/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities

### **Purposes of assessment may include:**

- diagnosing performance
- classifying an employee
- confirming an employees competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

### **Purpose of training may include:**

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

### **System may be developed by:**

- the industry
- the enterprise
- the training organisation
- a combination of the above

## **RANGE OF VARIABLES (continued)**

### **Policies may include:**

- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognition of prior learning
- development costs and resources
- evaluation.

### **Operational constraints may include:**

- time available for the development of competencies
- relative cost of information gathering strategies
- availability of stakeholders for review and feedback.

### **Quality assurance procedures may include:**

- conduct of regular internal and external reviews (person(s) being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors/trainers competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

*The auditing body may be State/Territory Training/Recognition Authority.*

### **Sources of information may include:**

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers

## **RANGE OF VARIABLES (continued)**

- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures

## **EVIDENCE GUIDE**

### **Critical aspects of evidence**

#### **Assessment requires evidence of the following products to be collected:**

- Records which are current and meet legislative, industry/enterprise requirements
- A record keeping system which maintains confidentiality, is secure and effectively uses appropriate technology
- Documentation used to inform all appropriate personnel about the training and assessment system
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance
- Documentation on the implementation of quality assurance procedures, including
  - moderation and monitoring of training and assessment decisions
  - an appeal procedure for assessment decisions
  - conduct of regular internal or external reviews and evaluation
- sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy
- modifications of the system based on evaluations and reviews
- referral of any recommended changes/modifications to the system.

#### **Assessment requires evidence of the following processes to be provided:**

- How opportunities are provided for trainers and assessors to practice and maintain current competency
- How the security and confidentiality of records are maintained
- How support is given to the implementation of quality assurance procedures
- How networking is achieved amongst trainers and assessors
- How the quality assurance procedures are implemented
- Why particular procedures were chosen for internal/external review of the training and assessment system
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review
- How the record keeping system is maintained including how it meets legislative and organisational requirements
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted

## **EVIDENCE GUIDE** (continued)

### **Interdependent assessment of units**

This unit of competency may be assessed in conjunction with other units that form part of a job role.

### **Required knowledge and skills**

- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge and application of audit procedures as they relate to training and assessment systems
- Focus of operation of work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace

### **Resource implications**

Access to a training and assessment system and relevant information and resources on management and review procedures.

### **Consistency in performance**

Competency in this unit needs to be assessed over a period of time, in a range of contexts, and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### **Context for assessment**

Assessment may occur on the job or in a simulated workplace.

### **Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

**UNIT BSZ505A: EVALUATE THE TRAINING AND ASSESSMENT SYSTEM**

This unit covers the requirements for a person to evaluate an external or internal training and assessment system

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSZ505A/01 Plan a system evaluation	1.1 The purpose and role of the evaluation is identified and confirmed with client and stakeholders
	1.2 The system is defined in terms of location, purpose, and personnel
	1.3 The needs of the stakeholders of the system are identified and prioritised
	1.4 The necessary resources for the evaluation are identified, obtained or developed
	1.5 The evaluation plan is agreed to by stakeholders including: <ul style="list-style-type: none"><li>- responsibility of appropriate personnel for conducting and participating in evaluations</li><li>- evaluation criteria</li><li>- responsibilities for implementation of the evaluation plans</li><li>- means of protection of participants</li><li>- agreement for data collection, storage and retrieval</li><li>- procedures for editing and disseminating reports</li><li>- agreement of the financing the evaluation</li></ul>
	1.6 The evidence required for making decisions of system improvement is established
	1.7 Evidence gathering instruments, procedures are sources of information are identified, developed and validated for reliability and validity
	1.8 Cost effective methods utilising an appropriate evaluation model are linked to the purpose of the evaluation



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
BSZ505A/02 Conduct the evaluation	2.1	Evidence is collected in accordance with agreed evaluation procedures
	2.2	The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified
BSZ505A/03 Report on evaluation findings	3.1	The differing communication needs of the stakeholders are identified
	3.2	A range of report formats on the evaluation are prepared to meet the differing needs of stakeholders
BSZ505A/04 Develop intervention strategies	4.1	Key components of the changes required are identified, constraints determined and resources required for implementation determined
	4.2	A review process for monitoring and evaluating both the change and its effect is determined

## **RANGE OF VARIABLES**

### **Clients needs may include:**

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements

### **Purposes of assessment may include:**

- diagnosing performance
- classifying an employee
- confirming an employees competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning

## **RANGE OF VARIABLES (continued)**

### **Purposes of training may include:**

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

### **System may be developed by:**

- the industry
- the enterprise
- the training organisation
- a combination of the above

### **Policies may include:**

- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognition of prior learning
- development costs and resources
- evaluation

### **Stakeholders may include:**

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/supervisors
- managers/employers
- training and assessment coordinators
- participants/employees/learners

## **RANGE OF VARIABLES (continued)**

- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities

### **Operational constraints may include:**

- time, resources and locations available
- cost of evidence gathering strategies
- availability of stakeholders for review and feedback
- government, organisational, industry requirements and procedures

### **Evaluation methodology and report may include**

#### ***Selection of appropriate evaluation models including:***

- Stake model
- Stufflebeam (CIPP) model
- Scriven model
- Ethnographic model
- Action research model
- The Portrayal approach

#### ***Types of evidence to be collected may include:***

- affective (eg satisfaction with the program)
- cognitive (eg. knowledge or skill gain)
- performance or behaviour (eg. quality of work, productivity)

#### ***Resources may include:***

- human personnel required to carry out the evaluation
- physical resources (equipment, materials/documents, facilities, assessment tools)
- financial amounts
- in-kind services
- space, location

#### ***Report Formats may include:***

- written reports
- oral presentations
- audio visual reports

## **RANGE OF VARIABLES (continued)**

### ***Evidence gathering instruments and procedures may include:***

- survey instruments (delphi, questionnaires, diaries, logs, attitude scales, diagnostics)
- interview schedules and records
- observations

### ***Validating the data gathering process may include:***

- detailing what is to be measured
- assessing the capacity of the instrument to collect sufficient, valid, reliable and current information
- detailing how the instrument or procedure is administered, scored and interpreted in the particular evaluation
- presenting both qualitative and quantitative evidence that justifies the use of the particular instrument or procedure
- defending the validity of the use and interpretation of the information provided by the instrument or procedure

### ***Summarising quantitative information may involve:***

- charts
- tables
- reports
- videos
- oral presentations
- development of visual presentations including computer generated visuals and overhead transparencies

### ***Sources of information may include:***

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures

## **EVIDENCE GUIDE**

### **Critical aspects of evidence**

*Assessment requires evidence of the following products to be collected:*

- Description of client and stakeholders
- Evaluation plan
- List and review of information relevant to evaluation
- Description of evaluation method selected
- Evidence gathering instruments and procedures
- Evaluation report, including any proposed changes.

*Assessment requires evidence of the following processes to be provided:*

- How client, stakeholders were identified
- Why the evaluation of the system was proposed
- How the evaluation plan was developed and confirmed with client and stakeholders
- Why particular evaluation model and evidence gathering instruments were selected
- How the evaluation was conducted
- How the evaluation report was drafted and confirmed with client and stakeholders
- How any changes to the system are to be implemented

### **Interdependent assessment of units**

This unit of competency may be assessed in conjunction with other units that form part of a job role.

### **Required knowledge and skills**

- Knowledge of program evaluation models
- Skills in applying evaluation models
- Skills in validating evaluation procedures
- Planning own work including predicting consequences and identifying improvements
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret information relevant with the unit and communicate with client, stakeholders and others.
- Application of cultural understanding in the workplace
- Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements

### **Resource implications**

Access to clients, stakeholders, information and resources needed to address the required skills and knowledge and to conduct an evaluation of a training and assessment system.

**EVIDENCE GUIDE** (continued)**Consistency in performance**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**Context for assessment**

Assessment may occur on the job or in a simulated workplace.

**Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3



**UNIT BSXFMI503A: ESTABLISH AND MANAGE EFFECTIVE WORKING RELATIONSHIPS**

Frontline Management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSXFMI503A/01 Gather, convey and receive information and ideas	1.1	Information to achieve work responsibilities is collected from appropriate sources
	1.2	The method(s) used to communicate ideas and information is appropriate to the audience
	1.3	Communication takes into account social and cultural diversity
	1.4	Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches
BSXFMI503A/02 Develop trust and confidence	2.1	People are treated with integrity, respect and empathy
	2.2	The organisations social, ethical and business standards are used to develop and maintain positive relationships
	2.3	Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance
	2.4	Interpersonal styles and methods are adjusted to the social and cultural environment
BSXFMI503A/03 Build and maintain networks and relationships	3.1	Networking is used to identify and build relationships
	3.2	Networks and other work relationships provide identifiable benefits for the team and organisation
BSXFMI503A/04 Manage difficulties to achieve positive outcomes	4.1	Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance
	4.2	Colleagues receive guidance and support to resolve their work difficulties



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
BSXFMI503A/04 Manage difficulties to achieve positive outcomes (continued)	4.3	Continued poor performance is managed within the organisations processes.
	4.4	Conflict is managed constructively within the organisations processes
	4.5	Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation and legislative requirements

## RANGE OF VARIABLES

At AQF level 5 frontline managers will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline Management at AQF 5 will normally operate in diverse and complex workplace environments in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- quality and continuous improvement processes and standards
- resources, which may be subject to negotiation

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- coaching
- exchange/rotation
- action learning

**RANGE OF VARIABLES (continued)**

- shadowing
- structured training programs

Customers and suppliers may be internal or external, or drawn from existing or new sources.

**EVIDENCE GUIDE**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. At AQF 5, frontline managers must provide evidence of consistent achievement at this Unit's workplace outcomes, by showing that they:

- manage relationships effectively to achieve goals/results
- research, acquire and use information appropriate to achieve goals/results
- monitors and introduce ways to improve work relationships in a diverse and complex workplace
- perform in a way which strengthens and reinforces relationships
- develop effective relationships in diverse internal and external environments
- mix confidently in a broad range of people
- communicate clearly and concisely
- respond effectively to unexpected demands from a range of sources
- provide honest and constructive feedback
- use effective consultative processes
- encourage contrary views to be submitted and discussed
- treat people openly and fairly
- contribute to the removal of discrimination/bias in the workplace
- develop constructive responses when confronted with problems and difficulties
- use information management systems
- select and use available technology appropriate to the task
- use the key competencies to achieve results (see following table)

**Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understanding
3	3	3	3	1	3	2	3



**UNIT BSXFMI504A: PARTICIPATE IN, LEAD AND FACILITATE WORK TEAMS**

Frontline Management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI504A/01 Participate in team planning	1.1 The team establishes clearly defined purposes, roles, responsibilities and accountabilities within the organisations goals and objectives
	1.2 The team performance plan contributes to the organisations business plan, policies and practices
	1.3 The team agrees to processes to monitor and adjust its performance within the organisations continuous improvement policies
	1.4 The team includes in its plans ways in which it can benefit from the diversity of its membership
BSXFMI504A/02 Develop team commitment and cooperation	2.1 The team uses open communication processes to obtain and share information
	2.2 The team encourages and exploits innovation and initiative
	2.3 Support is provided to the team to develop mutual concern and camaraderie
BSXFMI504A/03 Manage and develop team performance	3.1 The team is supported in making decisions within its agreed roles and responsibilities
	3.2 The results achieved by the team contribute positively to the organisations business plans
	3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals
	3.4 Mentoring and coaching supports team members to enhance their knowledge and skills
	3.5 Delegates performance is monitored to confirm that they have completed their delegation/assignment

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
BSXFMI504A/04 Participate in and facilitate the work team	4.1	Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes
	4.2	Individuals and teams are actively encouraged to take individual and joint responsibility for their actions
	4.3	The team receives support to identify and resolve problems which impede its performance

### RANGE OF VARIABLES

At AQF 5, frontline managers will normally be engaged in a workplace context in which they:

- Are autonomous, working under broad guidance
- May supervise others
- May guide teams
- May have responsibility for planning and managing the work of others
- Will be involved in self-directed application of knowledge
- Have substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions
- Operate in varied or highly specific contexts
- Use competencies independently for routine and non-routine purposes
- Use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline managers at AQF 5 will normally operate in diverse and complex workplace environments in which they use the organisations:

- Goals, objectives, plans, systems and processes
- Quality and continuous improvement processes and standards
- Business and performance plans
- Resources, which may be subject to negotiation
- Ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- Mentoring
- Action learning
- Coaching

## **RANGE OF VARIABLES (continued)**

- Shadowing
- Exchange/rotation
- Structured training programs

Teams may be one or a mixture of:

- On-going
- Work-based
- Project-based
- Cross-functional

Teams may include:

- Full time employees
- Contractors
- Part time employees

Frontline management roles in teams may include:

- Leader
- Facilitator
- Participant
- Coach
- Mentor

## **EVIDENCE GUIDE**

This guideline is to assist the development of assessment instruments/tools to assess the competence of Frontline Management. At AQF 5, frontline managers must provide evidence of consistent achievement of this Unit's workplace outcomes, by showing that they:

- manage work effectively to achieve goals and results
- research, acquire and use information appropriate to work responsibility
- establish among teams a commitment to the organisations goals, values and plans
- make decisions within responsibility and authority in a diverse and complex workplace
- provide clear direction in devolving responsibility and accountability
- provide constructive feedback to delegates
- monitor and introduce ways to improve team performance
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives

**EVIDENCE GUIDE (Continued)**

- promote networking between teams for mutual benefit
- use effective consultative processes
- encourage teams to openly propose, discuss and resolve issues
- deal with conflict before it adversely affects team performance
- recognise, reward and support team achievement
- support team to share knowledge and skills
- promote available learning methods to support team
- use information management systems
- select and use available technology appropriate to the task
- use the key competencies to achieve results (see following table)

**Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understanding
3	3	3	2	1	3	2	3

**UNIT BSXFMI505A:           MANAGE OPERATIONS TO ACHIEVE PLANNED OUTCOMES**

Frontline Management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisations productivity and profitability plans.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSXFMI505A/01 Plan resource use to achieve profit/ productivity targets	1.1	Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers
	1.2	Operational plans contribute to the achievement of the organisations performance/ business plan
	1.3	Operational plans identify available resources, taking into account customer needs and the organisations plans
	1.4	Contingency plans are prepared in the event that initial plans need to be varied
BSXFMI505A/02 Acquire resources to achieve operational plan	2.1	Employees are recruited and inducted within the organisations human resource management policies and practices
	2.2	Physical resources and services are acquired in accord with the organisations practices and procedures
BSXFMI505A/03 Monitor operational performance	3.1	Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets
	3.2	Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance
	3.3	Unsatisfactory performance is identified and prompt action is taken to rectify the situation
	3.4	Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups



<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
BSXFMI505A/04 Monitor resource usage	4.1 Systems and processes are monitored to establish whether resources are being used as planned
	4.2 Problems with resource usage are investigated and rectified and/or reported to designated persons/groups
	4.3 Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard
	4.4 Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisations requirements

## **RANGE OF VARIABLES**

At AQF 5, frontline managers will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline managers at AQF 5 will normally operate in diverse and complex workplace environments in which they use the organisations:

- goals, objectives, plans, systems and processes
- quality and continuous improvement and processes and standards
- business and performance plans
- resources, which maybe subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning

## **RANGE OF VARIABLES (continued)**

- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology

## **EVIDENCE GUIDE**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. At AQF 5, frontline managers must provide evidence of consistent achievement of this Units workplace outcomes, by showing that they:

- manages work effectively to achieve goals and results
- researches, acquires and uses information appropriate to responsibility
- makes decisions within responsibility and authority in a diverse and complex workplace
- participates effectively in wider organisational processes which have an effect on operational performance
- organises and uses resources to achieve business plans
- provides input to the organisations planning processes
- eliminates/minimises resource inefficiencies and waste
- creates products/services which are safe for customer use
- develops alternative and innovative approaches to improve resource use
- ensures that legislative requirements are met in work operations
- prepares and negotiates recommendations to change operations
- uses effective consultative processes
- feedback and acts on constructive advice
- promotes available learning methods to assist colleagues
- uses information management systems
- selects and uses available technology appropriate to the task

**EVIDENCE GUIDE (continued)**

- records/reports information within established systems
- use the key competencies to achieve results (see following table)

**Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understanding
3	3	3	3	3	2	3	3

**UNIT BSXFMI507A: MANAGE QUALITY CUSTOMER SERVICE**

Frontline Management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisations policies and practices as well as legislation, conventions and codes of practice.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI507A/01 Plan to meet internal and external customer requirements	1.1 The needs of customers are researched, understood, and assessed, and included in the planning process
	1.2 Provision is made in plans to achieve the quality, time and cost specifications agreed with customers
BSXFMI507A/02 Ensure delivery of quality products/services	2.1 Products/services are delivered to customer specifications within the teams/organisations business plan
	2.2 Individual/team performance consistently meets quality, safety, resource and delivery standards
	2.3 Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards
BSXFMI507A/03 Monitor, adjust and report customer service	3.1 The organisations systems and technology are used to monitor progress in achieving product/service targets and standards
	3.2 Customer feedback is sought and used to improve the provision of products/services
	3.3 Resources are used effectively and efficiently to provide quality products/services to customers
	3.4 Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups
	3.5 Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes
	3.6 Records, reports and recommendations are managed within the organisations systems and processes

## **RANGE OF VARIABLES**

At AQF 5, frontline managers will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline managers at AQF 5 will normally operate in diverse and complex workplace environments in which they use the organisations:

- goals, objectives, plans, systems and processes
- quality and continuous improvement and processes and standards
- business and performance plans
- resources, which maybe subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- time

**RANGE OF VARIABLES (continued)**

- equipment
- technology

Customers may be internal or external, or drawn from existing or new sources.

**EVIDENCE GUIDE**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. At AQF 5, frontline managers must provide evidence of consistent achievement of this Unit's workplace outcomes, by showing that they:

- manage work effectively to achieve goals and results
- manage products/services within budget constraints
- make decisions within responsibility and authority in a diverse and complex workplace
- research, acquires and uses information appropriate to work responsibility
- monitors/introduces ways to improve products/services
- uses effective consultative processes
- ensures that legislation and standards are met in providing customer service
- develops and maintains effective communication with customers
- seeks customer feedback and acts on constructive advice
- treats people openly and fairly
- promotes available learning methods to enable colleagues to maintain current competence
- prepares and negotiates recommendations to improve customer service
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results

**Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understanding
3	3	3	3	3	2	3	3



**UNIT BSXFMI511A:           CONTRIBUTE TO THE DEVELOPMENT OF A WORKPLACE  
LEARNING ENVIRONMENT**

Frontline Management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>	
BSXFMI511A/01 Create learning opportunities	1.1	Workplace environments which facilitate learning are developed and supported
	1.2	Learning plans are developed as an integral part of individual/team performance plans
	1.3	Learning plans reflect the diversity of needs and learning opportunities
	1.4	Individual/team access to, and participation in, learning opportunities is facilitated
	1.5	Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance
BSXFMI511A/02 Facilitate and promote learning	2.1	Workplace activities are used as opportunities for learning
	2.2	Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes
	2.3	The benefits of learning are shared with others in the team/organisation
	2.4	Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards
BSXFMI511A/03 Monitor and improve learning effectiveness	3.1	Performance of individuals/teams is monitored to determine the type and extent of additional work-based support
	3.2	Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSXFMI511A/03 Monitor and improve learning effectiveness (continued)	3.3 Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning
	3.4 Records and reports of competency are documented and maintained within the organisations systems and procedures

## RANGE OF VARIABLES

At AQF level 5 frontline managers will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline managers at AQF 5 will normally operate in diverse and complex workplace environments in which they use the organisations:

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing

**RANGE OF VARIABLES (continued)**

- exchange/rotation
- structured training programs

**EVIDENCE GUIDE**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. At AQF 5, frontline managers must provide evidence of consistent achievement of this Units workplace outcomes, by showing that they:

- promote a learning culture in a diverse and complex workplace
- manage work effectively to achieve goals and results
- explain basic principles of adult learning
- develop links between work and learning
- use coaching and mentoring to assist knowledge/skill formation
- monitor and introduce ways for people to develop knowledge and skills
- facilitate opportunities for learning
- encourage colleagues to share their knowledge and skills
- create opportunities for individuals/teams to learn from workplace performance
- negotiate with training and development specialists individual/team learning needs
- provide the opportunity for off-the-job learning to be applied in workplace
- promote available learning methods to support colleagues
- use information management systems
- select and uses available technology appropriate to the task
- use the key competencies to achieve results (see following table)

**Key Competencies**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work With Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understanding
3	3	3	3	1	2	3	3



**UNIT WRH 23A****PERFORM HONING AND STROPPING**

This unit of competency encompasses those skills which are required to perform the skill of honing and stropping a razor.

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
WRH23A.1 Prepare Hone for Honing	<p>23.1.1 Select appropriate hone for razor.</p> <p>23.1.2 Determine appropriate lubrication procedure for hone.</p> <p>23.1.3 Position hone correctly for use.</p>
WRH23A.2 Apply Honing Technique	<p>23.2.1 Determine defects in razor blade.</p> <p>23.2.2 Grasp razor shank comfortably and with care.</p> <p>23.2.3 Razor strokes are applied to hone with smooth even strokes.</p> <p>23.2.4 Strokes are performed and repeated as required.</p> <p>23.2.5 Test razor for keenness.</p>
WRH23A.3 Care of the Hone	<p>23.3.1 Remove residual steel particles.</p> <p>23.3.2 Care of the hone followed, according to manufacturer's instructions.</p> <p>23.3.2 Store hone correctly.</p>
WRH23A.4 Apply Stropping Technique	<p>23.4.1 Select appropriate strop</p> <p>23.4.2 Select and apply appropriate dressing procedure for strop.</p> <p>23.4.3 Stropping techniques are applied.</p> <p>23.4.4 Stropping strokes are repeated as required.</p>
WRH23A.5 Care of the Strop	<p>23.5.1 Strop cleaned and maintained, according to manufacturer's instructions.</p>

## RANGE OF VARIABLES

The following variables may be present:

- Relevant Occupational Health and Safety legislation and codes of practice.
- State, Federal government and local health regulations.
- Salon policy and procedure in regard to the performance of honing and stropping.
- Honing techniques.
- Stropping techniques.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the preparation of a razor for service
- Knowledge and consistent application of relevant State and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product and equipment according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Ability to read, accurately interpret and consistently apply manufacturer's instructions for equipment.
- Ability to consistently select and apply appropriate techniques for honing and stropping including :
  - how to hold the razor
  - how to hold the hone
  - turning the razor
  - first and second stroke in honing
  - completing the second stroke in honing
  - repeat strokes in honing

- the direction of the razor in stropping
  - first stroke in stropping
  - second stroke in stropping
  - final testing of the razor edge
- 
- Ability and skill in preparing the razor for use.
  - Knowledge and skill in the application of honing and stropping strokes to ensure a perfect cutting edge on the razor.
  - Ability and skill to consistently use time effectively and to control product waste.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**These refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of relevant Occupational Health and Safety issues, including the following:
  - infection control procedures
  - safe handling and disposal of Sharps
  - contingency strategies for blood and body fluid contact
- knowledge of salon policies and procedures in regard to the performance of shaving services.
- Application of tests to determine keenness.
- Knowledge related to lubrication procedures for honing.
- Knowledge related to selection, maintenance and storage of equipment including:
  - Hones (removal of steel particles)
  - Strops (maintenance for continuous safe use and dressing techniques)
  - Razors
- Ability to recognise signs that the razor is no longer serviceable and unsafe
- the ability to identify the client's service requirements.

## **EVIDENCE GUIDE (Continued)**

- ability to manage time effectively and to control product waste.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit.**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence may be gathered in a real or simulated environment on or off the job. Individuals will be most effectively assessed in their own environment, to ensure that the individual employer standards are achieved.

Assessment may be written or verbal and may include short answer testing, multiple choice testing, project work or observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations over a set period of time.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### **Resource implications**

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of hones strops, razors and related products and equipment.

### **Key Competencies**

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

<b>Communicat ing ideas &amp; information</b>	<b>Collecting analysing &amp; organising information</b>	<b>Planning &amp; organising activities</b>	<b>Working with teams &amp; others</b>	<b>Using mathemati cal ideas &amp; techniques</b>	<b>Solving problems</b>	<b>Using technology</b>
<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>