



**Australian Government**

# **SIH11 Hairdressing Training Package**

**Release: 2.0**

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## SIH11 Hairdressing Training Package

### Modification History

Version	Release Date	Comments
2	August 2013	<p>SIH11 V2 replaces SIH11 V1.</p> <p><b>Qualifications:</b></p> <p>SIH70111 retitled and coded to SIH80113 Graduate Certificate in Hairdressing Creative Leadership to align with the AQF Second Edition. No change to qualification structure.</p> <p><b>Units of competency:</b></p> <p>Competency Field added to all units.</p> <p>Coding change to the following units in SIH80113 in accordance with the AQF Second Edition:</p> <ul style="list-style-type: none"> <li>• SIHHTLS804 Provide creative leadership to the hairdressing industry</li> <li>• SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media</li> <li>• SIHHTLS806 Conceive, develop and realise innovative hairdressing concepts for events</li> <li>• SIHHTLS807 Plan and deliver professional hairdressing presentations</li> <li>• SIHHTLS808 Originate and refine hair design concepts</li> <li>• SIHHTLS809 Establish, negotiate and refine hair design concepts for briefs</li> </ul> <p>Mandatory Text and mapping information updated.</p>
1	20 July 2011	Primary release - replaces WRH06 Version 2.2

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## Disclaimer

This work is the result of wide consultations with Australian industry participants. It is a collaborative view and does not necessarily represent the view of Department of Industry or any specific body. For the sake of brevity it may omit factors which could be pertinent in particular cases.

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## Preliminary Information

### Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

### Check the version number before commencing training or assessment

This Training Package is Version 2 – check whether this is the latest version by going to the National Training Information Service ([www.ntis.gov.au](http://www.ntis.gov.au)) and locating information about the Training Package. Alternatively, contact Service Industry Skills Council at <http://www.serviceskills.com.au> to confirm the latest version number.

### Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

### Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

### Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
2	August 2013	<p>SIH11 V2 replaces SIH11 V1</p> <p><b>Qualifications:</b></p> <p>SIH70111 retitled and coded to SIH80113 Graduate Certificate in Hairdressing Creative Leadership to align with the AQF Second Edition. No change to qualification structure.</p> <p><b>Units of competency:</b></p> <p>Competency Field added to all units.</p> <p>Coding change to the following units in SIH80113 in accordance with the AQF Second Edition:</p>

		<ul style="list-style-type: none"><li>• SIHHTLS804 Provide creative leadership to the hairdressing industry</li><li>• SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media</li><li>• SIHHTLS806 Conceive, develop and realise innovative hairdressing concepts for events</li><li>• SIHHTLS807 Plan and deliver professional hairdressing presentations</li><li>• SIHHTLS808 Originate and refine hair design concepts</li><li>• SIHHTLS809 Establish, negotiate and refine hair design concepts for briefs</li></ul> <p>Mandatory Text and mapping information updated.</p>
1	20 July 2011	Primary release - replaces WRH06 Version 2.2



**Summary of AQF qualifications in SIH11 V2 Hairdressing Training Package**

Code	Title
SIH20111	Certificate II in Hairdressing
SIH30111	Certificate III in Hairdressing
SIH40111	Certificate IV in Hairdressing
SIB50210	Diploma of Salon Management
SIH80113	Graduate Certificate in Hairdressing Creative Leadership

**Summary of Units of Competency in SIH11 V2 Hairdressing Training Package and their Pre-Requisite Requirements**

Unit Code	Unit Title	Pre-Requisite Units
<b>Basin Services</b>		
SIHHBAS201A	Perform shampoo and basin services	Nil
SIHHBAS202A	Perform head neck and shoulder massage	Nil
<b>Client Service</b>		
SIHHCCS201A	Greet and prepare clients for salon services	Nil
SIHHCCS302A	Perform a full client consultation	Nil
SIHHCCS303A	Respond to service related and technical problems	Nil
SIHHCCS304A	Plan services for special events	Nil
<b>Colour Lightening</b>		
SIHHCLS201A	Apply hair colour products	Nil
SIHHCLS302A	Colour and lighten hair	SIHHHSC301A Apply the principles of hairdressing science
SIHHCLS303A	Design and perform full and partial highlighting techniques	SIHHHSC301A Apply the principles of hairdressing science SIHHCLS302A Colour and lighten



		hair
SIHHCLS304A	Neutralise unwanted colours and tones	SIHHHSC301A Apply the principles of hairdressing science
SIHHCLS305A	Perform on scalp full head and retouch bleach services	SIHHHSC301A Apply the principles of hairdressing science SIHHCLS302A Colour and lighten hair
SIHHCLS306A	Solve complex colour problems	Nil
SIHHCLS407A	Apply creative colouring and lightening techniques to enhance hair designs	Nil
<b>Haircutting</b>		
SIHHHCS301A	Design haircut structures	Nil
SIHHHCS302A	Apply one length or solid haircut structures	SIHHHCS301A Design haircut structures
SIHHHCS303A	Apply graduated haircut structures	SIHHHCS301A Design haircut structures
SIHHHCS304A	Apply layered haircut structures	SIHHHCS301A Design haircut structures
SIHHHCS305A	Apply over-comb techniques	SIHHHCS301A Design haircut structures
SIHHHCS306A	Combine structures for current haircut designs	SIHHHCS301A Design haircut structures SIHHHCS302A Apply one length or solid haircut structures SIHHHCS303A Apply graduated haircut structures SIHHHCS304A Apply layered haircut structures
SIHHHCS307A	Combine structures for traditional and classic men's haircut designs	SIHHHCS301A Design haircut structures SIHHHCS302A Apply one length or solid haircut structures SIHHHCS303A Apply graduated

		haircut structures SIHHHCS304A Apply layered haircut structures SIHHHCS305A Apply over-comb techniques
SIHHHCS308A	Design and maintain beards and moustaches	Nil
SIHHHCS309A	Perform face and head shaves	Nil
SIHHHCS410A	Design and perform creative haircuts	Nil
<b>Hair Design</b>		
SIHHHDS201A	Dry hair to shape	Nil
SIHHHDS202A	Apply hair braiding techniques	Nil
SIHHHDS303A	Design and apply short to medium length hair design finishes	Nil
SIHHHDS304A	Design and apply classic long hair up styles	Nil
SIHHHDS305A	Select and apply hair extensions	Nil
SIHHHDS406A	Design and apply creative long hair designs	Nil
SIHHHDS407A	Apply and maintain wigs and hairpieces	Nil
SIHHHDS408A	Make wigs and hairpieces	Nil
<b>Hair Reformation</b>		
SIHHHRS201A	Rinse and neutralise chemically restructured hair	Nil
SIHHHRS302A	Perform chemical curling and volumising services	SIHHHSC301A Apply the principles of hairdressing science
SIHHHRS303A	Perform chemical straightening and relaxing services	SIHHHSC301A Apply the principles of hairdressing science
SIHHHRS304A	Perform protein straightening and	SIHHHSC301A Apply the principles

	relaxing treatments	of hairdressing science
SIHHHRS405A	Apply chemical reformation techniques to enhance hair designs	Nil
<b>Hair Science</b>		
SIHHHSC301A	Apply the principles of hairdressing science	Nil
SIHHHSC302A	Identify and treat hair and scalp conditions	Nil
SIHHHSC403A	Apply knowledge of hair and scalp problems to trichological consultations	Nil
SIHHHSC404A	Perform trichological assessments	Nil
SIHHHSC405A	Apply the principles of nutrition	Nil
SIHHHSC406A	Develop and apply scalp treatment therapies	Nil
<b>Industry</b>		
SIHHIND201A	Maintain and organise tools, equipment and work areas	Nil
SIHHIND202A	Develop hairdressing industry knowledge	Nil
SIHHIND303A	Co-ordinate clients and services	Nil
SIHHIND304A	Develop and expand a client base	Nil
SIHHIND305A	Hone and strop straight razors	Nil
SIHHIND306A	Participate in a session styling team	Nil
<b>Occupational Health and Safety</b>		
SIHHOHS201A	Apply salon safety procedures	Nil
<b>Technical Leadership</b>		
SIHHTLS401A	Provide technical leadership within the hairdressing context	Nil

SIHHTLS402A	Research and utilise hairdressing trends to advance creative work	Nil
SIHHTLS403A	Work as a session stylist	SIHHTLS401A Provide technical leadership within the hairdressing context
SIHHTLS804	Provide creative leadership to the hairdressing industry	Nil
SIHHTLS805	Conceive, develop and realise innovative hairdressing concepts for media	Nil
SIHHTLS806	Conceive, develop and realise innovative hairdressing concepts for events	Nil
SIHHTLS807	Plan and deliver professional hairdressing presentations	Nil
SIHHTLS808	Originate and refine hair design concepts	Nil
SIHHTLS809	Establish, negotiate and refine hair design concepts for briefs	Nil



**Imported Units of Competency in SIH11 V2 Hairdressing Training Package**

<b>Code</b>	<b>Title</b>	<b>Origin</b>
<b>SIB10 Beauty</b>		
SIBXCCS201A	Conduct financial transactions	SIB10
SIBXCCS202A	Provide service to clients	SIB10
SIBXFAS202A	Design and apply make-up for photography	SIB10
SIBXPSM501A	Lead teams in a personal services environment	SIB10
SIBXPSM502A	Manage treatment services and sales delivery	SIB10
SIBXPSM503A	Promote a personal services business	SIB10
SIBXRES501A	Investigate new products and services	SIB10
<b>BSB07 Business Services</b>		
BSBCRT601A	Research and apply concepts and theories of creativity	BSB07
BSBDES602A	Research global design trends	BSB07
BSBDES701A	Research and apply design theory	BSB07
BSBFRA401B	Manage compliance with franchisee obligations and legislative requirements	BSB07
BSBFRA402B	Establish a franchise	BSB07
BSBFRA403B	Manage relationship with franchisor	BSB07
BSBFRA404B	Manage a multiple site franchise	BSB07
BSBLED501A	Develop a workplace learning environment	BSB07
BSBMGT401A	Show leadership in the workplace	BSB07
BSBMGT502B	Manage people performance	BSB07
BSBMKG413A	Promote products and service	BSB07
BSBSMB402A	Plan small business finances	BSB07
BSBSMB403A	Market the small business	BSB07

BSBSMB404A	Undertake small business planning	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSMB408B	Manage personal, family, cultural and business obligations	BSB07
BSBSMB409A	Build and maintain relationships with small business stakeholders	BSB07
BSBSUS201A	Participate in environmentally sustainable work environments	BSB07
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07
BSBWOR501A	Manage personal work priorities and professional development	BSB07
<b>SIR07 Retail Services</b>		
SIRXCOM001A	Communicate in the workplace	SIR07
SIRXHRM001A	Administer human resources policy	SIR07
SIRXHRM002A	Recruit and select personnel	SIR07
SIRXIND001A	Work effectively in a retail environment	SIR07
SIRXINV001A	Perform stock control procedures	SIR07
SIRXMER001A	Merchandise products	SIR07
SIRXMGT001A	Coordinate work teams	SIR07
SIRXMGT003A	Lead and manage people	SIR07
SIRXOHS003A	Provide a safe working environment	SIR07
SIRXQUA002A	Lead a team to foster innovation	SIR07
SIRXRPK002A	Recommend hair beauty and cosmetic products and services	SIR07
SIRXSLS001A	Sell products and services	SIR07
SIRXSLS002A	Advise on products and services	SIR07
<b>TAE10 Training and Education</b>		
TAEASS401A	Plan assessment activities and processes	TAE10
TAEASS402A	Assess competence	TAE10
TAEDEL301A	Provide work skill instruction	TAE10

TAEDEL402A	Plan, organise and facilitate learning in the workplace	TAE10
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**Summary Mapping of SIH11 V2 to SIH11 V1**

<b>SIH11 V2 Qualification Code and Title</b>	<b>SIH11 V1 Qualification Code and Title</b>	<b>Nature of Relationship</b> <b>E = equivalent</b> <b>N = not equivalent</b>
SIH20111 Certificate II in Hairdressing	SIH20111 Certificate II in Hairdressing	<b>E</b> No change
SIH30111 Certificate III in Hairdressing	SIH30111 Certificate III in Hairdressing	<b>E</b> No change
SIH40111 Certificate IV in Hairdressing	SIH40111 Certificate IV in Hairdressing	<b>E</b> No change
SIB50210 Diploma of Salon Management	SIB50210 Diploma of Salon Management	<b>E</b> No change
SIH80113 Graduate Certificate in Hairdressing Creative Leadership	SIH70110 Vocational Graduate Certificate in Hairdressing Creative Leadership	<b>E</b> Updated code and title. The total number of units required to complete this qualification remains at 6. The number of core units is 4. The number of elective units is 2.

**Summary Mapping of SIH11 V1 to WRH06 V2**

<b>SIH11 V1 Qualification Code and Title</b>	<b>WRH06 V2 Qualification Code and Title</b>	<b>Nature of Relationship</b>
SIH20111 Certificate II in Hairdressing	WRH20109 Certificate II in Hairdressing	<p>SIH20111 replaces WRH20109 as the intent of the qualification remains unchanged.</p> <p>The total number of units required complete this qualification remains at 13 units.</p> <p>The number of core units has decreased from 9 to 8 units.</p> <p>The number of elective units has increased from 4 to 5 units.</p>
SIH30111 Certificate III in Hairdressing	WRH30109 Certificate III in Hairdressing	<p>SIH30111 replaces WRH30109 as the intent of the qualification remains unchanged.</p> <p>The total number of units required to complete this qualification has increased from 29 to 32 units.</p> <p>The number of core units has increased from 23 to 26 units.</p> <p>The number of elective units remains at 6 units; of which 3 must be chosen as one of 2 specialisation groups.</p>
SIH40111 Certificate IV in Hairdressing	WRH40109 Certificate IV in Hairdressing	<p>SIH40111 replaces WRH40109 as the intent of the qualification remains unchanged. A more flexible approach to packaging has been adopted.</p> <p>New units that build on specialised technical skills and technical leadership have been included.</p> <p>The total number of units required to complete this qualification remains at 11 units.</p> <p>The number of core units has decreased from 7 to 2 units.</p> <p>The number of elective units has increased from 4 to 9 units.</p>
	WRH40209 Certificate IV in Trichology	Deleted and no equivalent in SIH11

SIB50210 Diploma of Salon Management	WRH50109 Diploma of Hairdressing Salon Management	<p>SIB50210 replaces WRH50109 as the intent of the qualification remains unchanged.</p> <p>This qualification is imported from the SIB10 Beauty Training Package and was developed based on WRH50109 and updated to expand its coverage across other personal services such as beauty and spa industries.</p> <p>The total number of units required to complete this qualification remains at 10.</p> <p>The number of core units remains at 6.</p> <p>The number of elective units remains at 4.</p>
SIH70110 Vocational Graduate Certificate in Hairdressing Creative Leadership		<p>This new qualification has been developed to reflect the role of creative/artistic directors.</p> <p>The total number of units required to complete this qualification is 6.</p> <p>The number of core units is 4.</p> <p>The number of elective units is 2.</p>



**Summary mapping of SIH11 V2 to SIH11 V1**

The following table provides advice on the relationship between units of competency from SIH11 V2 to SIH11 V1

<b>SIH11 V2 Unit Code and Title</b>	<b>SIH11 V1 Unit Code and Title</b>	<b>Nature of Relationship</b> <b>E = equivalent</b> <b>N = not equivalent</b>
<b>Basin Services</b>		
SIHHBAS201A Perform shampoo and basin services	SIHHBAS201A Perform shampoo and basin services	<b>E</b> No change.
SIHHBAS202A Perform head, neck and shoulder massage	SIHHBAS202A Perform head, neck and shoulder massage	<b>E</b> No change.
<b>Client Service</b>		
SIHHCCS201A Greet and prepare clients for salon services	SIHHCCS201A Greet and prepare clients for salon services	<b>E</b> No change.
SIHHCCS302A Perform a full client consultation	SIHHCCS302A Perform a full client consultation	<b>E</b> No change.
SIHHCCS303A Respond to service related and technical problems	SIHHCCS303A Respond to service related and technical problems	<b>E</b> No change.
SIHHCCS304A Plan services for special events	SIHHCCS304A Plan services for special events	<b>E</b> No change.
<b>Colour and Lightening</b>		
SIHHCLS201A Apply hair colour products	SIHHCLS201A Apply hair colour products	<b>E</b> No change.
SIHHCLS302A Colour and lighten hair	SIHHCLS302A Colour and lighten hair	<b>E</b> No change.
SIHHCLS303A Design and perform full and partial highlighting techniques	SIHHCLS303A Design and perform full and partial highlighting techniques	<b>E</b> No change.

SIHHCLS304A Neutralise unwanted colours and tones	SIHHCLS304A Neutralise unwanted colours and tones	<b>E</b> No change.
SIHHCLS305A Perform on scalp full head and re-touch bleach services	SIHHCLS305A Perform on scalp full head and re-touch bleach services	<b>E</b> No change.
SIHHCLS406A Solve complex colour problems	SIHHCLS406A Solve complex colour problems	<b>E</b> No change.
SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs	SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs	<b>E</b> No change.
<b>Haircutting</b>		
SIHHHCS301A Design haircut structures	SIHHHCS301A Design haircut structures	<b>E</b> No change.
SIHHHCS302A Apply one length or solid haircut structures	SIHHHCS302A Apply one length or solid haircut structures	<b>E</b> No change.
SIHHHCS303A Apply graduated haircut structures	SIHHHCS303A Apply graduated haircut structures	<b>E</b> No change.
SIHHHCS304A Apply layered haircut structures	SIHHHCS304A Apply layered haircut structures	<b>E</b> No change.
SIHHHCS305A Apply over-comb techniques	SIHHHCS305A Apply over-comb techniques	<b>E</b> No change.
SIHHHCS306A Combine structures for current haircut designs	SIHHHCS306A Combine structures for current haircut designs	<b>E</b> No change.
SIHHHCS307A Combine structures for traditional and classic men's haircut designs	SIHHHCS307A Combine structures for traditional and classic men's haircut designs	<b>E</b> No change.
SIHHHCS308A Design and maintain beards and moustaches	SIHHHCS308A Design and maintain beards and moustaches	<b>E</b> No change.
SIHHHCS309A Perform face and head shaves	SIHHHCS309A Perform face and head shaves	<b>E</b> No change.

SIHHHCS410A Design and perform creative haircuts	SIHHHCS410A Design and perform creative haircuts	<b>E</b> No change.
<b>Hair Design</b>		
SIHHHDS201A Dry hair to shape	SIHHHDS201A Dry hair to shape	<b>E</b> No change.
SIHHHDS202A Apply hair braiding techniques	SIHHHDS202A Apply hair braiding techniques	<b>E</b> No change.
SIHHHDS303A Design and apply short to medium-length hair design finishes	SIHHHDS303A Design and apply short to medium-length hair design finishes	<b>E</b> No change.
SIHHHDS304A Design and apply classic long hair up styles	SIHHHDS304A Design and apply classic long hair up styles	<b>E</b> No change.
SIHHHDS305A Select and apply hair extensions	SIHHHDS305A Select and apply hair extensions	<b>E</b> No change.
SIHHHDS406A Design and apply creative long hair designs	SIHHHDS406A Design and apply creative long hair designs	<b>E</b> No change.
SIHHHDS407A Apply and maintain wigs and hairpieces	SIHHHDS407A Apply and maintain wigs and hairpieces	<b>E</b> No change.
SIHHHDS408A Make wigs and hairpieces	SIHHHDS408A Make wigs and hairpieces	<b>E</b> No change.
<b>Hair Reformation</b>		
SIHHHRS201A Rinse and neutralise chemically restructured hair	SIHHHRS201A Rinse and neutralise chemically restructured hair	<b>E</b> No change.
SIHHHRS302A Perform chemical curling and volumising services	SIHHHRS302A Perform chemical curling and volumising services	<b>E</b> No change.
SIHHHRS303A Perform chemical straightening and relaxing services	SIHHHRS303A Perform chemical straightening and relaxing services	<b>E</b> No change.
SIHHHRS304A Perform protein straightening and relaxing	SIHHHRS304A Perform protein straightening and relaxing	<b>E</b>

treatments	treatments	No change.
SIHHHRS405A Apply chemical reformation techniques to enhance hair designs	SIHHHRS405A Apply chemical reformation techniques to enhance hair designs	<b>E</b> No change.
<b>Hair Science</b>		
SIHHHSC301A Apply the principles of hairdressing science	SIHHHSC301A Apply the principles of hairdressing science	<b>E</b> No change.
SIHHHSC302A Identify and treat hair and scalp conditions	SIHHHSC302A Identify and treat hair and scalp conditions	<b>E</b> No change.
SIHHHSC403A Apply knowledge of hair and scalp problems to trichological consultations	SIHHHSC403A Apply knowledge of hair and scalp problems to trichological consultations	<b>E</b> No change.
SIHHHSC404A Perform trichological assessments	SIHHHSC404A Perform trichological assessments	<b>E</b> No change.
SIHHHSC405A Apply the principles of nutrition	SIHHHSC405A Apply the principles of nutrition	<b>E</b> No change.
SIHHHSC406A Develop and apply scalp treatment therapies	SIHHHSC406A Develop and apply scalp treatment therapies	<b>E</b> No change.
<b>Industry</b>		
SIHHIND201A Maintain and organise tools equipment and work areas	SIHHIND201A Maintain and organise tools equipment and work areas	<b>E</b> No change.
SIHHIND202A Develop hairdressing industry knowledge	SIHHIND202A Develop hairdressing industry knowledge	<b>E</b> No change.
SIHHIND303A Coordinate clients and services	SIHHIND303A Coordinate clients and services	<b>E</b> No change.
SIHHIND304A Develop and expand a client base	SIHHIND304A Develop and expand a client base	<b>E</b> No change.
SIHHIND305A Hone and strop straight razors	SIHHIND305A Hone and strop straight razors	<b>E</b> No change.



SIHHIND306A Participate in a session styling team	SIHHIND306A Participate in a session styling team	<b>E</b> No change.
<b>Occupational Health and Safety</b>		
SIHHOHS201A Apply salon safety procedures	SIHHOHS201A Apply salon safety procedures	<b>E</b> No change.
<b>Technical Leadership</b>		
SIHHTLS401A Provide technical leadership within the hairdressing context	SIHHTLS401A Provide technical leadership within the hairdressing context	<b>E</b> No change.
SIHHTLS402A Research and utilise hairdressing trends to advance creative work	SIHHTLS402A Research and utilise hairdressing trends to advance creative work	<b>E</b> No change.
SIHHTLS403A Work as a session stylist	SIHHTLS403A Work as a session stylist	<b>E</b> No change.
SIHHTLS804 Provide creative leadership to the hairdressing industry	SIHHTLS704A Provide creative leadership to the hairdressing industry	<b>E</b> Updated and equivalent to SIHHTLS704A
SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media	SIHHTLS705A Conceive, develop and realise innovative hairdressing concepts for media	<b>E</b> Updated and equivalent to SIHHTLS705A
SIHHTLS806 Conceive, develop and realise innovative hairdressing concepts for events	SIHHTLS706A Conceive, develop and realise innovative hairdressing concepts for events	<b>E</b> Updated and equivalent to SIHHTLS706A
SIHHTLS807 Plan and deliver professional hairdressing presentations	SIHHTLS707A Plan and deliver professional hairdressing presentations	<b>E</b> Updated and equivalent to SIHHTLS707A
SIHHTLS808 Originate and refine hair design concepts	SIHHTLS708A Originate and refine hair design concepts	<b>E</b> Updated and equivalent to

		SIHHTLS708A
SIHHTLS809 Establish, negotiate and refine hair design concepts for briefs	SIHHTLS709A Establish, negotiate and refine hair design concepts for briefs	<b>E</b> Updated and equivalent to SIHHTLS709A



### Summary Mapping of SIH11 V1 to WRH06 V2

The following table provides advice on the relationship between units of competency from SIH11 V1 to WRH06 V2 .

<b>SIH11 V1 Unit Code and Title</b>	<b>WRH06 V2 Unit Code and Title</b>	<b>Nature of Relationship</b> <b>E = equivalent</b> <b>N = not equivalent</b>
<b>Basin Services</b>		
SIHHBAS201A Perform shampoo and basin services	WRHCS201A Prepare clients for salon services	<b>N</b> New unit – no equivalent in WRH06 This unit includes: <ul style="list-style-type: none"> <li>• pre-service shampoo</li> <li>• removing colour products</li> <li>• treatments at the basin</li> </ul>
SIHHBAS202A Perform head, neck and shoulder massage	WRHCS206A Perform head, neck and shoulder massage	<b>E</b> Updated and equivalent to WRHCS206A
<b>Client Service</b>		
SIHHCCS201A Greet and prepare clients for salon services		<b>N</b> New unit – no equivalent in WRH06
SIHHCCS302A Perform a full client consultation		<b>N</b> New unit – no equivalent in WRH06
SIHHCCS303A Respond to service related and technical problems		<b>N</b> New unit – no equivalent in WRH06
SIHHCCS304A Plan services for special events	WRHCS308A Plan services for special events	<b>E</b> Updated and equivalent to WRHCS308A
<b>Colour and Lightening</b>		
SIHHCLS201A Apply hair colour products		<b>N</b> New unit – no equivalent in WRH06
SIHHCLS302A Colour	WRHCL302B Colour and	<b>E</b>

and lighten hair	lighten hair	<p>Updated and equivalent to WRHCL302A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>• WRHCS201A Prepare clients for salon services</li> <li>• WRHCS205A Follow personal health and safety routines at work</li> <li>• SIRXOHS001A Apply safe working practices</li> </ul>
SIHHCLS303A Design and perform full and partial highlighting techniques	WRHCL303B Design and perform full and partial highlighting techniques	<p><b>E</b></p> <p>Updated and equivalent to WRHCL303B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>• WRHCS201A Prepare clients for salon services</li> <li>• WRHCS205A Follow personal health and safety routines at work</li> <li>• SIRXOHS001A Apply safe working practices</li> </ul>
SIHHCLS304A Neutralise unwanted colours and tones	WRHCL304A Perform colour correction	<p><b>E</b></p> <p>Updated and equivalent to WRHCL304B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>• WRHCS201A Prepare clients for salon services</li> <li>• WRHCS205A Follow personal health and safety routines at work</li> <li>• SIRXOHS001A Apply safe working practices</li> </ul>
SIHHCLS305A Perform on scalp full head and re-touch bleach services	WRHCL305B Perform on scalp full head and re-touch bleach services	<p><b>E</b></p> <p>Updated and equivalent to WRHCL305B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>• WRHCL302B Colour and lighten hair</li> <li>• WRHHS301A Apply the</li> </ul>

		principles of hairdressing science
SIHHCLS406A Solve complex colour problems	WRHCL406B Solve complex colour problems	<p><b>E</b></p> <p>Updated and equivalent to WRHCL406B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>• WRHCL302B Colour and lighten hair</li> <li>• WRHCL303B Design and perform full and partial highlighting techniques</li> <li>• WRHCL304A Perform colour correction</li> </ul>
SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs		<p><b>N</b></p> <p>New unit – no equivalent in WRH06</p>
<b>Haircutting</b>		
SIHHHCS301A Design haircut structures	WRHHC301A Design haircut structures	<p><b>E</b></p> <p>Updated and equivalent to WRHHC301A</p>
SIHHHCS302A Apply one length or solid haircut structures	WRHHC302A Apply one length/ solid haircut structures	<p><b>E</b></p> <p>Updated and equivalent to WRHHC302A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>• WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS303A Apply graduated haircut structures	WRHHC303A Apply graduated haircut structures	<p><b>E</b></p> <p>Updated and equivalent to WRHHC303A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>• WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS304A Apply layered haircut structures	WRHHC304A Apply layered haircut structures	<p><b>E</b></p> <p>Updated and equivalent to</p>

		<p>WRHHC304A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS305A Apply over-comb techniques	WRHHC305A Apply over-comb techniques	<p><b>E</b></p> <p>Updated and equivalent to WRHHC305A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS306A Combine structures for current haircut designs	WRHHC306B Combine haircut structures on women	<p><b>E</b></p> <p>Updated and equivalent to WRHHC306B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS307A Combine structures for traditional and classic men's haircut designs	WRHHC307B Combine haircut structures for traditional and classic designs on men	<p><b>E</b></p> <p>Updated and equivalent to WRHHC307B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS308A Design and maintain beards and moustaches	WRHHC308B Design and maintain beards and moustaches	<p><b>E</b></p> <p>Updated and equivalent to WRHHC308B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS309A Perform face and head shaves	WRHHC309A Perform face and head shaves	<p><b>E</b></p> <p>Updated and equivalent to WRHHC309A</p> <p>Previously contained the following prerequisites:</p>

		<ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHCS410A Design and perform creative haircuts	WRHHC410B Design and perform creative haircuts	<p><b>E</b></p> <p>Updated and equivalent to WRHHC410B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHHC306B Combine haircut structures on women</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>WRHHC307B Combine haircut structures for traditional and classic designs on men</li> </ul>
<b>Hair Design</b>		
SIHHHDS201A Dry hair to shape	WRHHD201A Dry hair to shape	<p><b>N</b></p> <p>Updated to include blow drying using a variety of styling tools</p>
SIHHHDS202A Apply hair braiding techniques	WRHHD202A Apply single, two and three strand braiding techniques	<p><b>E</b></p> <p>Updated and equivalent to WRHHD202A</p>
SIHHHDS303A Design and apply short to medium-length hair design finishes	WRHHD303A Design and apply short to medium-length hair design finishes	<p><b>E</b></p> <p>Updated and equivalent to WRHHD303A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHDS304A Design and apply classic long hair up styles	WRHHD304A Design and apply long hair design finishes	<p><b>E</b></p> <p>Updated and equivalent to WRHHD304A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHCS201A Prepare clients for salon services</li> </ul>
SIHHHDS305A Select and apply hair extensions	WRHHD405B Select and apply hair extensions	<p><b>E</b></p> <p>Updated and equivalent to</p>



		<p>WRHHD405B</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHHD303A Design and apply short to medium-length hair design finishes</li> </ul> <p>and either</p> <ul style="list-style-type: none"> <li>WRHHC306B Combine haircut structures on women</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>WRHHC307B Combine haircut structures for traditional and classic designs on men</li> </ul>
SIHHHDS406A Design and apply creative long hair designs		<p><b>N</b></p> <p>New unit – no equivalent unit in WRH06</p>
SIHHHDS407A Apply and maintain wigs and hairpieces	WRHHD407A Apply and maintain wigs and hairpieces	<p><b>E</b></p> <p>Updated and equivalent to WRHHD407A</p> <p>Previously contained the following prerequisites:</p> <ul style="list-style-type: none"> <li>WRHHD303A Design and apply short to medium-length hair design finishes</li> <li>WRHHD304A Design and apply long hair design finishes</li> </ul> <p>and either</p> <ul style="list-style-type: none"> <li>WRHHC306B Combine haircut structures on women</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>WRHHC307B Combine haircut structures for traditional and classic designs on men</li> </ul>
SIHHHDS408A Make wigs and hairpieces	WRHHD408A Make wigs and hairpieces	<p><b>E</b></p> <p>Updated and equivalent to WRHHD408A</p>
<b>Hair Reformation</b>		

SIHHHRS201A Rinse and neutralise chemically restructured hair	WRHCR201A Rinse and neutralise chemically curled or volumised hair	<b>E</b> Updated and equivalent to WRHCR201A
SIHHHRS302A Perform chemical curling and volumising services	WRHCR302B Perform chemical curling and volumising services	<b>E</b> Updated and equivalent to WRHCR302B Previously contained the following prerequisites: <ul style="list-style-type: none"> <li>• WRHCS201A Prepare clients for salon services</li> <li>• WRHCS205A Follow personal health and safety routines at work</li> <li>• SIRXOHS001A Apply safe working practices</li> </ul>
SIHHHRS303A Perform chemical straightening and relaxing services	WRHCR303B Perform chemical straightening and relaxing services	<b>E</b> Updated and equivalent to WRHCR303B Previously contained the following prerequisites: <ul style="list-style-type: none"> <li>• WRHCS201A Prepare clients for salon services</li> <li>• WRHCS205A Follow personal health and safety routines at work</li> <li>• SIRXOHS001A Apply safe working practices</li> </ul>
SIHHHRS304A Perform protein straightening and relaxing treatments		<b>N</b> New unit – no equivalent in WRH06
SIHHHRS405A Apply chemical reformation techniques to enhance hair designs	WRHCR404B Apply chemical reformation techniques to enhance hair designs	<b>E</b> Updated and equivalent to WRHCR404B Previously contained the following prerequisites: <ul style="list-style-type: none"> <li>• WRHCR302B Perform chemical curling and volumising services</li> <li>• WRHCR303B Perform chemical straightening and relaxing services</li> <li>• WRHHD303A Design and apply</li> </ul>

		short to medium-length hair design finishes
<b>Hair Science</b>		
SIHHHSC301A Apply the principles of hairdressing science	WRHHS301A Apply the principles of hairdressing science	E Updated and equivalent to WRHHS301A
SIHHHSC302A Identify and treat hair and scalp conditions	WRHHS302A Consult with clients and treat hair and scalp conditions	E Updated and equivalent to WRHHS302A
SIHHHSC403A Apply knowledge of hair and scalp problems to trichological consultations	WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations	E Updated and equivalent to WRHHS403A
SIHHHSC404A Perform trichological assessments	WRHHS404A Perform trichological assessments	E Updated and equivalent to WRHHS404A
SIHHHSC405A Apply the principles of nutrition	WRHHS405A Apply the principles of nutrition	E Updated and equivalent to WRHHS405A
SIHHHSC406A Develop and apply scalp treatment therapies	WRHHS406A Develop and apply scalp treatment therapies	E Updated and equivalent to WRHHS406A
<b>Industry</b>		
SIHHIND201A Maintain and organise tools equipment and work areas	WRHCS202B Maintain tools and equipment WRHCS204A Maintain and organise work areas	E New unit – Equivalent to the combined content of the following units: WRHCS202B and WRHCS204A
SIHHIND202A Develop hairdressing industry knowledge	WRHCS207A Develop hairdressing industry knowledge	E Updated and equivalent to WRHCS207A
SIHHIND303A Coordinate clients and		N New unit – no equivalent in WRH06

services		
SIHHIND304A Develop and expand a client base		<b>N</b> New unit – no equivalent in WRH06
SIHHIND305A Hone and strop straight razors	WRHCS203A Hone and strop straight razors	<b>E</b> Updated and equivalent to WRHCS203A
SIHHIND306A Participate in a session styling team		<b>N</b> New unit – no equivalent in WRH06
<b>Occupational Health and Safety</b>		
SIHHOHS201A Apply salon safety procedures	WRHCS205A Follow personal health and safety routines at work	<b>N</b> New unit-Expanded to include the content of WRHCS205A plus basic safety and emergency procedures that comply with National Health and Safety Commission guidelines
<b>Technical Leadership</b>		
SIHHTLS401A Provide technical leadership within the hairdressing context		<b>N</b> New unit-no equivalent in WRH06
SIHHTLS402A Research and utilise hairdressing trends to advance creative work		<b>N</b> New unit-no equivalent in WRH06
SIHHTLS403A Work as a session stylist	WRHHD406B Work as a session stylist	<b>N</b> Updated unit and not equivalent to WRHHD406B – Elements 5 and 6 removed. Previously contained the following prerequisites: <ul style="list-style-type: none"> <li>• WRHHD303A Design and apply short to medium-length hair design finishes</li> <li>• WRHCL302B Colour and lighten hair</li> <li>• WRHCL303B Design and</li> </ul>

		<p>perform full and partial highlighting techniques</p> <ul style="list-style-type: none"> <li>• WRHCL304A Perform colour correction</li> <li>• WRHCR302B Perform chemical curling and volumising services</li> <li>• WRHCR303B Perform chemical straightening and relaxing services</li> </ul> <p>and either</p> <ul style="list-style-type: none"> <li>• WRHHC306B Combine haircut structures on women</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• WRHHC307B Combine haircut structures for traditional and classic designs on men</li> </ul>
SIHHTLS704A Provide creative leadership to the hairdressing industry		<p><b>N</b></p> <p>New unit – no equivalent in WRH06</p>
SIHHTLS705A Conceive, develop and realise innovative hairdressing concepts for media		<p><b>N</b></p> <p>New unit – no equivalent in WRH06</p>
SIHHTLS706A Conceive, develop and realise innovative hairdressing concepts for events		<p><b>N</b></p> <p>New unit – no equivalent in WRH06</p>
SIHHTLS707A Plan and deliver professional hairdressing presentations		<p><b>N</b></p> <p>New unit – no equivalent in WRH06</p>
SIHHTLS708A Originate and refine hair design concepts		<p><b>N</b></p> <p>New unit – no equivalent in WRH06</p>
SIHHTLS709A Establish, negotiate and refine hair design concepts for briefs		<p><b>N</b></p> <p>New unit – no equivalent in WRH06</p>

The following units of competency from WRH06 are not included in the SIH11 V1 Training Package:

- WRHCS201A Prepare clients for salon services
- WRHCL201A Apply temporary hair colour and remove residual colour products
- WRHWP201A Assist colleagues providing multiple salon services a team member
- WRHWR302A Operate effectively as a hairdresser in a salon work team
- WRHHS407A Perform hair loss diagnosis
- WRHHS408A Design and provide nutritional therapies
- WRHHS409A Design and apply hair loss therapies
- WRHSM501A Manage hairdressing services and sales and sales delivery
- WRHSM502A Promote a hairdressing business

## Overview

### What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, and recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

### How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Skills Standards Council (NSSC).

### How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

### How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained. Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

### Who can deliver and assess using Training Packages?

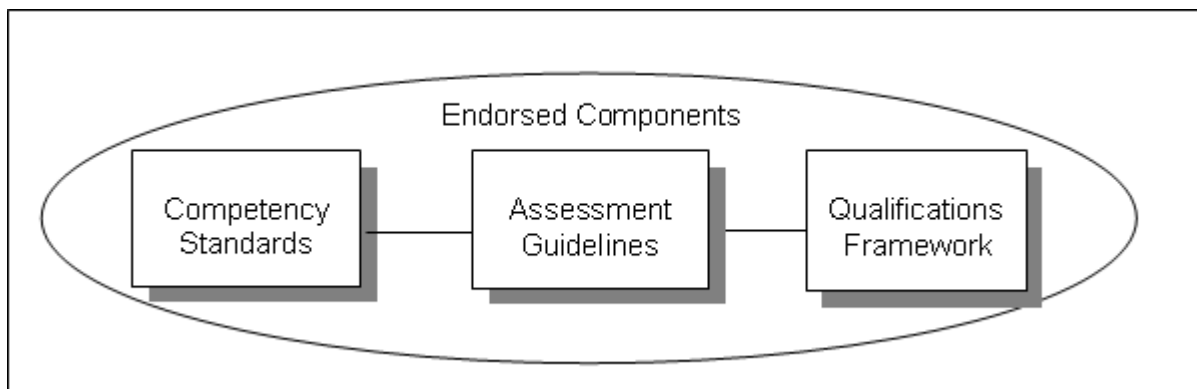
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF 2010.

### **Training Package components**

Training Packages are made up of mandatory components endorsed by the NSSC and optional support materials.

### **Training Package endorsed components**

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.





## Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

## Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF Essential Conditions and Standards for Continuing Registration - (2010) and AQTF Essential Conditions and Standards for Initial Registration - (2010). The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

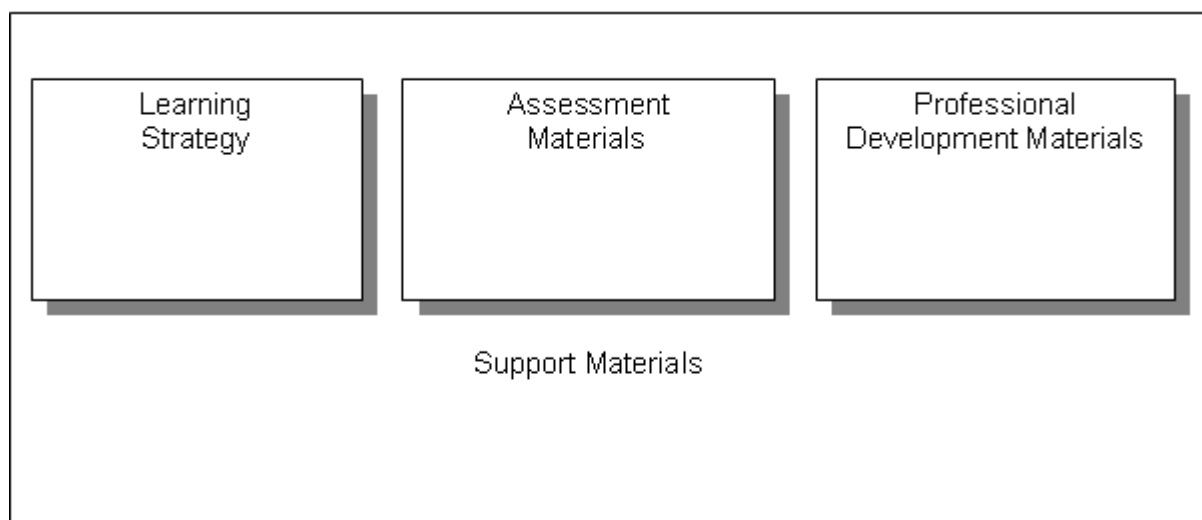
## Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of the nationally recognised qualifications issued.

## Training Package support materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.

## **Training Package Qualification and Unit of Competency Codes**

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

### **Training Package Codes**

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example SIH11. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

### **Qualification Codes**

Within each Training Package, each qualification has a unique eight-character code, for example SIH20111. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

### **Unit of Competency Codes**

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in SIHHBAS201A
- the first three characters signify the Training Package – SIH11 Hairdressing – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;

- the last character may identify the unit of competency version. An 'A' at the end of the code indicates that this is the original unit of competency. 'B', or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

## **Training Package Qualification and Unit of Competency Titles**

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

### **Training Package Titles**

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

### **Qualification Titles**

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Graduate Certificate, or Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Graduate Certificate and Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example: Certificate II in Hairdressing

### **Unit of Competency Titles**

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example: Perform shampoo and basin services

## **Introduction to the SIH11 Version 2 Hairdressing Training Package**

### **Overview of SIH11 V2**

SIH11 Hairdressing Training Package Version 2 consists of three major components:

#### ***1. Qualifications Framework***

The Qualifications Framework sets out the requirements for attainment of qualifications in the hairdressing industry. There are five qualifications ranging from Certificate II in Hairdressing to Graduate Certificate in Hairdressing Creative Leadership and includes the imported SIB50210 Diploma of Salon Management from the SIB10 Beauty Training Package. Each qualification is achieved by demonstrating competency against specified units of competency from SIH11 Hairdressing Training Package Version 2

## **2. Assessment Guidelines**

The Assessment Guidelines provide the framework for assessment of units of competency in SIH11 Hairdressing Training Package Version 2. They are designed to ensure that assessment activities are consistent with the AQTF for RTOs and that assessment processes and outcomes are valid, reliable, flexible and fair.

## **3. Hairdressing Competency Standards**

The Hairdressing Competency Standards represent the skills and knowledge applied at work and are identified by the industry as appropriate across the full range of hairdressing industry workplaces. The Hairdressing Competency Standards comprise 101 units of competency:

- 58 hairdressing-specific units of competency; and
- 44 units of competency imported from the following other Training Packages:
  - 7 units from SIB10 Beauty Training Package
  - 20 units from BSB07 Business Services Training Package
  - 13 units from SIR07 Retail Services Training Package
  - 4 units from TAE10 Training and Education Training Package

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments and includes all aspects of workplace performance, not just narrow task skills.

These components are endorsed by the National Skills Standards Council . The three components have been designed to establish the criteria and guidelines against which hairdressing qualifications are awarded. All components have been developed through a consultative process with the industry in conjunction with other critical stakeholders.

### **Key features of SIH11 Hairdressing Training Package Version 2**

The key features of SIH11 Hairdressing Training Package Version 2 are that it is:

- **Industry driven:** It has been developed by the hairdressing industry for the hairdressing industry.
- **Competency based:** To be successful, hairdressing professionals 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:** SIH11 Hairdressing Training Package Version 2 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 provider, the mode of delivery and how the training happens, either in a training organisation or on the job.

**Benefits of using SIH11 V2**

Hairdressing professionals benefit from the use of SIH11 Hairdressing Training Package Version 2.

***Employees:***

- gain skills required in the hairdressing industry
- obtain recognition for their achievements
- are productive workers as they learn
- gain satisfaction from a professional approach to their work
- identify between the national qualifications in SIH11 Hairdressing Training Package Version 2 and a career in the hairdressing industry.

***Employers:***

- adapt national skills standards to enhance their own 'competitive edge'
- increase staff efficiency through training
- retain and 'grow' more talented workforce
- create a more positive salon/store environment.

**Review of SIH11 Hairdressing Training Package Version 2**

The SIH11 Hairdressing Training Package Version 2 has been developed as a result of a review process that aligns SIH11 V2 with the 2nd Edition of the Australian Qualifications Framework. The review has resulted in changes to the title and code of the qualification and units of competency packaged at AQF level 8.

The mapping of the qualification and unit outcomes from SIH11 V2 to the qualification and unit outcomes in the previous Hairdressing Training Package (SIH11 V1) is provided in the section on Summary Mapping in the Preliminary Information.

**Review of SIH11 Hairdressing Training Package Version 1**

The WRH00 Hairdressing Training Package was first endorsed in 2000 and later in 2006 with WRH06 with version changes in 2009 and 2010. A review in 2010 resulted in the development of the SIH11 Hairdressing Training Package Version 1. The review process involved input from a diverse range of hairdressing employers, practitioners and RTOs across Australia and has informed significant changes to the Training Package.

**Changes include:**

- The review of the hairdressing units of competency included units being incorporated into the Training Package Developers Handbook unit template and enhanced with more comprehensive required skills and knowledge and evidence guides
- Sustainability principles and skills have been embedded within the units of competency where relevant
- Revised coding changes to reflect the Training Package Developers Handbook's and Service Skills Australia's coding policy

- The review of existing hairdressing units leading to the development and validation of 58 new units of competency to better reflect application of skills and knowledge to hairdressing and hairdressing services. Refer to the Summary of Units of Competency in SIH11 Hairdressing Training Package Version 1 and their Pre-Requisite Requirements Table in the Preliminary Information
- The review of units imported from other Training Packages has resulted in the inclusion of 44 imported units of competency.
- The revision of the Assessment Guidelines in order to provide additional industry-specific information and information on integrated assessment approaches.
- The addition of one new qualification: SIH70111 Vocational Graduate Certificate in Hairdressing Creative Leadership.
- The revision of the packaging rules to provide further flexibility. This has included an increase in the number of imported units of competency available from other Training Packages and accredited courses as elective options.

A mapping of the qualification outcomes from SIH11 V1 to the qualification outcomes in the previous Hairdressing Training Package (WRH06 V2) is provided in the section on Summary Mapping in Preliminary Information.

Mapping shows the relationship between hairdressing units of competency in SIH11 V1 and relevant superseded or replaced units in the previous Hairdressing Training Package (WRH06 V2) is provided in the section Summary Mapping in Preliminary Information.

## **Introduction to the hairdressing industry**

The hairdressing industry in Australia is characterised by a substantial number of small businesses providing unique and complex hairdressing services to clients on a one-to-one basis. The industry experiences high rates of attrition and is nationally recognised as suffering skill shortages. Over recent years the industry has undergone significant structural change with closures and mergers leading to a rationalisation of the number of operators.

The industry has a very high business closure rate. Having significant hairdressing and creative skills is not sufficient to achieve financial success; these skills need to be complemented with basic business skills. The franchising of operators has provided a new growth cycle to the industry and is expected to continue in the short term. The industry is now attracting global operators, particularly from the UK, who are also expected shortly to come from the USA.

The hairdressing industry is expected to continue growing, at least within the next five years, as the expected strong rate of economic growth leads to growth in household disposable incomes, which in turn will drive increased spending on hairdressing products and services. Over this period, it is expected that there will continue to be further restructuring of hairdressing businesses towards the establishment of full service salons for both male and female clients, with the traditional barber shops becoming insignificant in numbers.

Historically the hairdressing industry has focused the breadth of its services on females, with male clients opting for haircutting, beard and moustache cutting, and design and shaving services. Over recent years however, adolescent and adult males have become increasingly active consumers of a broad range of skin and hair care products and services. This is evidenced by the increasing number of male clients who now regularly have chemical services such as hair colouring and lightening and who use hair styling and texture enhancing products on a daily basis.

Hairdressers require high level skills and knowledge to support the breadth of services provided. Key services include haircutting, hair design, hair colouring and chemical reformation. The vast majority of businesses provide a full range of services to both male and female clients, however there are some salons that choose to exclusively offer a limited range of services as their core business activity. Haircutting only and men's-only hairdressing salons are examples in this category.

While full service salons represent the core of the industry, many of these salons cater for growing consumer demand by offering specialist services.

On completion of formal training many operators are choosing a specialist pathway such as colourist or stylist. This allows the operator to maintain a high level of skills in a service area where fashion and technology are constantly changing.

Training for the hairdressing industry has traditionally been undertaken on the job and off the job through apprenticeship training. Accredited institutional training is also available full and part time through private and/or public RTOs in some States and Territories. There has also been significant growth in the provision of VET in schools programs in hairdressing in some States.

Hairdressing offers a range of pathways and delivery modes including:

- Apprenticeship training using integrated on- and off-the-job training and leading to a Certificate III in Hairdressing. This pathway requires the apprentice to be employed by a qualified hairdresser.
- 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. This pathway requires the apprentice to be employed by a qualified hairdresser.
- Full-time or part-time training with a Registered Training Organisation. This pathway requires the learner to complete appropriate industry-based experience during the course of delivery. Refer to the Assessment Guidelines for additional information.

## Qualifications Framework

### What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the Australian Qualifications Framework Second Edition January 2013

<http://www.aqf.edu.au/Portals/0/Documents/2013%20docs/AQF%202nd%20Edition%20January%202013.pdf>

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment. Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

### Qualifications

Training Packages can incorporate the following eight AQF qualifications:

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Graduate Certificate of ...
- Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the Australian Qualifications Framework Second Edition January 2013 and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

### Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). Issuance of Statements of Attainment must comply with the advice provided in the current Australian Qualifications Framework Second Edition January 2013 and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

### AQF Guidelines and Learning Outcomes



The Australian Qualifications Framework Second Edition January 2013 provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

## **Certificate I**

### *Characteristics of Learning Outcomes*

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.

### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

## **Certificate II**

### *Characteristics of Learning Outcomes*

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 operations 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 as part of a group or team.

### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

## **Certificate III**

*Characteristics of Learning Outcomes*

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 specified 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 judgement 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.

*Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

**Certificate IV***Characteristics of Learning Outcomes*

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 the requirement 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 involve responsibility for, and limited organisation of, others.

*Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas

- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

## **Diploma**

### *Characteristics of Learning Outcomes*

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 involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations 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.

### *Distinguishing Features of Learning Outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

## **Advanced Diploma**

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

#### *Distinguishing Features of Learning Outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

### **Graduate Certificate**

#### *Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

#### *Distinguishing features of learning outcomes*

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

### **Graduate Diploma**

*Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

## Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

**Qualifications and Packaging Rules****List of AQF Qualifications**

<b>Qualification Code</b>	<b>Qualification Title</b>
SIH20111	Certificate II in Hairdressing
SIH30111	Certificate III in Hairdressing
SIH40111	Certificate IV in Hairdressing
SIB50210	Diploma of Salon Management
SIH80113	Graduate Certificate in Hairdressing Creative Leadership

## Customisation

The customisation guidelines in this Training Package set the boundaries of change accepted within the AQF. While maintaining the integrity of the original qualification outcomes and structure, options for customising include:

- selecting appropriate elective units of competency from those listed in the qualifications in this Training Package
- importing units of competency from other Training Packages where the qualification packaging rules allow; in the SIH11 Hairdressing Training Package Version 2, units may be imported where learners are undertaking qualifications at Certificate IV or Diploma levels.

### Selecting elective units

- The qualifications within this Training Package may be customised by selecting elective units to suit the candidate's individual needs or work context. The elective units listed provide for skill development in a variety of hairdressing industry environments. A number of elective units in this Training Package have already been imported from other Training Packages.

### Importing elective units from other Training Packages

- SIH11 Hairdressing Training Package Version 2 allows for units from other Training Packages to be imported at all AQF levels. Imported units of competency should be selected that are directly relevant to the learner's current or intended hairdressing job, role or function.
- The following rules apply when importing units of competency:
- the imported unit/s of competency must relate to the core function or role of the candidate's current or intended work environment
- the original title and code of the imported unit of competency must be retained
- imported units of competency must be selected from an endorsed Training Package
- any prerequisite units specified for the imported units of competency cannot be counted as electives in this Training Package
- advice should be sought from the relevant state/territory training authority to determine if there is a requirement for an extension to the RTO's scope of registration in relation to the imported unit/s.

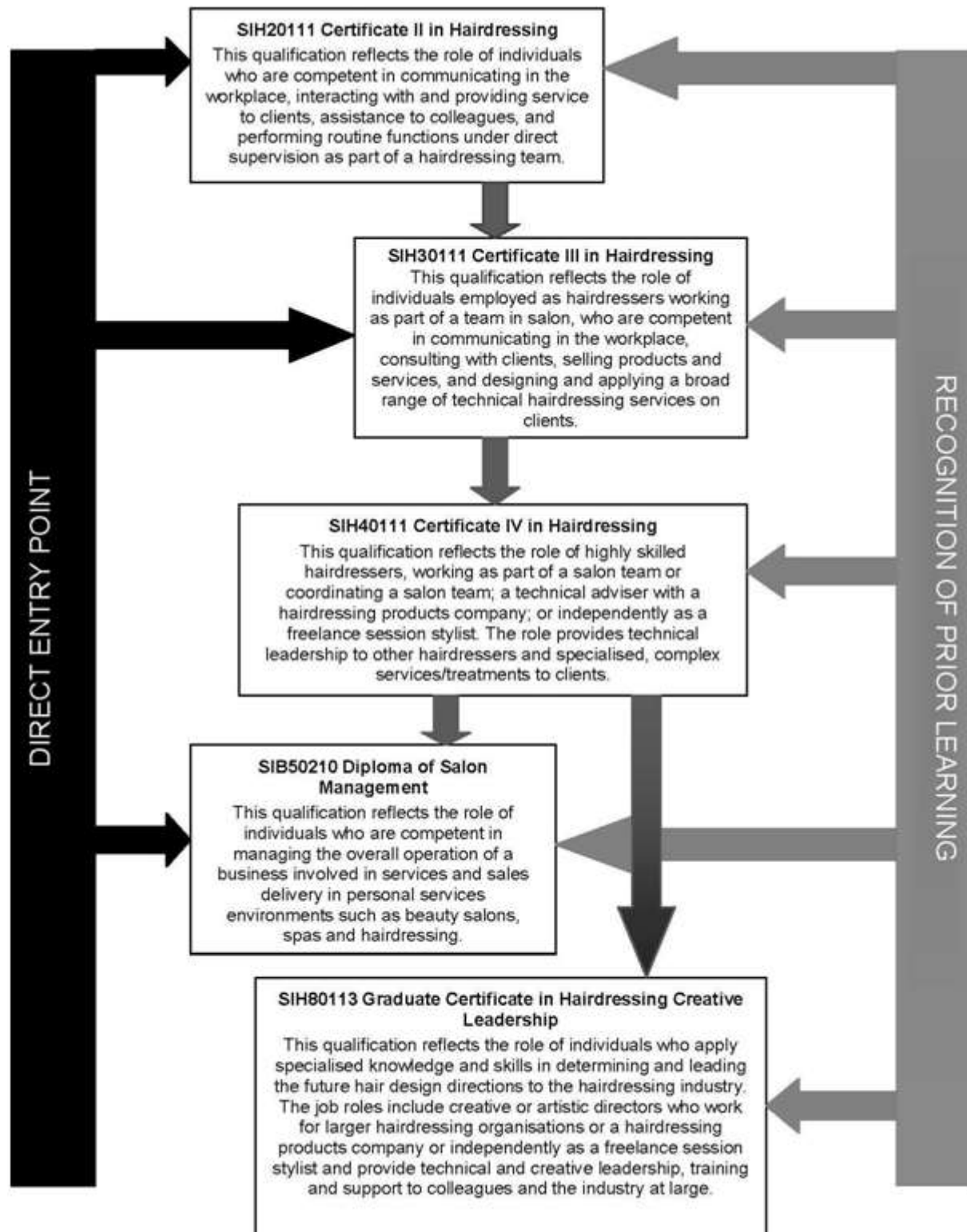
### Customising units of competency

- Units of competency may be customised to meet the needs of industry and enterprises. For more information, refer to the Competency Standards.

Please refer to the Qualifications section of this Training Package for details of qualification requirements and packaging rules.

## Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Service Skills Australia ([www.serviceskills.com.au](http://www.serviceskills.com.au))



## Australian Apprenticeship pathways

Australian Apprenticeship pathways are applicable in SIH11 Hairdressing Training Package Version 2 for:

- SIH20111 Certificate II in Hairdressing
- SIH30111 Certificate III in Hairdressing.
- SIH40111 Certificate IV in Hairdressing

Industry does not support an Australian Apprenticeship pathway for:

- SIB50210 Diploma of Hairdressing Salon Management.
- SIH80113 Graduate Certificate in Hairdressing Creative Leadership

Note: Advice should be sought from the relevant state training authorities on the specific arrangements in each State and Territory.

## VET in Schools pathways

Vet in Schools pathways are applicable in SIH11 Hairdressing Training Package Version 2 for:

- SIH20111 Certificate II in Hairdressing

## Skill Sets

### Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

### Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘these competencies meet *[insert skill set title or identified industry area]* need’ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. [http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\\_Handbook\\_07.pdf](http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf)

## Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.



# Assessment Guidelines

## Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

## Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

## Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

## Industry Requirements

Where necessary, Industry requirements additional to the Training Package Assessment Guidelines can be inserted here.

This may include advice on:

- the context in which assessment is conducted,
- industry workplace conditions and expectations,
- realistic simulated work environments that are acceptable to industry; and
- in general terms, of suitable/current resources and equipment.

## Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

### *Validity*

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- (b) assessment of knowledge and skills must be integrated with their practical application
- (c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

### *Reliability*

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

### *Flexibility*

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

### *Fairness*

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

### *Sufficiency*

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough *appropriate* evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

### **Rules of Evidence**

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

#### *Valid*

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

#### *Sufficient*

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

#### *Current*

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

#### *Authentic*

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

### **Assessment Requirements of the Australian Quality Training Framework**

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration*.

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <[www.training.com.au](http://www.training.com.au)>.

The following points summarise the assessment requirements.

### **Registration of Training Organisations**

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

**Quality Training and Assessment**

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

**Assessor Competency Requirements**

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2.

**Assessment Requirements**

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

**Assessment Strategies**

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

**National Recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

**Access and Equity and Client Outcomes**

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

**Monitoring Assessments**

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

**Recording Assessment Outcomes**

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

**Issuing AQF qualifications and Statement of Attainment**

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the *AQF Implementation Handbook*—available on the AQF Council website <[www.aqf.edu.au](http://www.aqf.edu.au)>

**Licensing/Registration Requirements**

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact Service Skills Australia at [www.serviceskills.com.au](http://www.serviceskills.com.au)

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact

### **Requirements for Assessors**

#### **Hairdressing industry requirements for AQTF compliance – vocational competence of assessors**

In addition to the assessor competencies described in the above paragraph, hairdressing industry assessors, or at least one person in the assessment team, must satisfy the following hairdressing industry vocational competency requirements for AQTF compliance:

- Hold formal recognition as a qualified hairdresser.
- Have post qualification industry experience in the field in which they are assessing, and must have experience in workplace application of the specific units of competency they are assessing.
- Have comprehensive current knowledge of the industry including knowledge of current industry practices and the job role against which performance is being assessed. This current knowledge shall be developed and demonstrated through two or more of the following:
  - participation in relevant industry professional development activities
  - conduct of relevant industry projects and research activities
  - recent and relevant work experience in a commercial environment
  - involvement in professional industry networks and memberships
  - participation in assessment and or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for the hairdressing industry. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment is currently used so that assessments reflect up-to-date workplace practice.

### **Additional vocational requirements for assessors**

#### **Graduate Certificate in Hairdressing Creative Leadership**

- Persons assessing hairdressing technical leadership units, must demonstrate significant vocational experience in the application of skills and knowledge as described in these units through a combination of the following types of supporting evidence:
  - Portfolio of work and professional achievements which may include published hair work or collections, magazine features industry awards or recognition
  - Testimonials that demonstrates industry recognition from industry peers, media and product companies
  - Documentation that provides evidence of employment as a technician or creative director and participation in industry events such as product launches, trade shows, demonstrations etc.
- Persons assessing imported design units must hold a nationally recognised relevant qualification or equivalent and demonstrate extensive experience in providing creative leadership in the hairdressing or a related creative industry.

### Alternative ways of meeting the requirement to use qualified assessors

<p>OPTIONS</p>	<p>Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)</p>
<p>Single assessor</p> <p>An individual <i>assessor</i> conducts the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> <li>• hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010).</li> <li>• be deemed competent and, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• have experience in workplace application of the specific units of competency they are assessing</li> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</li> </ul>
<p><b>Partnership arrangement</b></p> <p>An <i>assessor</i> works with a <i>technical expert</i> to conduct the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> <li>• hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010).</li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</li> <li>• communicate and liaise with the technical expert throughout the assessment process</li> <li>• A technical expert shall be a person who: <ul style="list-style-type: none"> <li>• is deemed competent and, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• has experience in workplace application of the specific units of competency they are assessing</li> <li>• demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• communicates and liaises with the assessor throughout the assessment process.</li> </ul> </li> </ul>
<p><b>Assessment team/panel</b></p> <p>A team working together to conduct the assessment</p>	<p>Members of an assessment team or panel that comprises assessment and industry experience and expertise, work together in the collection of evidence and make judgements about competency. The members of the team must collectively meet the following requirements:</p>

	<ul style="list-style-type: none"> <li>• holds formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010).</li> <li>• be deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• have experience in workplace application of the specific units of competency they are assessing</li> <li>• demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This would be demonstrated through evidence of actual workplace experience within the last two years and one or more of the items below: <ul style="list-style-type: none"> <li>• attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies</li> <li>• participation in professional or industry networks</li> </ul> </li> <li>• demonstrates current knowledge and skill in assessing against this Training Package in a range of contexts</li> <li>• communicate and liaise with all members of the assessment team or panel throughout the assessment process.</li> </ul>
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## Requirements for RTOs

### Context of delivery and assessment

- Industry has determined that due to hairdressing services being based upon close, personal interaction between client and operator, learning and assessment in a real workplace context is most appropriate whenever possible. Competency should therefore be demonstrated in the workplace and/or in a simulated workplace environment, as detailed in each unit of competency.

### **For the purposes of assessment, a workplace or simulated hairdressing salon is defined as:**

One in which all of the skills of hairdressing are performed in a commercially operating salon with respect to the provision of paid services to the public, while the salon is open for business.

It is critical that when a simulated work environment is being set up, the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances and environment of the workplace.

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria should be applied. The simulated environment must:

- provide access to the full range of up-to-date equipment and software that would generally be available in a modern working hairdressing salon

- stock a comprehensive salon product range that will support the development and demonstration of the full range of skills and knowledge described in SIH11 Hairdressing Training Package Version 2 units of competency
- operate a fully functional reception area with a client booking and records system where candidates are able to make new and repeat appointments with clients through telephone or face-to-face contact, establish and update client records, maintain a retail display area and promote and sell retail home hair-care products and equipment that are available for purchase
- provide sufficient client traffic to reflect the complexity of the role and allow learners to deal with multiple salon tasks simultaneously
- require that learners provide services within timeframes that reflect accepted industry service times
- involve learners in prioritising competing tasks
- allow learners to deal with customers, including difficult ones
- require learners to work with others in a team, which would typically include salon assistants, apprentices, senior hairdressers, receptionists, supervisors and managers
- provide the skills of hairdressing to the public as defined in the SIH11 Hairdressing Training Package Version 2.

Individual units of competency include, where relevant, an identification of the specific environment required for assessment. In addition to the broad requirements specified above, assessment in these environments will require a range of equipment and resources specific to the industry context.

### **Simulated Environments**

The following list provides details of the fixtures and equipment requirements for each of the assessment environments specified within each unit of competency. Additional resource requirements may apply for specific units of competency; these are listed within the units. Each simulated environment should include access to the following relevant workplace documentation:

- manufacturer equipment instructions
- product instructions
- manufacturer safety data sheets
- workplace policies and procedures
- manuals

Requirements for the following environments are detailed below:

- client reception and sales
- basin services area
- product preparation area
- hairdressing services workstations

#### **Client Reception and Sales**

Fixtures and large equipment

- reception desk
- fully stocked retail display



area

- storage for clients coats

#### Small equipment

- point-of-sale system, including credit card and EFTPOS facilities
- client waiting chairs (optional)
- computer with salon software booking system
- telephone

### **Basin Services Area**

#### Fixtures and large equipment

- shampoo basins with adjustable hot and cold running water and shampoo hoses
- clean towel and gown storage
- shampoo couches

#### Small equipment

- clean towels
- clean client wraps or gowns

### **Product Preparation Area**

#### Fixtures and large equipment

- fully stocked professional products storage areas including secure storage for hazardous substances
- preparation bench areas
- wash up area with running water for cleaning equipment
- ventilation
- separate hand wash basin where required under local council regulations

#### Small equipment

- disposable safety masks
- safety goggles

### **Hairdressing Services Workstations**

#### Fixtures and large equipment

- mirror per workstation
- chair per workstation

#### Small equipment

- operator trolley per workstation
- blow dryer per workstation

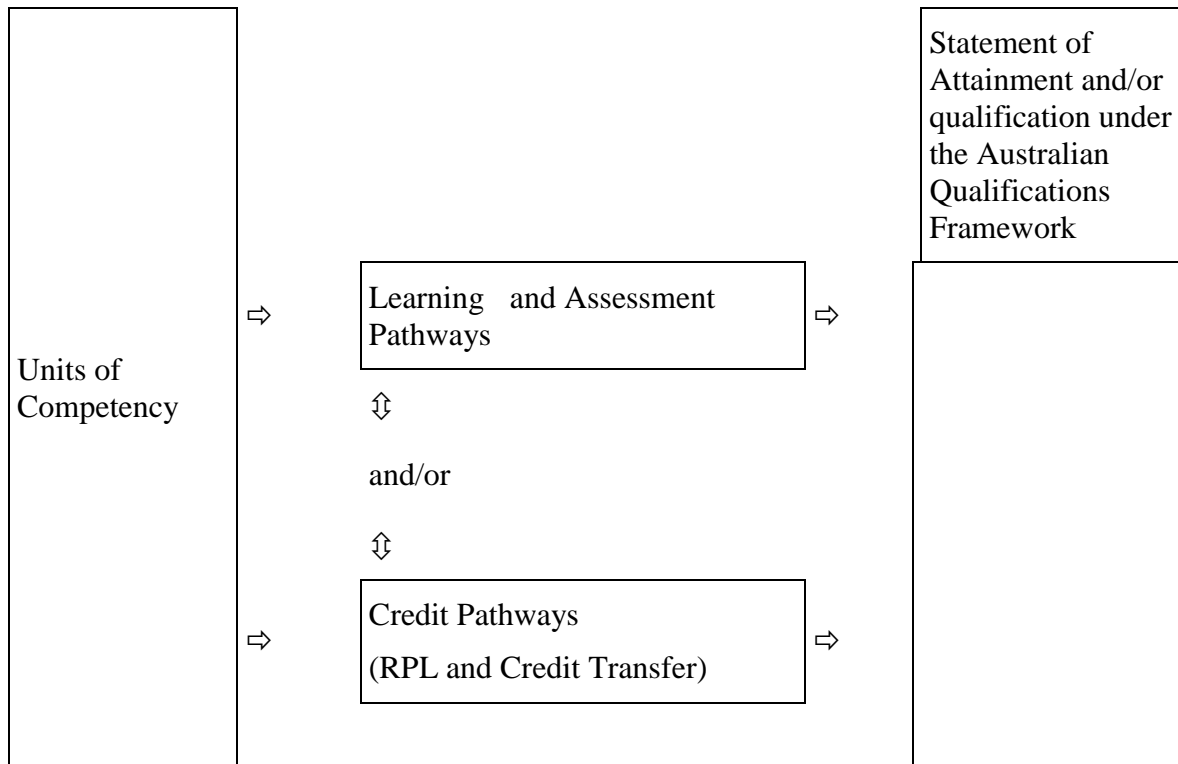
## **Pathways**

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training

- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, the AQTF and, where relevant, the Australian Qualifications Framework.

### **Learning and Assessment Pathways**

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process. Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

### **Credit Pathways**

*Credit* is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

### **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;

- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.
- 

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

### **Credit Transfer**

*Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.*

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual *components of one qualification* are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

### **Combination of Pathways**

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

### **Assessor Requirements**

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

### **Assessor Competencies**

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

- 1.4 Training and assessment are conducted by trainers and assessors who:
- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
  - b) have the relevant vocational competencies at least to the level being delivered or assessed, and
  - c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
  - d) continue to develop their Vocational Education and Training (VET) knowledge and

skills as well as their industry currency and trainer/assessor competence.

\* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

### **Designing Assessment Tools**

This section provides an overview on the use and development of assessment tools.

#### **Use of Assessment Tools**

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

#### **Using Prepared Assessment Tools**

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <[www.ntis.gov.au](http://www.ntis.gov.au)>.

#### **Developing Assessment Tools**

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

### **Language, Literacy and Numeracy**

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

### **Conducting Assessment**

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

## Mandatory Assessment Requirements

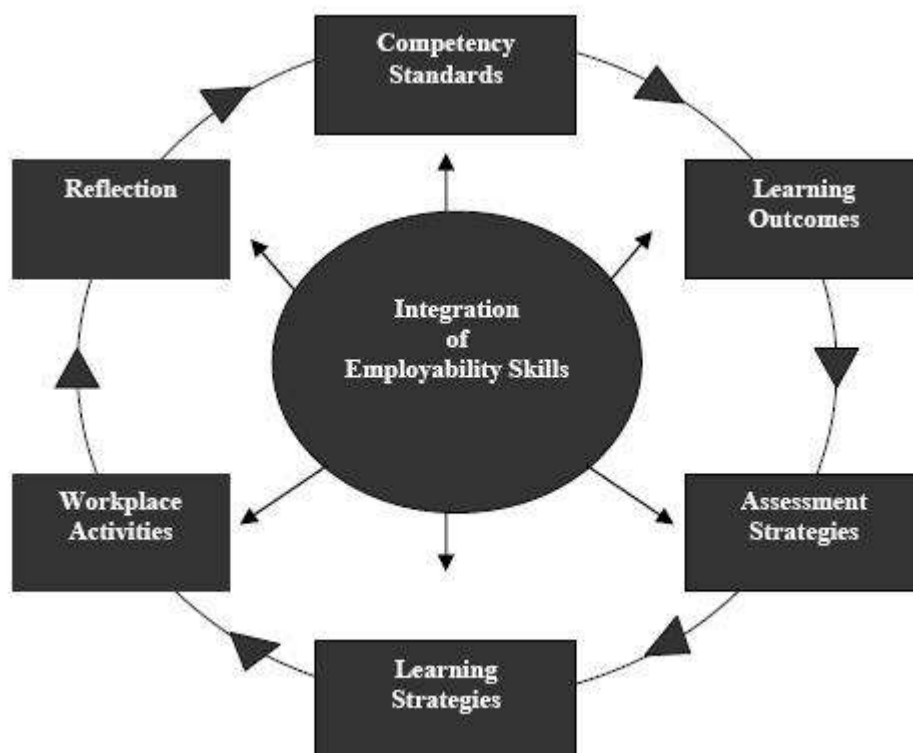
Assessments must meet the criteria set out in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

### 1.5 Assessment, including Recognition of Prior Learning (RPL):

- a) meets the requirements of the relevant Training Package or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence
- c) meets workplace and, where relevant, regulatory requirements
- d) is systematically validated.

## Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in Service Skills Australia Training Packages go to the Service Skills Australia website at [www.serviceskills.com.au](http://www.serviceskills.com.au)

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

### **Access and Equity**

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

### **Reasonable Adjustments**

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.



An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

### **Further Sources of Information**

*The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.*

#### **Contacts**

##### **Service Skills Australia**

##### **(Service Industries Skills Council Ltd)**

GPO Box 4194, Sydney NSW 2001

Level 10, 171 Clarence Street, Sydney NSW 2000

Telephone: +61 2 8243 1200

Fax: +61 2 8243 1299

Email: [info@serviceskills.com.au](mailto:info@serviceskills.com.au)

Web: [www.serviceskills.com.au](http://www.serviceskills.com.au)

For information on the TAE10 Training and Assessment Training Package contact:

##### **Innovation & Business Skills Australia**

Level 11, 176 Wellington Parade, East Melbourne VIC 3002

Telephone: +61 3 9815 7000

Facsimile: +61 3 9815 7001

Email: [virtual@ibsa.org.au](mailto:virtual@ibsa.org.au)

Web: [www.ibsa.org.au](http://www.ibsa.org.au)

#### **General Resources**

*Australian Qualifications Framework 2nd Edition January 2013, Australian Qualifications Framework, 2013* ([www.aqf.edu.au](http://www.aqf.edu.au))

*Australian Quality Training Framework (AQTF) and AQTF 2010 Users' Guide to the Essential Standards for Registration –*

<http://www.tpatwork.com/Back-2-Basics/System-basics/Australian-Quality-Training-Framework-AQTF-.aspx>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - [www.training.gov.au](http://www.training.gov.au)

The Training Package Development Handbook site provides policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

[http://www.nssc.natase.gov.au/training\\_packages/tpdh/policy\\_index](http://www.nssc.natase.gov.au/training_packages/tpdh/policy_index)

#### Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

#### **Service Skills Australia**

**(Service Industries Skills Council Ltd)**

GPO Box 4194, Sydney NSW 2001

Level 10, 171 Clarence Street, Sydney NSW 2000

Telephone: +61 2 8243 1200

Fax: +61 2 8243 1299

Email: [info@serviceskills.com.au](mailto:info@serviceskills.com.au)

Web: [www.serviceskills.com.au](http://www.serviceskills.com.au)

## Competency Standards

### What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

### Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

### **Components of Units of Competency**

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

#### **Unit Title**

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

#### **Unit Descriptor**

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

#### **Employability Skills**

This sub-section contains a statement that the unit contains Employability skills.

#### **Pre-requisite Units (optional)**

If there are any units of competency that must be completed before the unit, these will be listed.

#### **Application of the Unit**

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

#### **Competency Field (Optional)**

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

### **Sector (optional)**

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

### **Elements of Competency**

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

### **Performance Criteria**

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

### **Required Skills and Knowledge**

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

### **Range Statement**

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

### **Evidence Guide**

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills

- 

## Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

### How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

#### Employability Skills Mayer Key Competencies

Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

### Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

### Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

<b>Unit Title</b>	Give formal presentations and take part in meetings ( <b>Communication</b> )
<b>Unit Descriptor</b>	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. ( <b>Initiative and enterprise</b> )
<b>Element</b>	Proactively resolve issues. (problem solving)
<b>Performance Criteria</b>	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. ( <b>Planning and organising</b> )
<b>Range Statement</b>	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
<b>Required Skills and Knowledge</b>	Modify activities depending on differing workplace contexts, risk situations and environments. ( <b>Learning</b> ) Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. ( <b>Communication</b> )
<b>Evidence Guide</b>	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be

obtained on the ability to:

- assess response options to identified crime-prevention needs and determine the optimal action to be implemented
- in consultation with relevant others, design an initiative to address identified issues. (**Initiative and enterprise**).

### **Employability Skills Summaries and units of competency**

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

### **Coding of the hairdressing units of competency**

All the hairdressing units of competency within SIH11 Hairdressing Training Package Version 2 have a code that assists in identifying the specific area of competence and the currency of the unit. An explanation of the coding system is provided below.

The first three letters of the unit code are consistent with the code of the Training Package the unit was developed for. For the Hairdressing Training Package, the letters 'SI' have been selected, with the 'SI' representing the Service Industries training package coverage of Service Skills Australia, and the 'H' representing the hairdressing industry specifically, and the 'H' as the hairdressing sector. Some of the Service Industries training packages included a number of sectors within a specific industry.

The following three letters of the code identify the functional area:

BAS Basin Services	CCS Client Service
CLS Colour and Lightening	HRS Hair Reformation
HCS Haircutting	HDS Hair Design
HSC Hair Science	IND Industry
TLS Technical Leadership	

All units then include a series of numbers. The first number represents the AQF level at which the unit is first packaged. This is followed by the numeric identifier for the unit, so that '01' is the first unit within that functional area.

The final letter represents the version control indicator of the unit, so that 'A' represents the first version of the unit, 'B' represents the second version of the unit, and so on.

If we look at the unit SIHHCCS201A Greet and prepare clients for salon services for example, the code can be broken down to mean the following:

<b>SI</b>	<b>H</b>	<b>H</b>	<b>CCS</b>	<b>2</b>	<b>01</b>	<b>A</b>
Service Industries	Hairdressing industry	Hairdressing sector	functional area - Client	AQF level at which the unit is first	First unit in the numerical sequence for	First version

Service packaged the functional  
area

To reflect coding policy at the time of submission the version identifiers have been removed from codes of the following units:

- SIHHTLS804 Provide creative leadership to the hairdressing industry
- SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media
- SIHHTLS806 Conceive, develop and realise innovative hairdressing concepts for events
- SIHHTLS807 Plan and deliver professional hairdressing presentations
- SIHHTLS808 Originate and refine hair design concepts
- SIHHTLS809 Establish, negotiate and refine hair design concepts for briefs