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	SIH11 V2 replaces SIH11 V1. **Qualifications:** SIH70111 retitled and coded to SIH80113 Graduate Certificate in Hairdressing Creative Leadership to align with the AQF Second Edition. No change to qualification structure. **Units of competency:** Competency Field added to all units. Coding change to the following units in SIH80113 in accordance with the AQF Second Edition: - 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 Mandatory Text and mapping information updated.
1	20 July 2011	Primary release - replaces WRH06 Version 2.2

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*) 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	SIH11 V2 replaces SIH11 V1 **Qualifications:** SIH70111 retitled and coded to SIH80113 Graduate Certificate in Hairdressing Creative Leadership to align with the AQF Second Edition. No change to qualification structure. **Units of competency:** Competency Field added to all units. Coding change to the following units in SIH80113 in accordance with the AQF Second Edition:

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		• 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 Mandatory Text and mapping information updated.
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
Basin Services		
SIHHBAS201A	Perform shampoo and basin services	Nil
SIHHBAS202A	Perform head neck and shoulder massage	Nil
Client Service		
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
Colour Lightening		
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

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		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
Haircutting		
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

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		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
Hair Design		
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
Hair Reformation		
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

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	relaxing treatments	of hairdressing science
SIHHHRS405A	Apply chemical reformation techniques to enhance hair designs	Nil

Hair Science

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

Industry

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

Occupational Health and Safety

SIHHOHS201A	Apply salon safety procedures	Nil

Technical Leadership

SIHHTLS401A	Provide technical leadership within the hairdressing context	Nil

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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

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Imported Units of Competency in SIH11 V2 Hairdressing Training Package

Code	Title	Origin
SIB10 Beauty		
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
BSB07 Business Services		
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

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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
SIR07 Retail Services		
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
TAE10 Training and Education		
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

SIH11 V2 Qualification Code and Title	SIH11 V1 Qualification Code and Title	Nature of Relationship E = equivalent N = not equivalent
SIH20111 Certificate II in Hairdressing	SIH20111 Certificate II in Hairdressing	**E** No change
SIH30111 Certificate III in Hairdressing	SIH30111 Certificate III in Hairdressing	**E** No change
SIH40111 Certificate IV in Hairdressing	SIH40111 Certificate IV in Hairdressing	**E** No change
SIB50210 Diploma of Salon Management	SIB50210 Diploma of Salon Management	**E** No change
SIH80113 Graduate Certificate in Hairdressing Creative Leadership	SIH70110 Vocational Graduate Certificate in Hairdressing Creative Leadership	**E** 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

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

| SIB50210 Diploma of Salon Management | WRH50109 Diploma of Hairdressing Salon Management | SIB50210 replaces WRH50109 as the intent of the qualification remains unchanged. 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. The total number of units required to complete this qualification remains at 10. The number of core units remains at 6. The number of elective units remains at 4. |
| SIH70110 Vocational Graduate Certificate in Hairdressing Creative Leadership | | This new qualification has been developed to reflect the role of creative/artistic directors. The total number of units required to complete this qualification is 6. The number of core units is 4. The number of elective units is 2. |

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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

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

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

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

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treatments	treatments	No change.
SIHHHRS405A Apply chemical reformation techniques to enhance hair designs	SIHHHRS405A Apply chemical reformation techniques to enhance hair designs	**E** No change.

Hair Science

SIHHHSC301A Apply the principles of hairdressing science	SIHHHSC301A Apply the principles of hairdressing science	**E** No change.
SIHHHSC302A Identify and treat hair and scalp conditions	SIHHHSC302A Identify and treat hair and scalp conditions	**E** No change.
SIHHHSC403A Apply knowledge of hair and scalp problems to trichological consultations	SIHHHSC403A Apply knowledge of hair and scalp problems to trichological consultations	**E** No change.
SIHHHSC404A Perform trichological assessments	SIHHHSC404A Perform trichological assessments	**E** No change.
SIHHHSC405A Apply the principles of nutrition	SIHHHSC405A Apply the principles of nutrition	**E** No change.
SIHHHSC406A Develop and apply scalp treatment therapies	SIHHHSC406A Develop and apply scalp treatment therapies	**E** No change.

Industry

SIHHIND201A Maintain and organise tools equipment and work areas	SIHHIND201A Maintain and organise tools equipment and work areas	**E** No change.
SIHHIND202A Develop hairdressing industry knowledge	SIHHIND202A Develop hairdressing industry knowledge	**E** No change.
SIHHIND303A Coordinate clients and services	SIHHIND303A Coordinate clients and services	**E** No change.
SIHHIND304A Develop and expand a client base	SIHHIND304A Develop and expand a client base	**E** No change.
SIHHIND305A Hone and strop straight razors	SIHHIND305A Hone and strop straight razors	**E** No change.

SIHHIND306A Participate in a session styling team	SIHHIND306A Participate in a session styling team	**E** No change.
Occupational Health and Safety		
SIHHOHS201A Apply salon safety procedures	SIHHOHS201A Apply salon safety procedures	**E** No change.
Technical Leadership		
SIHHTLS401A Provide technical leadership within the hairdressing context	SIHHTLS401A Provide technical leadership within the hairdressing context	**E** No change.
SIHHTLS402A Research and utilise hairdressing trends to advance creative work	SIHHTLS402A Research and utilise hairdressing trends to advance creative work	**E** No change.
SIHHTLS403A Work as a session stylist	SIHHTLS403A Work as a session stylist	**E** No change.
SIHHTLS804 Provide creative leadership to the hairdressing industry	SIHHTLS704A Provide creative leadership to the hairdressing industry	**E** 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	**E** 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	**E** Updated and equivalent to SIHHTLS706A
SIHHTLS807 Plan and deliver professional hairdressing presentations	SIHHTLS707A Plan and deliver professional hairdressing presentations	**E** Updated and equivalent to SIHHTLS707A
SIHHTLS808 Originate and refine hair design concepts	SIHHTLS708A Originate and refine hair design concepts	**E** 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	**E** 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 .

SIH11 V1 Unit Code and Title	WRH06 V2 Unit Code and Title	Nature of Relationship E = equivalent N = not equivalent
Basin Services		
SIHHBAS201A Perform shampoo and basin services	WRHCS201A Prepare clients for salon services	**N** New unit – no equivalent in WRH06 This unit includes: • pre-service shampoo • removing colour products • treatments at the basin
SIHHBAS202A Perform head, neck and shoulder massage	WRHCS206A Perform head, neck and shoulder massage	**E** Updated and equivalent to WRHCS206A
Client Service		
SIHHCCS201A Greet and prepare clients for salon services		**N** New unit – no equivalent in WRH06
SIHHCCS302A Perform a full client consultation		**N** New unit – no equivalent in WRH06
SIHHCCS303A Respond to service related and technical problems		**N** New unit – no equivalent in WRH06
SIHHCCS304A Plan services for special events	WRHCS308A Plan services for special events	**E** Updated and equivalent to WRHCS308A
Colour and Lightening		
SIHHCLS201A Apply hair colour products		**N** New unit – no equivalent in WRH06
SIHHCLS302A Colour	WRHCL302B Colour and	**E**

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and lighten hair	lighten hair	Updated and equivalent to WRHCL302A Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services • WRHCS205A Follow personal health and safety routines at work • SIRXOHS001A Apply safe working practices
SIHHCLS303A Design and perform full and partial highlighting techniques	WRHCL303B Design and perform full and partial highlighting techniques	**E** Updated and equivalent to WRHCL303B Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services • WRHCS205A Follow personal health and safety routines at work • SIRXOHS001A Apply safe working practices
SIHHCLS304A Neutralise unwanted colours and tones	WRHCL304A Perform colour correction	**E** Updated and equivalent to WRHCL304B Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services • WRHCS205A Follow personal health and safety routines at work • SIRXOHS001A Apply safe working practices
SIHHCLS305A Perform on scalp full head and re-touch bleach services	WRHCL305B Perform on scalp full head and re-touch bleach services	**E** Updated and equivalent to WRHCL305B Previously contained the following prerequisites: • WRHCL302B Colour and lighten hair • WRHHS301A Apply the

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		principles of hairdressing science
SIHHCLS406A Solve complex colour problems	WRHCL406B Solve complex colour problems	**E** Updated and equivalent to WRHCL406B Previously contained the following prerequisites: • WRHCL302B Colour and lighten hair • WRHCL303B Design and perform full and partial highlighting techniques • WRHCL304A Perform colour correction
SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs		**N** New unit – no equivalent in WRH06
Haircutting		
SIHHHCS301A Design haircut structures	WRHHC301A Design haircut structures	**E** Updated and equivalent to WRHHC301A
SIHHHCS302A Apply one length or solid haircut structures	WRHHC302A Apply one length/ solid haircut structures	**E** Updated and equivalent to WRHHC302A Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHCS303A Apply graduated haircut structures	WRHHC303A Apply graduated haircut structures	**E** Updated and equivalent to WRHHC303A Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHCS304A Apply layered haircut structures	WRHHC304A Apply layered haircut structures	**E** Updated and equivalent to

		WRHHC304A Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHCS305A Apply over-comb techniques	WRHHC305A Apply over-comb techniques	**E** Updated and equivalent to WRHHC305A Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHCS306A Combine structures for current haircut designs	WRHHC306B Combine haircut structures on women	**E** Updated and equivalent to WRHHC306B Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHCS307A Combine structures for traditional and classic men's haircut designs	WRHHC307B Combine haircut structures for traditional and classic designs on men	**E** Updated and equivalent to WRHHC307B Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHCS308A Design and maintain beards and moustaches	WRHHC308B Design and maintain beards and moustaches	**E** Updated and equivalent to WRHHC308B Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHCS309A Perform face and head shaves	WRHHC309A Perform face and head shaves	**E** Updated and equivalent to WRHHC309A Previously contained the following prerequisites:

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		• WRHCS201A Prepare clients for salon services
SIHHHCS410A Design and perform creative haircuts	WRHHC410B Design and perform creative haircuts	**E** Updated and equivalent to WRHHC410B Previously contained the following prerequisites: • WRHHC306B Combine haircut structures on women or • WRHHC307B Combine haircut structures for traditional and classic designs on men
Hair Design		
SIHHHDS201A Dry hair to shape	WRHHD201A Dry hair to shape	**N** Updated to include blow drying using a variety of styling tools
SIHHHDS202A Apply hair braiding techniques	WRHHD202A Apply single, two and three strand braiding techniques	**E** Updated and equivalent to WRHHD202A
SIHHHDS303A Design and apply short to medium-length hair design finishes	WRHHD303A Design and apply short to medium-length hair design finishes	**E** Updated and equivalent to WRHHD303A Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHDS304A Design and apply classic long hair up styles	WRHHD304A Design and apply long hair design finishes	**E** Updated and equivalent to WRHHD304A Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services
SIHHHDS305A Select and apply hair extensions	WRHHD405B Select and apply hair extensions	**E** Updated and equivalent to

		WRHHD405B
		Previously contained the following prerequisites:
		• WRHHD303A Design and apply short to medium-length hair design finishes
		and either
		• WRHHC306B Combine haircut structures on women
		or
		• WRHHC307B Combine haircut structures for traditional and classic designs on men
SIHHHDS406A Design and apply creative long hair designs		**N** New unit – no equivalent unit in WRH06
SIHHHDS407A Apply and maintain wigs and hairpieces	WRHHD407A Apply and maintain wigs and hairpieces	**E** Updated and equivalent to WRHHD407A Previously contained the following prerequisites: • WRHHD303A Design and apply short to medium-length hair design finishes • WRHHD304A Design and apply long hair design finishes and either • WRHHC306B Combine haircut structures on women or • WRHHC307B Combine haircut structures for traditional and classic designs on men
SIHHHDS408A Make wigs and hairpieces	WRHHD408A Make wigs and hairpieces	**E** Updated and equivalent to WRHHD408A
Hair Reformation		

SIHHHRS201A Rinse and neutralise chemically restructured hair	WRHCR201A Rinse and neutralise chemically curled or volumised hair	**E** Updated and equivalent to WRHCR201A
SIHHHRS302A Perform chemical curling and volumising services	WRHCR302B Perform chemical curling and volumising services	**E** Updated and equivalent to WRHCR302B Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services • WRHCS205A Follow personal health and safety routines at work • SIRXOHS001A Apply safe working practices
SIHHHRS303A Perform chemical straightening and relaxing services	WRHCR303B Perform chemical straightening and relaxing services	**E** Updated and equivalent to WRHCR303B Previously contained the following prerequisites: • WRHCS201A Prepare clients for salon services • WRHCS205A Follow personal health and safety routines at work • SIRXOHS001A Apply safe working practices
SIHHHRS304A Perform protein straightening and relaxing treatments		**N** New unit – no equivalent in WRH06
SIHHHRS405A Apply chemical reformation techniques to enhance hair designs	WRHCR404BApply chemical reformation techniques to enhance hair designs	**E** Updated and equivalent to WRHCR404B Previously contained the following prerequisites: • WRHCR302B Perform chemical curling and volumising services • WRHCR303B Perform chemical straightening and relaxing services • WRHHD303A Design and apply

		short to medium-length hair design finishes
Hair Science		
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
Industry		
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

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services		
SIHHIND304A Develop and expand a client base		**N** New unit – no equivalent in WRH06
SIHHIND305A Hone and strop straight razors	WRHCS203A Hone and strop straight razors	**E** Updated and equivalent to WRHCS203A
SIHHIND306A Participate in a session styling team		**N** New unit – no equivalent in WRH06
Occupational Health and Safety		
SIHHOHS201A Apply salon safety procedures	WRHCS205A Follow personal health and safety routines at work	**N** New unit-Expanded to include the content of WRHCS205A plus basic safety and emergency procedures that comply with National Health and Safety Commission guidelines
Technical Leadership		
SIHHTLS401A Provide technical leadership within the hairdressing context		**N** New unit-no equivalent in WRH06
SIHHTLS402A Research and utilise hairdressing trends to advance creative work		**N** New unit-no equivalent in WRH06
SIHHTLS403A Work as a session stylist	WRHHD406B Work as a session stylist	**N** Updated unit and not equivalent to WRHHD406B – Elements 5 and 6 removed. Previously contained the following prerequisites: • WRHHD303A Design and apply short to medium-length hair design finishes • WRHCL302B Colour and lighten hair • WRHCL303B Design and

		perform full and partial highlighting techniques • WRHCL304A Perform colour correction • WRHCR302B Perform chemical curling and volumising services • WRHCR303B Perform chemical straightening and relaxing services and either • WRHHC306B Combine haircut structures on women or • WRHHC307B Combine haircut structures for traditional and classic designs on men
SIHHTLS704A Provide creative leadership to the hairdressing industry		**N** New unit – no equivalent in WRH06
SIHHTLS705A Conceive, develop and realise innovative hairdressing concepts for media		**N** New unit – no equivalent in WRH06
SIHHTLS706A Conceive, develop and realise innovative hairdressing concepts for events		**N** New unit – no equivalent in WRH06
SIHHTLS707A Plan and deliver professional hairdressing presentations		**N** New unit – no equivalent in WRH06
SIHHTLS708A Originate and refine hair design concepts		**N** New unit – no equivalent in WRH06
SIHHTLS709A Establish, negotiate and refine hair design concepts for briefs		**N** New unit – no equivalent in WRH06

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.

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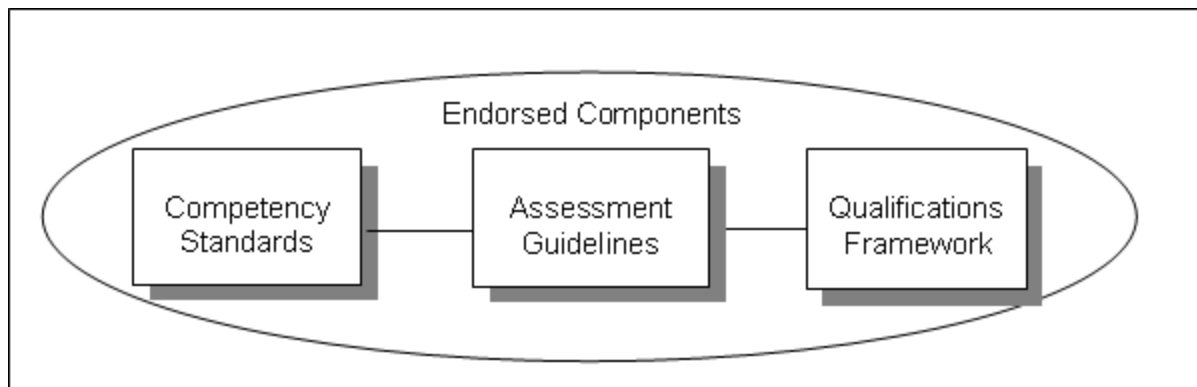
Competency Standards

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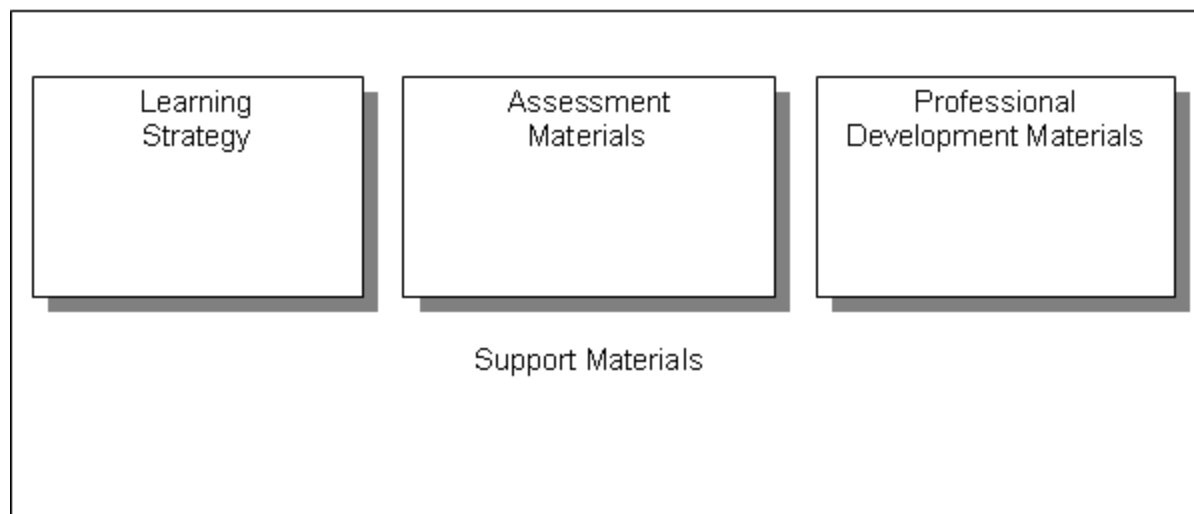
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.

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.

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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)/courses(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 section 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

Qualification Code	Qualification 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

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)
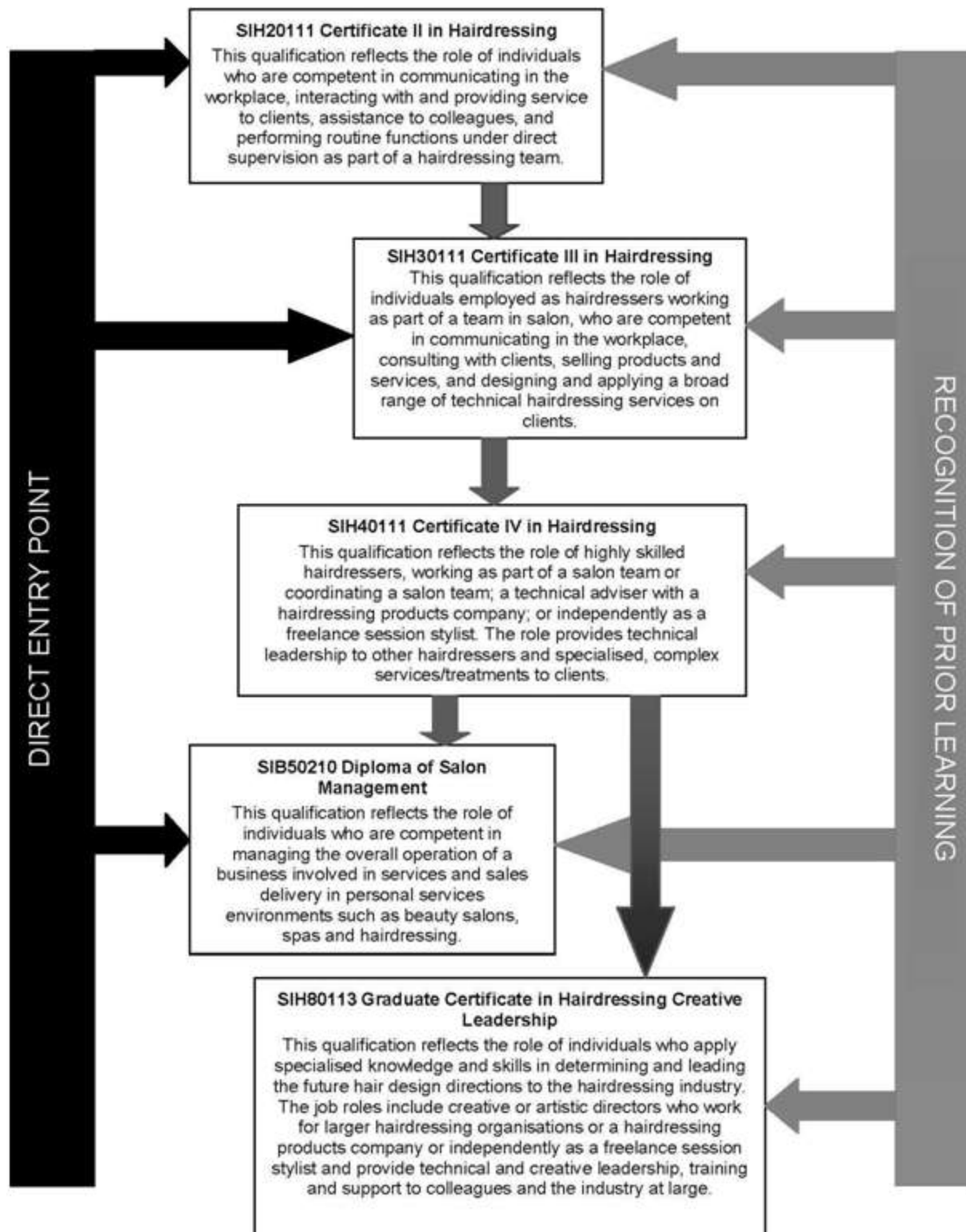
Australian Apprenticeship pathways

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

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>.

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 >

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

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.

Service Skills Australia

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
Single assessor An individual *assessor* conducts the assessment	An assessor is required to: • hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010). • be deemed competent and, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed • have experience in workplace application of the specific units of competency they are assessing • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.

Partnership arrangement
 	
An *assessor* works with a *technical expert* to conduct the assessment
	An assessor is required to:
	
	• hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010).
	• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.
	• communicate and liaise with the technical expert throughout the assessment process
	• A technical expert shall be a person who:
	  • 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
	  • has experience in workplace application of the specific units of competency they are assessing
	  • demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed
	  • communicates and liaises with the assessor throughout the assessment process.

Assessment team/panel A team working together to conduct the assessment	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:

	- holds formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010).
	- 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
	- have experience in workplace application of the specific units of competency they are assessing
	- 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:
	- attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
	- participation in professional or industry networks
	- demonstrates current knowledge and skill in assessing against this Training Package in a range of contexts
	- communicate and liaise with all members of the assessment team or panel throughout the assessment process.

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
- shampoo couches

- clean towel and gown storage

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
- wash up area with running water for cleaning equipment
- separate hand wash basin where required under local council regulations

- preparation bench areas

- ventilation

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.
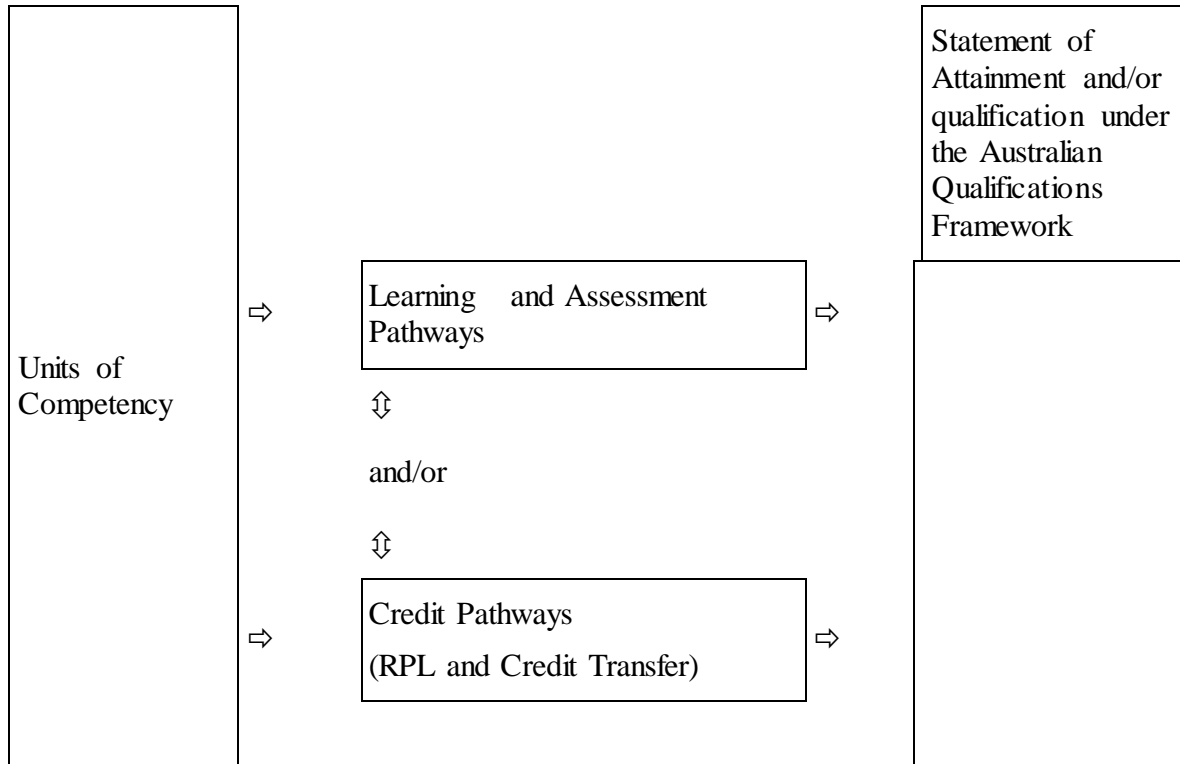
Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training 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>*.

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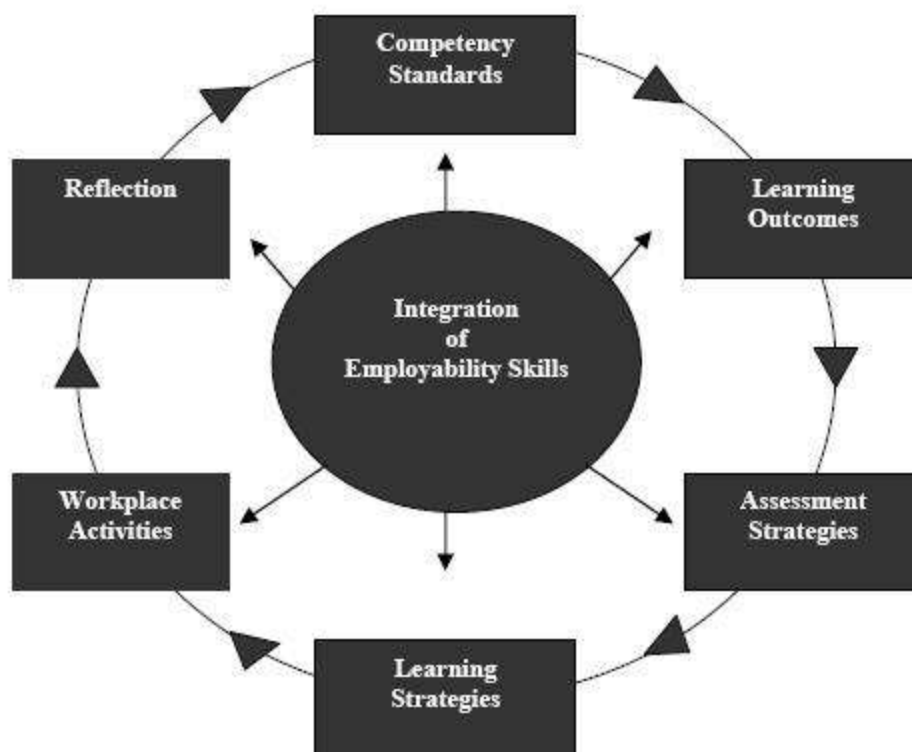
Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- 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

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
Web: 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
Web: www.ibsa.org.au

General Resources
*Australian Qualifications Framework 2nd Edition January 2013, Australian Qualifications Framework, 2013 (*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*

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.natese.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
Web: 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.

Unit Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)**
	Work collaboratively with others during a fire emergency. (teamwork)
	Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)**
Evidence Guide	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:

SI	H	H	CCS	2	01	A
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

SIH20111 Certificate II in Hairdressing

Modification History

The release details of this endorsed qualification are set out in the table below. The latest information is at the top.

Release	Comments
2	Metadata corrections.
1	Initial release.

Description

This qualification reflects the role of individuals who work as salon assistants and are competent in communicating in the workplace, interacting with and providing service to clients and assistance to colleagues. They perform routine functions under direct supervision as part of a hairdressing team.

This qualification is suitable for an Australian Apprenticeship pathway and VETiS delivery.

Job roles
Salon Assistant

Pathways Information

After achieving SIH20111 Certificate II in Hairdressing, individuals may undertake SIH30111 Certificate III in Hairdressing.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

The following table contains a summary of the Employability Skills as identified by the hairdressing industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Use questioning and active listening to ascertain and respond to customer needs to ensure customers enjoy a positive experience that reflects salon values; regularly carrying out verbal instructions from other team members and supervisors; reading and interpreting simple workplace documents; completing simple written workplace forms and sharing work related information with other team members.
Teamwork	Working collaboratively with other team members; supporting the team; respecting and understanding other views and giving and receiving feedback in the context of a salon environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
Problem-solving	Demonstrating sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible; solving problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to a senior operator for resolution depending upon salon policy and procedures.
Initiative and enterprise	Adapting to new situations, including changing workplace procedures.
Planning and organising	Planning and carrying out simple salon tasks to timelines and priorities that are set by a senior operator.
Self-management	Understanding and following salon policies regarding work availability, rosters and work duties; working within the salon culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; efficiently prioritising and completing delegated tasks under instruction.
Learning	Identifying personal strengths and weaknesses in the context of the job role; recognising own learning style, at work; accepting opportunities to learn new ways of doing things; implementing changes under instruction within the context of salon procedures.
Technology	Using and maintaining a range of salon technology in the context of available equipment and salon procedures; recognising and reporting faulty equipment; following salon occupational health and safety procedures.

Packaging Rules

13 units must be completed:

- 8 core units
- 5 elective units:
  - a minimum of 3 units must be selected from the general elective units listed below
  - a maximum of 2 elective units may be selected from another endorsed Training Package or accredited course. These must be units which are first packaged at AQF level 2 or 3.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
BSBSUS201A	Participate in environmentally sustainable work practices
SIHHBAS201A	Perform shampoo and basin services
SIHHCCS201A	Greet and prepare clients for salon services
SIHHHDS201A	Dry hair to shape
SIHHIND201A	Maintain and organise tools, equipment and work areas
SIHHOHS201A	Apply salon safety procedures
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
General elective units	
SIBXCCS201A	Conduct financial transactions
SIHHBAS202A	Perform head, neck and shoulder massage
SIHHCLS201A	Apply hair colour products
SIHHHRS201A	Rinse and neutralise chemically restructured hair
SIHHHDS202A	Apply hair braiding techniques
SIHHIND202A	Develop hairdressing industry knowledge
SIRXMER001A	Merchandise products
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
SIRXSLS001A	Sell products and services

SIH30111 Certificate III in Hairdressing

Modification History

The release details of this endorsed qualification are set out in the table below. The latest information is at the top.

Release	Comments
2	Metadata corrections. Editorial update to Pathways Information.
1	Initial release.

Description

This qualification reflects the role of individuals employed as hairdressers working as part of a team in a hairdressing environment, and who are competent in communicating in the workplace, consulting with clients, selling products and services, and designing and applying a broad range of technical hairdressing services on clients.

These individuals possess a range of well-developed skills where discretion and judgement is required and are responsible for their own outputs.

This qualification is suitable for an Australian Apprenticeship pathway, however, it is not suitable for VETiS delivery.

Job roles
Hairdresser

Pathways Information

After achieving SIH30111 Certificate III in Hairdressing, individuals may undertake:

- SIH40111 Certificate IV in Hairdressing
- SIB50210 Diploma of Salon Management
- SIH80113 Graduate Certificate in Hairdressing Creative Leadership

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

The following table contains a summary of the Employability Skills as identified by the hairdressing industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Using questioning and active listening to ascertain and respond to client needs to ensure clients enjoy a positive experience that reflects salon values; negotiating responsively with client to suggest new looks, products and services; ensuring and confirming client satisfaction; giving clear instructions to apprentices and other team members; regularly carrying out verbal instructions from other team members and supervisors; reading and interpreting product and tool manufacturer's instructions and other work related documents; completing simple written workplace forms and sharing work related information with other team members.
Teamwork	Supervising apprentices and working collaboratively with other team members; supporting the team; respecting and understanding others views; giving and receiving feedback in the context of a salon environment where employees are expected to perform their individual tasks but also look for opportunities to assist others at peak client periods and to share technical expertise.
Problem-solving	Demonstrating sensitivity to client needs and concerns, anticipating problems and acting to avoid them where possible; Solving technical and service problems in the context of a team structure where, decisions may be made independently or may be referred to another technical team member or a supervisor for support or resolution depending upon salon policy and procedures.
Initiative and enterprise	Acting independently within the context of a team structure where some supervision may occur; regularly suggesting new hairdressing design, service and product ideas to clients.
Planning and organising	Planning and carrying out complex technical and salon tasks to accommodate salon service timelines and priorities.
Self-management	Understanding and following salon policies regarding work availability, rosters and work duties; working within the salon culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; efficiently prioritising and completing delegated tasks under instruction.
Learning	Identifying personal strengths and weaknesses in the context of the job role; recognising how to personally learn best at work; seeking opportunities to learn new ways of doing things; implementing changes within the context of salon procedures and wider industry product and technical developments.

Technology	Using and maintaining a range of salon technology in the context of available equipment and salon procedures; recognising and reporting faulty equipment and following salon occupational health and safety procedures.

Packaging Rules

32 units must be completed:

- 26 core units
- 6 elective units comprised of:
  - all 3 units from either of the following elective groups:
- Group A – General Hairdressing
- Group B – Men's Hairdressing
  - 3 units from Group C – General elective units
- general electives may include a maximum of 2 elective selected from electives packaged in the Certificate IV in Hairdressing.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
BSBSUS201A	Participate in environmentally sustainable work practices
SIBXCCS201A	Conduct financial transactions
SIBXCCS202A	Provide service to clients
SIHHBAS201A	Perform shampoo and basin services
SIHHCCS302A	Perform a full client consultation
SIHHCCS303A	Respond to service related and technical problems
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
SIHHHRS302A	Perform chemical curling and volumising services
SIHHHRS303A	Perform chemical straightening and relaxing services
SIHHCLS302A	Colour and lighten hair
SIHHCLS303A	Design and perform full and partial highlighting techniques
SIHHCLS304A	Neutralise unwanted colours and tones

SIHHCLS305A	Perform on scalp full head and retouch bleach services
SIHHHDS303A	Design and apply short to medium length hair design finishes
SIHHIND201A	Maintain and organise tools, equipment and work areas
SIHHHSC301A	Apply the principles of hairdressing science
SIHHHSC302A	Identify and treat hair and scalp conditions
SIHHIND303A	Coordinate clients and services
SIHHIND304A	Develop and expand a client base
SIHHOHS201A	Apply salon safety procedures
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
Elective units	
Group A - General hairdressing	
SIHHHCS306A	Combine structures for current haircut designs
SIHHHCS307A	Combine structures for traditional and classic men's haircut designs
SIHHHDS304A	Design and apply classic long hair up styles
Group B - Men's hairdressing	
SIHHHCS307A	Combine structures for traditional and classic men's haircut designs
SIHHHCS308A	Design and maintain beards and moustaches
SIHHHCS309A	Perform face and head shaves
Group C - General elective units	
SIHHBAS202A	Perform head, neck and shoulder massage
SIHHCCS304A	Plan services for special events
SIHHHCS306A	Combine structures for current haircut designs
SIHHHCS308A	Design and maintain beards and moustaches
SIHHHCS309A	Perform face and head shaves

SIHHHDS305A	Select and apply hair extensions
SIHHHRS304A	Perform protein straightening and relaxing treatments
SIHHIND305A	Hone and strop straight razors
SIHHIND306A	Participate in a session styling team
SIRXSLS002A	Advise on products and services
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
SIRXINV001A	Perform stock control procedures
SIRXMER001A	Merchandise products

SIH40111 Certificate IV in Hairdressing

Modification History

The release details of this endorsed qualification are set out in the table below. The latest information is at the top.

Release	Comments
2	Metadata corrections. Editorial update to Pathways Information.
1	Initial release.

Description

This qualification reflects the role of highly skilled senior hairdressers who develop complex technical skills and knowledge working as part of or coordinating a salon team. It includes senior hairdressers who work as technical advisers with a hairdressing products company; or independently as a freelance session stylist. Functions at this level include the self-directed application of a broad range of knowledge and skills and the provision of technical leadership, training and support to colleagues. A hairdresser at this level may provide specialist services, including haircutting, hair design, hair colouring, complex colour correction, hair extensions, chemical reformation, trichology and makeup application.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles
Senior hairdresser

Pathways Information

After achieving SIH40111 Certificate IV in Hairdressing individuals may undertake:

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

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Entry Requirements

The Certificate IV in Hairdressing is designed to build on the foundation skills acquired through the completion of the Certificate III in Hairdressing or equivalent.

Entry to this qualification is open to those who have vocational expertise in the hairdressing industry.

Vocational expertise must include a minimum of 2 of the 3 points below:

- experience as an operator in a commercially run salon
- provision of cutting, styling and chemical services
- establishment of a clientele base
-

Employability Skills Summary

The following table contains a summary of the Employability Skills as identified by the hairdressing industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Using questioning and active listening to ascertain and respond to client needs to ensure clients enjoy a positive experience that reflects salon values; negotiating responsively with client to suggest new looks, products and services and to ensure and confirm client satisfaction; giving clear instructions to apprentices and other team members; listening to and carrying out verbal instructions from other team members and supervisors; reading and interpreting product and equipment manufacturer instructions and other work related documents; completing written workplace forms; sharing work-related information with other team members.
Teamwork	Working collaboratively with other team members; supporting the team; respecting and understanding others views and giving and receiving feedback; sharing technical expertise and acting as a mentor and trouble shooter for less experienced team members.
Problem-solving	Demonstrating sensitivity to client needs and concerns; anticipating problems and acting to avoid them where possible; solving technical hairdressing and service problems independently; providing technical problem solving and leadership to other hairdressers.
Initiative and enterprise	Acting independently as freelance session stylist or within the context of a salon team or manufacturers technical team structure; regularly suggesting new hairdressing design, service and product ideas to clients.
Planning and organising	Using a broad range of products and equipment to plan and carry out complex technical hairdressing and hair design services.

Self-management	Understanding and following workplace policies regarding work availability, rosters and work duties; working effectively within a team culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; efficiently and independently prioritising and completing technical tasks.
Learning	Identifying personal strengths and weaknesses in the context of the job role; recognising how to personally develop as a hairdressing technical leader; consistently seeking opportunities to learn new ways of doing things; implementing changes within the specific hairdressing job role and wider industry product and technical developments.
Technology	Seeking, using and maintaining a range of hairdressing and small business technology in the context of available equipment and salon procedures; recognising and reporting faulty equipment and following salon occupational health and safety procedures.

Packaging Rules

11 units must be completed:

- 2 core units
- 9 elective units:
    - a minimum of 4 units must be selected from Group A Hairdressing technical skill electives
    - the remaining units may be selected from the Group B General elective units or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level 4 or 5.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
SIHHTLS401A	Provide technical leadership within the hairdressing context
SIHHTLS402A	Research and utilise hairdressing trends to advance creative work
Elective units	
Group A – Hairdressing technical skills	
SIHHCLS406A	Solve complex colour problems
SIHHCLS407A	Apply creative colouring and lightening techniques to enhance hair designs
SIHHHCS306A	Combine structures for current haircut designs
SIHHHCS410A	Design and perform creative haircuts
SIHHHDS304A	Design and apply classic long hair up styles
SIHHHDS305A	Select and apply hair extensions
SIHHHDS406A	Design and apply creative long hair designs
SIHHHDS407A	Apply and maintain wigs and hairpieces
SIHHHDS408A	Make wigs and hairpieces
SIHHHRS304A	Perform protein straightening and relaxing treatments
SIHHHRS405A	Apply chemical reformation techniques to enhance hair designs
Group B – General elective units	
BSBMKG413A	Promote products and services

SIBXFAS202A	Design and apply make-up for photography
SIHHHSC403A	Apply knowledge of hair and scalp problems to trichological consultations
SIHHHSC404A	Perform trichological assessments
SIHHHSC405A	Apply the principles of nutrition
SIHHHSC406A	Develop and apply scalp treatment therapies
SIHHTLS403A	Work as a session stylist
SIRXMGT001A	Coordinate work teams
SIRXMGT003A	Lead and manage people
SIRXQUA002A	Lead a team to foster innovation
TAEDEL301A	Provide work skill instruction
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence

SIB50210 Diploma of Salon Management

Modification History

Not applicable.

Description

This qualification reflects the role of individuals who are competent in managing the overall operation of a business involved in services and sales delivery in personal services environments, including, hairdressing and beauty salons and spas. A salon manager at this level may focus on building the business, creating and establishing a personal services culture, leading and developing a team, developing and implementing marketing activities, and ensuring all occupational health and safety requirements are maintained.

This qualification is designed to reflect the role of managers or owner managers who work relatively autonomously and coordinate and supervise others. It involves the self-directed application of knowledge and skills, and the provision of leadership and support to colleagues through the development and management of service delivery, and sales delivery concurrent with ongoing human resources development

This qualification is not suitable for an Australian Apprenticeship pathway.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Entry requirements

There are no entry requirements to this qualification.

Employability Skills Summary

Employability Skills Summary
SIB50210 Diploma of Salon Management
The following table contains a summary of the employability skills required by the hairdressing and beauty industries for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Negotiate effectively with business suppliers, salon team members and other managers on business requirements, values, directions and day-to-day operational matters. Research, read, analyse and communicate industry and workplace information to team members and other managers. Complete business documentation in the context of the job role.
Problem solving	Lead a salon team; mentoring and supporting team members in the context of a personal service industry small business management role. Effectively participate in the wider hairdressing and beauty industries and small business networks. Develop and apply waste management procedures for improved environmental outcomes.
Initiative and enterprise	Apply strategic thinking to solve a range of operational business problems; individually or in the context of a wider salon team structure. Evaluate ideas in the context of practical business application and anticipate the implications and consequences of decisions. Investigate and participate in the purchase of sustainable products where appropriate. Review results and provide feedback to relevant team members and clients.
Teamwork	Develop a team culture and identity; create an operational personal service and continuous improvement environment across all performance areas. Provide positive feedback, encourage the team to do things better, and be personally receptive to team members innovative ideas. Translate ideas into action by creating a framework for practical implementation and review.
Planning and organising	Establish and communicate clear goals and deliverables for self and team members within the context of salon objectives and the current business situation, and coordinate resources to ensure that work is

Employability skill	Industry/enterprise requirements for this qualification include:
	carried out according to timelines and priorities. Coordinate and/or implement changes arising from continuous improvement processes. Investigate current salon practice in relation to energy and water use. Set targets for team improvement in relation to energy and water use
Self-management	Work within a personal services business culture by practising customer-focussed and inclusive behaviour, effective management of personal presentation and time; and efficiently prioritise, delegate and complete tasks. Investigate new developments in products and services, review own performance, actively seek and effectively build professional networks, and act upon advice and guidance to improvement client services.
Learning	Identify personal strengths and weaknesses in the context of a personal services business management job role and recognise how personal learning is maximised. Seek opportunities for education and training in the context of current role or future business opportunities. Accept opportunities to learn new ways of doing things and share knowledge and skills with salon team members.
Technology	Adapt to new business-related technology skill requirements, and select and use salon or other small business and information and communications technology where relevant, to support business operations, marketing and promotion and planning in the context of key business performance objectives and personal job role.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

Qualification rules

To achieve a Diploma of Salon Management, 10 units must be completed:

- all 6 core units
- 4 elective units
  - a minimum of 2 elective units must be selected from the elective units listed below
  - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at

AQF level of 4 or 5.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
BSBSUS501A	Develop workplace policy and procedures for sustainability
SIBXPSM501A	Lead teams in a personal services environment
SIBXPSM502A	Manage treatment services and sales delivery
SIBXPSM503A	Promote a personal services business
SIRXHRM001A	Administer human resources policy
SIRXHRM002A	Recruit and select personnel

Elective units	
Franchising	
BSBFRA401B	Manage compliance with franchisee obligations and legislative requirements
BSBFRA402B	Establish a franchise
BSBFRA403B	Manage relationship with franchisor
BSBFRA404B	Manage a multiple site franchise
Learning and Development	
BSBLED501A	Develop a workplace learning environment
Management	
BSBMGT401A	Show leadership in the workplace
BSBMGT502B	Manage people performance
Occupational Health and Safety	

SIRXOHS003A	Provide a safe working environment
Research	
SIBXRES501A	Investigate new products and services
Small Business Management	
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB406A	Manage small business finances
BSBSMB408B	Manage personal, family, cultural and business obligations
BSBSMB409A	Build and maintain relationships with small business stakeholders
Training and assessment	
TAEDEL301A	Provide work skill instruction
TAEDEL402A	Plan, organise and facilitate learning in the workplace
Workplace Effectiveness	
BSBWOR501A	Manage personal work priorities and professional development

SIH80113 Graduate Certificate in Hairdressing Creative Leadership

Modification History

Not applicable.

Description

This qualification reflects the role of individuals who apply specialised knowledge and skills in determining and leading the future hair design directions to the hairdressing industry.

The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as a freelance session stylist. Individuals in these job roles provide technical and creative leadership, training and support to colleagues and the industry at large, at a national or international level.

The ability to provide creative leadership to the hairdressing industry requires the use of broad knowledge and the identification, analysis and evaluation of information from a variety of sources to build personal capability and support the development of innovative and creative thinking for the industry. They possess the research skills to gather and synthesise future trends and technologies in related creative industries such as fashion, graphic and product design to design and create the hair design influenced by these industries trends for the hairdressing industry.

In this role, these individuals make complex, high level, independent judgements in analysing and interpreting a creative brief, designing and evaluating innovative hair design concepts, and planning resources to realise the concept. They also possess a substantial depth of theoretical knowledge of hairdressing design elements and principles and highly developed and specialised technical skills.

This qualification is not suitable for an Australian Apprenticeship pathway.

Job roles
Artistic or Creative Director

Pathways Information

After achieving SIH80113 Graduate Certificate in Hairdressing Creative Leadership individuals may undertake relevant higher education design programs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

The Graduate Certificate in Hairdressing Creative Leadership is designed for those existing hairdressers who operate at a senior level and have substantial experience across the hairdressing industry.

Entry to this qualification is open to individuals who have significant expertise in the hairdressing industry employed as a senior hairdresser in a commercial salon operation or paid session styling assignments.

Expertise must include:

- provision of highly specialised styling and chemical services
- establishment and maintenance of an extensive clientele base
- co-ordination and training of team members
- contribution to the promotion of an organisation in platform work at recognised state-wide or national industry events.

Experience must be demonstrated through a combination of the following types of supporting evidence:

- portfolio of work and professional achievements that may include published hair work or collections, magazine features industry awards or recognition
- testimonials that demonstrate 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.

Employability Skills Summary

The following table contains a summary of the Employability Skills as identified by the hairdressing industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Establishing rapport and building relationships with stakeholders from a range of social, cultural and ethnic backgrounds and physical and mental abilities; using questioning and active listening to ascertain and respond to client needs when interpreting and negotiating the brief; presenting ideas and creative concepts clearly and effectively; negotiating and agreeing on revisions to design concepts and plans; ongoing communication with clients, including responding to client feedback; briefing team members and other stakeholders on operational plans and roles and responsibilities, using conflict resolution and negotiation skills; modelling and encouraging creative thinking; negotiating terms and conditions; communicating effectively with an audience during hairdressing presentations; developing and maintaining industry networks.
Teamwork	Working collaboratively to generate and evaluate concepts and ideas; seeking and responding to creative ideas and suggestions from others; conducting effective negotiations with members of a creative team; leading and working collaboratively with team members on realising hairdressing concepts; presenting operational plans to team members and responding positively to constructive feedback; allocating tasks and responsibilities to team members; valuing and respecting the skills of others; working collaboratively with other production teams during rehearsals and photo shoots.
Problem-solving	Researching design and technological trends in the industry and analysing research information to inform creative process; interpreting unfamiliar and complex briefing information; identifying and developing effective solutions to complex challenges of a varied and unpredictable nature; managing design and technical contingencies that arise; addressing and solving problems and challenges in a timely and collaborative manner; adjusting a presentation to maintain rapport with an audience.
Initiative and enterprise	Generating a range of design concepts in response to a brief considering how ideas may be adapted or challenged; influencing creativity and inspiring others; promoting innovation and creative thinking; exploring emerging business opportunities; using creative coaching and mentoring techniques; balancing creative and technical requirements.
Planning and organising	Using effective planning and organisational skills to develop cohesive operational plans and procedures for preparation and monitoring of the presentation of hair designs which includes interpreting budgetary constraints; calculating the resources and costs required for the

	presentation of hair designs; developing and managing budgets; organising meetings with clients and teams; planning and preparing for hairdressing presentations; coordinating the requirements and sequencing of the presentations.
Self-management	Taking responsibility for driving and guiding the brief negotiation process; acting as a role model for the hairdressing industry; demonstrating leadership in all aspects of work; maintaining professional standards; complying with legislative requirements, codes of practice and organisational policies and procedures; continuously evaluating and refining one's own creative concepts and presentations to inform subsequent presentations; critically reflecting on own work to identify areas for improvement and maintain personal skill development.
Learning	Using research skills to source professional development opportunities; improving own personal and technical skills; contributing to the learning of others; reflecting upon and evaluating personal leadership style, and personal and professional practice; seeking expert advice of others; improving concepts and designs through experimentation; learning from the work of peers and mentors; providing feedback and coaching to colleagues.
Technology	Researching and assessing the impact of new technologies to improve work practices; using the internet for research in keeping up to date with industry developments; preparing and operating audio-visual and technical equipment.

Packaging Rules

6 units must be completed:

- 4 core units
- 2 elective units:
    - one elective unit must be selected from the general elective units listed below
    - the remaining elective unit may be selected from the general elective units listed below or selected from any other endorsed Training Package or accredited course, these must be units which are first packaged at AQF level 6 or 7.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core 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

General elective units

BSBCRT601A   Research and apply concepts and theories of creativity

BSBDES602A   Research global design trends

BSBDES701A   Research and apply design theory

SIHHTLS808   Originate and refine hair design concepts

SIHHTLS809   Establish, negotiate and refine hair design concepts for briefs

SIHHBAS201A Perform shampoo and basin services

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of shampoo and basin services.

Application of the Unit

This unit applies to salon assistants and hairdressers in training, who work at the basin area, preparing clients for hairdressers in the salon team. They perform pre-service shampoo treatments and post-treatment removal of colour and lightening treatment products from the hair.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Gown and protect clients.	1.1. Confirm *service* to be provided with the *client* or *supervising hairdresser*, according to *salon procedures*. 1.2. Select and apply clean gown or wrap and *towels* to suit the planned service, salon procedures and *relevant health regulations*.
2. Prepare for pre-service shampoos and treatments.	2.1. Brush or comb through hair and visually examine hair and scalp condition. 2.2. Note hair *condition* and length and check for *enhancements*. 2.3. Observe scalp and tactfully seek direction from supervising hairdresser where *unusual scalp conditions* are present. 2.4. Select *shampoo and treatment products*, according to hair and scalp type and condition, product information, and as directed by supervising hairdresser.
3. Perform pre-service shampoos and treatments.	3.1. Position client's neck and head to ensure operator access to the hair, scalp, forehead and nape area, whilst ensuring client comfort and safety. 3.2. Adapt water temperature, flow and direction to suit the client's hair and the stage in the service. 3.3. Follow salon procedures to minimise water and product waste and negative environmental impacts throughout the service. 3.4. Ensure *massage techniques* achieve an even distribution of shampoo over the hair and scalp. 3.5. Rinse thoroughly to leave client's hair free of shampoo and squeeze out excess water. 3.6. Apply, process and remove treatment products as directed by supervising hairdresser and product instructions. 3.7. Apply towels to absorb excess water and gently untangle hair from underneath and from ends to roots using a large wide-tooth comb.
4. Remove processed colour products	4.1. Position client's neck and head to ensure access to *processed product* on the hair, scalp, forehead and nape of hairline.

from hair.	4.2. Ensure client comfort and protection throughout product removal and follow salon procedures to minimise water and product waste.
	4.3. Apply tepid water and emulsify processed product over the entire hair, scalp, forehead and nape hairline applying massage techniques as directed by supervising hairdresser and product instructions.
	4.4. Rinse excess product thoroughly from hair and scalp, applying and rinsing off a second shampoo where directed by supervising hairdresser and product instructions.
	4.5. Apply and remove post-treatment products according to product or supervising hairdresser or product instructions.
	4.6. Gently absorb excess water using a towel and apply salon products and procedures to remove forehead, nape or hairline colour stain when required.
	4.7. Gently detangle hair from underneath and from ends to root using a large wide-tooth comb.
5. Remove processed foils from hair.	5.1. Confirm the order and method of foils removal with supervising hairdresser.
	5.2. Position client to ensure access to product and foils on the hair, scalp, forehead and nape hairline, ensuring client comfort and protection throughout product removal.
	5.3. Follow salon procedures to minimise water and product waste.
	5.4. Apply tepid water and gently emulsify and rinse coloured hair not placed in foil with minimal disturbance to position of foils, all over hair, scalp, forehead and nape of hairline.
	5.5. Loosen foils, or plastic cap, and gently rinse and remove product in foil using tepid running water and avoiding stretch or damage to the hair.
	5.6. Apply and remove post-treatment products, according to product or supervising hairdresser or product instructions.
	5.7. Gently absorb excess water using a towel and apply salon products and procedures to remove forehead, nape or hairline colour stain when required.
	5.8. Gently detangle hair from underneath and from ends to root using a large wide-toothed comb.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - liaise with other team members
    - seek direction and act on verbal advice from supervising hairdressers
    - interact with clients throughout the service
- technical skills to:
    - apply wraps and towels for a range of services
    - perform a range of hair and scalp massage movements
    - apply salon hygiene and infection-control procedures
    - apply salon safety procedures at the basin
    - remove processed colour and bleach products from hair
    - remove processed foils from hair
- literacy skills to:
    - interpret product information and manufacturer instructions
    - interpret relevant health regulations and associated salon procedures
- numeracy skills to:
    - measure and apply shampoo and conditioning products to minimise waste
    - manage service time effectively

Required knowledge

- relevant health regulations regarding hygiene and infection control at the basin area
- salon health and hygiene procedures
- the appearance of normal and abnormal hair and scalp conditions
- salon environmental controls relating to:
    - waste minimisation
    - water efficiency
    - recycling
    - energy efficiency, e.g. gas or electricity saving practices
- salon policies and procedures regarding shampoo services
- salon basin products and treatments range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• interacting with clients, to take into account any cultural or physical requirements, and to ensure client comfort and safety throughout the services required
	• interpreting and following verbal instructions from supervising hairdressers
	• interpreting and consistently applying product instructions for the application of shampoo and treatment products
	• applying salon procedures and safe work practices regarding gowning clients and performing:
	   • pre-service shampoo services and treatments
	   • removing processed tint from hair
	• consistently applying a range of shampoo and scalp massage movements, including petrissage and rotary movements to the satisfaction of clients.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped basin services area which includes as a minimum:
	   • shampoo basins
	   • client shampoo chairs
	   • adjustable water temperature and shampoo spray attachments
	   • a professional shampoo range
	   • a professional hair and scalp treatments range
	   • a plentiful supply of clean towels
	   • clean client gowns
	• documented salon procedures, such as:
	   • methods for gowning clients for shampoo services
	   • procedures that ensure client comfort and safety at the basin
	   • operator comfort and safety
	   • procedures that respond to state or territory and local

> government health regulations relevant to providing services at the basin
>   - environmental protection practices, such as:
> - waste minimisation
> - resource management
> - recycling
> - energy efficiency, e.g. gas or electricity saving practices
> - water efficiency
> - a range of clients with different shampoo services and after shampoo treatments requirements
> - product labels and other sources of product information and product safety data.
>
> For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	- direct observation of the learner providing a range of shampoo and conditioning services
	- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
	  - relevant health regulations
	  - salon procedures
	- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills. Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example: - SIHHOHS201A Apply salon safety procedures - SIRXCOM001A Communicate in the workplace

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Service may include:	• pre-service shampoo and conditioning • colour product removal • bleach product removal • removing foils.
Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Supervising hairdresser may include:	• qualified hairdresser • more experienced apprentice or trainee.

Salon procedures may include:	• methods for gowning clients for shampoo services
	• ensuring client comfort and safety at the basin
	• operator comfort and safety
	• complying with state or territory and local government health regulations relevant to providing services at the basin
	• environmental protection practices, such as:
	  • waste minimisation
	  • resource management
	  • recycling
	  • energy efficiency, e.g. gas or electricity saving practices
	  • water efficiency.

Towels may include:	• washable • disposable.
Relevant health regulations may include:	• state or territory health regulations • local council health regulations.
Condition of hair may include:	• dry • normal • oily • coloured or lightened • chemically reformed

- chemically treated.

Enhancements may include:	• hair extensions • hair ornaments.
Unusual scalp conditions may include:	• dry, scaly areas • oily crust • sores and lesions • swelling • scabs.
Shampoo and treatment products may include:	• shampoo products for: • dry hair and scalp • oily hair and scalp • chemically treated hair • conditioning products for: • dry hair and scalp • oily hair and scalp • chemically damaged hair • post-colour service treatments • abnormal skin conditions, including: • dry and oily dandruff • psoriasis • seborrhoea.
Massage techniques may include:	• petrissage • rotary • scrubbing.
Processed products may include:	• tint • bleach.

Unit Sector(s)

Hairdressing

Competency Field

Basin Services

SIHHBAS202A Perform head, neck and shoulder massage

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide a head, neck and shoulder massage.

Application of the Unit

This unit applies to salon assistants and hairdressers in training, who prepare clients for other operators in the hairdressing salon team. The unit reflects a context where a relaxing head, neck and shoulder massage is offered prior to other hairdressing services.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare client for massage.	1.1. Question *client* regarding any pre-existing conditions or injuries.
	1.2. Examine client's head, neck and shoulder areas and record any notable *observations* on client history.
	1.3. Seek advice from *supervising operator* before proceeding where client indicates pre-existing conditions or injuries.
	1.4. Prepare service area, self and client for the massage treatment, according to *relevant health regulations* and *salon procedures*.
2. Perform massage techniques.	2.1. Measure and apply *massage medium* from salon range as directed by supervising operator.
	2.2. Apply *massage techniques* to head, neck and shoulder areas as prescribed by supervising operator.
	2.3. Vary length of massage routine to suit client requirements and salon designated time lines.
	2.4. Monitor *client response* throughout the service and adapt massage routine as required.
	2.5. Remove massage medium, according to manufacturer or supervising operator instructions.
	2.6. Allocate client relaxation time to conclude the massage service, according to salon timeframes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - question clients regarding pre-existing conditions or injuries
  - seek direction and advice from supervising operators
  - seek client feedback and adjust the massage routine
- technical skills to:
  - perform a range of head, neck and shoulder massage movements
  - apply salon hygiene procedures
  - apply salon safety procedures at the basin
- literacy skills to:
  - interpret product information and manufacturer instructions
  - interpret relevant health regulations and associated salon procedures
- numeracy skills to:
  - measure and apply massage mediums to minimise waste
  - manage service time effectively

Required knowledge

- working knowledge of relevant health regulations regarding hygiene and infection control when working on clients
- salon health and hygiene procedures
- salon environmental controls relating to:
  - waste minimisation
  - recycling
  - energy efficiency, e.g. gas or electricity saving practices

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently interacting with clients throughout the massage service to: • take into account any cultural or physical requirements • establish client requirements • ensure client comfort and safety • accurately interpreting and following verbal instructions from supervising operators • accurately interpreting and consistently applying manufacturer's instructions for the application of massage mediums • consistently applying salon procedures and safe work practices in regard to performing head, neck and shoulder massage • consistently applying head, neck and shoulder massage movements, including effleurage, petrissage, tapotement, hacking, vibration and movements across a range of clients and in salon time frames • knowledge and consistent application of health and regulations applicable to the service.
Context of and specific resources for assessment	Assessment must ensure access to: • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • a fully equipped basin services area which includes as a minimum: • client chairs • a range of massage mediums • a plentiful supply of clean towels • clean client gown • documented salon procedures, such as: • operator comfort and safety • procedures that respond to state or territory and local government health regulations relevant to the service • environmental protection practices, such as: • waste minimisation

- resource management
- a range of clients with different massage requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing head neck and shoulder massage treatments on a range of clients
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
  - relevant health regulations
  - salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHOHS201A Apply salon safety procedures
- SIRXCOM001A Communicate in the workplace

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client may include:	• men
	• women
	• children
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Observations may include:	• skin conditions, including:
	• skin irritation
	• broken skin
	• scabs
	• scarring.
Supervising operator may include:	• senior hairdresser
	• more experienced apprentice or trainee.
Relevant health regulations may include:	• state or territory health regulations for hair and beauty salons
	• local council health regulations.
Salon procedures may include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.
Massage medium may include:	• scalp treatment products
	• hair treatment products
	• massage oil.
Massage techniques may include:	• petrissage
	• tapotement
	• hacking
	• vibration
	• friction.
Client response may include:	• verbal or non-verbal feedback
	• an indication of comfort or relaxation

- negative feedback indicating discomfort.

Unit Sector(s)

Hairdressing

Competency Field

Basin Services

SIHHCCS201A Greet and prepare clients for salon services

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to meet, greet and prepare clients for a range of salon services.

Application of the Unit

This unit applies to salon assistants and hairdressers in training, who provide initial hospitality and service to clients presenting for a range of hairdressing services in a hairdressing salon.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Welcome arriving clients.	1.1. Welcome arriving *client* promptly, warmly and by name, according to *salon procedures*.
	1.2. Focus attention completely on the client.
	1.3. Indicate to client how long before the booked *service* will begin.
	1.4. Make waiting client comfortable and offer *beverages* and reading material, according to salon procedures.
	1.5. Notify senior operator of client's arrival.
2. Prepare clients for senior operators.	2.1. Show client to relevant *service area* and ensure the client is safely and comfortably seated.
	2.2. Indicate that senior operator will consult with client prior to service where relevant according to salon procedures.
	2.3. Confirm service to be provided with senior operator where relevant.
	2.4. Select and apply a clean gown or wrap and towels of suitable size for client, according to the planned service and salon procedures.
	2.5. Check that client is comfortable and offer additional beverages and reading material.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to interact with clients
- communication skills to seek direction and advice from senior operators
- technical skills to:
    - prepare clients for a range of services
    - prepare and serve beverages to clients
- literacy skills to interpret salon procedures

Required knowledge

- range of hairdressing services offered by the salon
- salon procedures, such as:
    - meeting and greeting clients
    - preparing clients for salon services, including:
- client consultation
- hair and scalp treatments
- haircutting
- hair design
- hair colouring
- hair lightening
- chemical reformation services
- straightening and relaxing services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - welcoming and interacting with clients, according to salon procedures - providing hospitality to clients - gowning clients for a range of salon services, according to salon procedures - interpreting and following verbal instructions from senior operators.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - a fully equipped salon which includes as a minimum: - a fully functional client reception area - fully equipped work stations suitable for the services offered which may include: - shampoo - hair and scalp treatments - haircutting - hair design - hair colouring - hair lightening - reformation - straightening and relaxing services - a supply of clean towels - a supply of clean client gowns or wraps - relevant documentation, such as salon health and safety procedures - a range of clients for a variety of hairdressing services - a senior operator for each service. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate:
  - providing service to clients
  - preparing clients for services from the salon range
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
  - the range of services offered by the salon
  - relevant health regulations
  - salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIRXCOM001A Communicate in the workplace

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client may include:	• women
	• men
	• children
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Salon procedures may include:	• client greeting procedures
	• offering hospitality
	• pre-service consultation by a senior operator
	• client preparation for different salon services.
Service may include:	• shampoo
	• hair and scalp treatments
	• haircutting
	• hair design
	• hair colouring
	• hair lightening
	• reformation services
	• straightening and relaxing services.
Beverages may include:	• water
	• tea
	• coffee
	• soft drinks.
Service area may include:	• colour and chemical services area
	• haircutting area
	• design area
	• basin services area.

Unit Sector(s)

Hairdressing

Competency Field

Client Service

SIHHCCS302A Perform a full client consultation

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide a full consultation service in order to recommend new or changed services and products to clients.

Application of the Unit

This unit applies to hairdressers who offer full client consultations as a core salon service. This service is offered in order to establish and also to build on client relationships. It assists the hairdresser to develop a detailed understanding of client wants and needs and provides a platform for suggesting products and planning services to achieve the best outcomes for the client. Full client consultations help to maintain and build salon income. They are offered to new clients and also to returning clients at regular intervals and may lead to the suggestion of any service or combination of services or products from the salon range.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct a client analysis.	1.1. Use an opening statement that helps to build a relationship with the *client* to encourage trust and two-way communication.
	1.2. Engage the client in an overall discussion of current *factors and interests* that may impact on personal style preferences.
	1.3. Discuss recent hairdressing services and home care with the client, referring to *client history* where available.
	1.4. Examine and feel hair to analyse hair type, design, colour and the effects of previous services on the condition of the hair.
	1.5. Use open-ended questions to establish client level of satisfaction with current colour and look.
	1.6. Summarise understanding and repeat back to confirm what the client is seeking.
2. Visualise and communicate end results.	2.1. Consider the elements of form, texture, colour and the interplay of *design principles* to visualise new or different colours and designs for each client.
	2.2. Discuss *hairdressing services* from the salon range, based on previous client analysis and visualisation and using *visual aids* if required.
	2.3. Confirm client preferences.
3. Organise a follow-through plan.	3.1. Explain the initial service proposed and new or additional services that will be required to achieve and maintain the client's preferred colour or design outcome.
	3.2. Select and inform clients regarding the features of appropriate home care tools and products and the benefits to their hair.
	3.3. Demonstrate or recommend how home care tools and products should be used.
	3.4. Respond to client questions regarding service timeframes and cost of services or products.
	3.5. Obtain client agreement to proceed with recommended services or to purchase home care product proposed.

3.6. Identify and organise relevant operators for different components of services identified as required.

3.7. Set up a new client card or update client history with services and products recommended.

Required Skills and Knowledge

Required skills

- communication skills to:
    - develop a rapport with clients
    - interact with and engage clients in discussion regarding their requirements
    - use open-ended questions to establish client needs
    - listen and interpret verbal clues from clients regarding their hair, including:
- objectives
- problems
- challenges
    - suggest services and products from the salon range
    - explain home hair maintenance techniques and products
- design skills, including:
    - the elements of:
- form
- texture
- colour
    - the design principles of:
- repetition
- alternation
- progression
- contrast
- literacy skills to interpret product information
- numeracy skills to:
    - predict timeframes for services
    - calculate service and product costs for clients
- technical skills to:
    - analyse client's hair design, colour and condition
    - recognise, recommend and plan the provision of suitable services from the salon range
    - recommend home care products from the salon range

Required knowledge

- available salon services
- salon professional products range
- salon home care products range
- current and classic hair colour and design looks
- home maintenance requirements following a range of hairdressing services
- the price structure for the full range of salon services and products

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • engaging with clients • conducting client analysis • discussing and confirming visualised hair colour and design options to clients • developing and confirming a service plan with clients • recommending and demonstrating home care tools and products.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped salon which includes as a minimum:
	   • a fully functional client reception area
	   • workstations suitable for the conduct of client consultation
	• a broad range of hairdressing services, including:
	   • hair design
	   • haircutting
	   • hair colouring
	   • hair lightening
	   • chemical reformation
	   • chemical relaxation
	   • hair and scalp treatments
	• a retail product range
	• relevant documentation, such as salon health and safety procedures
	• a range of clients for a variety of hairdressing services.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the candidate:

- conducting client analysis
- recommending services and products from the salon range
- consulting with clients

- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include :
  - the range of services and products offered by the salon
  - the range of products offered by the salon
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS304A Plan services for special events
- SIHHIND304A Develop and expand a client base |

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Factors and interests may include:	• age group
	 • level of interest in and ability to manage own hair
	 • time availability
	 • lifestyle factors such as involvement in sport
	 • personal style which may be:
	   • classic
	   • current hair fashion
	   • more creative or alternative.

Client history may include:	• details of previous services • home hair care products purchased.
Design principles may include:	• repetition • alternation • progression • contrast.
Hairdressing services may include:	• conditioning treatments • scalp treatments • porosity treatments • hair colour • hair lightening • relaxing or straightening • chemical curling or volumising • haircuts • design finishes • hair extensions.
Visual aids may include:	• magazine shots • photographs • sketches • a staff member with a particular colour or hair design • product colour charts

- product information.

Unit Sector(s)

Hairdressing

Competency Field

Client Service

SIHHCCS303A Respond to service related and technical problems

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to respond to service-related problems and client technical service dissatisfaction.

Application of the Unit

This unit applies to hairdressers in hairdressing salons, who deal directly with clients to provide personal and technical services.

Hairdressers in this context operate within a salon service framework where they are required to follow prescribed procedures to respond to client service-related problems or solve individual client dissatisfaction regarding the outcomes of a technical service, provided by self or others. This may involve recommending remedial technical service, referring back to the initial operator, or to a technical leader in the team. A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Respond to conflicts and client complaints.	1.1. Identify potential and existing conflicts and seek solutions in conjunction with *parties involved*.
	1.2. Recognise *client* dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and *salon procedures*.
	1.3. Respond to *complaints* positively, sensitively and politely in consultation with the client.
	1.4. Refer escalated complaints to the appropriate person according to individual level of responsibility and salon policy and procedures.
	1.5. Maintain a positive and cooperative manner at all times.
2. Propose remedial action to solve client technical dissatisfaction.	2.1. Use open-ended questions to establish client level of dissatisfaction with current or *recent service outcomes*.
	2.2. Paraphrase feedback and repeat back to confirm client concerns.
	2.3. Examine and feel hair to analyse current *appearance* and *condition* of the hair.
	2.4. Propose *solutions* and reach agreement with the client, according to salon procedures.
	2.5. Proceed with or refer to the appropriate person and pre-book the client for remedial service.
	2.6. Follow up with clients to confirm satisfaction with outcomes of remedial service, according to salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - develop rapport with clients
    - interact with and engage clients in discussion regarding their concerns
    - use open-ended questions to establish areas of dissatisfaction
    - suggest remedial service strategies and products from the salon range
    - explain home hair-maintenance techniques and products
- technical skills to:
    - recommend and plan the provision of suitable remedial services from the salon range
    - recommend remedial home care products from the salon range

Required knowledge

- salon service standards and procedures
- salon service times
- salon prices
- technical service outcomes
- standards for a range of salon services
- salon procedures for dealing with service and technical complaints
- the salon home care product range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • anticipating potential conflicts and problems and taking preventative action • taking action to solve client service difficulties and complaints according to salon service procedures • assessing technical problems and working with clients to promote and plan remedial action • client follow-up to assess satisfaction with the outcomes of remedial procedures.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped salon which includes as a minimum:
	   • a fully functional client reception area
	   • a basin services area
	   • fully equipped work stations suitable for services, including:
	• hair and scalp treatments
	• haircutting
	• hair design
	• hair colouring
	• hair lightening
	• reformation
	• straightening and relaxing services
	   • a supply of clean towels
	   • a supply of clean client gowns or wraps
	• relevant documentation, such as salon health and safety procedures
	• a range of clients with a variety of service and technical problems.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate solving technical and service related problems
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
    - salon service standards and procedures
    - salon service times
    - salon prices
    - salon procedures for dealing with service and technical complaints
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHIND303A Coordinate clients and services
- SIRXCOM001A Communicate in the workplace

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Parties involved may include:	• self • another operator who has performed the service • a client or their agent.
Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Salon procedures may include:	• refund of product or service costs • complimentary products • complimentary services or vouchers • remedial technical services • referring technical complaints to a designated person for back-up support • client follow up.
Complaints may include:	• service times • price • service offered • client comfort and safety • technical service outcomes • product performance • communication barriers or misunderstandings.
Recent service outcomes may include:	• hair and scalp treatments • haircutting • hair design • hair colouring • hair lightening • reformation services • straightening and relaxing services • hair extensions.
Appearance and ***condition of the hair*** may include:	• colour and tone • haircut design • design finish • degree of chemical curl or volume

	- degree of chemical relaxation
	- condition
	- porosity
	- damage to hair structure.
Solutions may include remedial:	- hair colour services
	- haircut services
	- chemical reformation
	- hair or scalp treatments
	- hair design finishes
	- home care products.

Unit Sector(s)

Hairdressing

Competency Field

Client Service

SIHHCCS304A Plan services for special events

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with clients to plan for the provision of a complete hair and beauty service for special events.

Application of the Unit

This unit applies to hairdressers who apply communication, research and design skills to develop a comprehensive approach to the promotion, planning and provision of a series of services culminating in finished hair designs for individuals or groups for special events. These services may occur in or outside the salon environment.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with clients.	1.1. Obtain *event* information, including dress styles and colours from participants.
	1.2. Convey appropriate information regarding workplace specialised services and pricing structure to *clients*.
	1.3. *Review* and discuss alternative *finished hair designs*.
	1.4. Confirm hair style concepts appropriate to the event that complement facial features, bone structure and meet client requirements.
	1.5. Arrange trialling and adjustment of hair designs where required.
2. Advise on additional services.	2.1. Promote *additional available services* and *after service maintenance products* and confirm with clients.
	2.2. Coordinate referrals to other professionals for *services unavailable* in the salon.
	2.3. Schedule agreed services leading up to events.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop a rapport with clients
  - interact with and engage clients in discussion regarding the event
  - use open-ended questions to establish client needs
  - listen and interpret verbal clues from clients regarding their hair, including:
- objectives
- problems
- challenges
  - suggest services and products from the salon range
  - offer referrals to other professionals
- numeracy skills to:
  - predict timeframes for services
  - calculate service and product costs for clients
- research skills to source a network of referral contacts for services unavailable in the salon
- technical skills to:
  - analyse client's hair design, colour and condition
  - recognise, recommend and plan the provision of suitable hair designs and other services from the salon range

Required knowledge

- elements and principles of design
- all available salon services
- salon professional products range
- salon home care products range
- current and classic hair colour and design looks
- the price structure for the planned services
- a network of contacts for services that may be referred to other professionals

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - engaging with clients and establishing relevant event details and service requirements - applying research, planning and design skills to identify colour and design outcomes that meet client needs and are appropriate to particular events - developing, confirming and scheduling a service plan leading up to special events - co-ordinating referral for services offered by other professionals.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - a fully equipped salon which includes as a minimum: - a fully functional client reception area - workstations suitable for the conduct of client consultation - access to a broad range of hairdressing services, including: - hair design - haircutting - hair colouring - hair lightening - chemical reformation - chemical relaxation - hair and scalp treatments - a retail product range - relevant documentation, such as: - hair magazines - fashion magazines - a photographic portfolio - product colour charts - clients seeking services for a variety of special events. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training

Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate:
    - consulting with clients
    - reviewing and recommending finished hair designs
    - recommending and scheduling services
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
    - the range of services offered by the salon
    - the range of products offered by the salon
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIHHIND303A Coordinate clients and services

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Event may include:	• weddings • debutante balls • fancy dress balls • parties • other formal events.
Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities • new or regular clients with routine or special needs.
Finished hair designs may be ***reviewed*** by:	• discussion • hair and fashion magazines • photographic portfolios.
Additional available services may include:	• haircutting • hair colouring • hair lightening • chemical reformation • chemical relaxation • hair treatments • scalp treatments • make-up design and application • manicure services • fitting hair pieces.
After service maintenance products may include:	• sprays • waxes • pins.
Services unavailable in the salon may include:	• facials • hair removal • spray tanning • make-up design and application • manicure services.

Unit Sector(s)

Hairdressing

Competency Field

Client Service

Service Skills Australia

SIHHCLS201A Apply hair colour products

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a limited range of hair colour products.

Application of the Unit

This unit applies to salon assistants in hairdressing salons who perform full and regrowth colour product applications as directed by a supervising hairdresser who consults with the client and manages the colour service. The range of products include temporary, semi, demi and tint colour products.

A person undertaking this role works under supervision and guidance provided by others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for colour product application.	1.1. Discuss colour service and confirm supervising hairdresser instructions prior to commencing application.
	1.2. Measure and prepare *colour products*, according to *supervising hairdresser instructions*.
	1.3. Gown or wrap *client* according to *salon procedures*.
2. Apply colour products.	2.1. Ensure *client and operator comfort and safety* at all stages of the colour service.
	2.2. Follow *stages and methods of product application* as directed by supervising hairdresser.
	2.3. Take *personal precautions* to prevent operator skin stain and allergic reactions to colour chemicals.
	2.4. Ensure colour application is even and without stain on the scalp or hairline.
	2.5. Ensure regrowth application does not overlap with previously coloured hair.
	2.6. Complete colour application within salon timeframes.
	2.7. Safely dispose of waste product, according to salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - seek direction and advice from supervising hairdressers regarding key stages of the service
  - interact with clients
  - check client comfort during colour application and processing
- technical skills to:
  - evenly apply temporary colours using sponge and applicator bottle methods
  - evenly apply tint product to regrowth area
  - comb through and evenly apply tint product to mid lengths and ends where instructed
  - prevent possible scalp stain on client
- literacy skills to:
  - interpret product information, manufacturer instructions and safety data sheets
  - interpret relevant salon procedures
- numeracy skills to:
  - measure, mix and apply colour products in correct proportions
  - set and follow processing times
  - minimise waste

Required knowledge

- physical effects of temporary and tint colour products on the hair
- instructions and safety data sheets for the product being used
- salon procedures, relating to:
  - client comfort and safety
  - operator safety
  - health and hygiene
  - waste minimisation
  - waste disposal
  - water efficiency
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	
	• seeking and following direction from a supervising hairdresser regarding application of colour products
	• implementing salon procedures that:
	   • ensure client comfort and safety
	   • ensure operator safety
	   • minimise product waste
	   • ensure safe disposal of product waste
	• interacting with clients and senior hairdresser
	• completing colour applications within designated salon timeframes.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped workstation which includes as minimum:
	   • an adjustable client chair
	   • clean client gown or wrap
	   • a plentiful supply of clean towels
	   • a trolley stocked with:
	• rubber gloves
	• stain prevention products
	• plastic bowls
	• sponges
	• tint brushes
	• applicator bottles
	• cap or plastic film wrap
	• a supervising hairdresser
	• relevant salon procedures, such as:
	   • client comfort and safety
	   • operator safety
	   • health and hygiene
	   • waste minimisation

- waste disposal
- water efficiency
- a professional range of temporary and tint colour products
- a range of temporary or tint hair colour service clients with different application requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - selecting and preparing colour products as instructed by a supervising hairdresser
  - taking personal precautions to avoid contact of colour products with operator skin or eyes
  - following salon procedures to ensure the comfort and safety of clients during colour applications
  - minimising and ensuring safe disposal of product waste
  - interacting with clients and supervising hairdresser
  - completing colour applications within designated salon timeframes
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - the physical effects of temporary and tint colour products on the hair
  - relevant product instructions and safety data sheets
  - salon procedures relating to:
- client comfort and safety
- operator safety
- health and hygiene
- the protection of client and operator skin and clothing during rinsing and neutralising
- waste minimisation
- waste disposal
- water efficiency
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.
	Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:
	• SIHHBAS201A Perform shampoo and basin treatment services
	• SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Colour products may include:	• the following types of colour products from the salon range:
	  • temporary colour products
	  • semi and demi-colour products
	  • tint-colour products.

Supervising hairdresser instructions must include:	• methods of preparation and application that reflect manufacturer product information and safety data sheets • nominating colour type and product • product proportions • volume of hydrogen peroxide in the case of tint products • product preparation method • technique and stages of application • points at which the application and processing must be referred back to the supervising hairdresser for checking • processing times for each stage.
Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Salon procedures must include:	• gowning clients for colour services
	• compliance with state or territory and local government health regulations relevant to the service
	• occupational health and safety procedures
	• environmental protection practices, such as:
	  • waste minimisation
	  • waste disposal
	  • water efficiency.

Client and operator comfort and safety must include:	• application of gown and towels to protect client's clothes • application of anti skin stain product on hairline and neckline areas • application of colour stain removal product • avoiding product contact with client or operator's eyes • avoiding inhalation of fumes whilst mixing product

Stages and methods of product application may include:	• wearing operator protective gloves.
	• whole head
	• regrowth
	• mid lengths
	• ends
	• cross checking for even coverage
	• sponge
	• applicator bottle
	• tint brush and comb.
Personal precautions may include:	• rubber gloves
	• skin barrier creams.

Unit Sector(s)

Hairdressing

Custom Content Section

Not applicable.

Competency Field

Colour and Lightening

SIHHCLS302A Colour and lighten hair

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and apply products to colour and lighten hair.

Application of the Unit

This unit applies to hairdressers in salon environments, who consult with clients, then select from and apply a range of products and equipment to achieve pre-determined hair colour or lightening outcomes.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHSC301A Apply the principles of hairdressing science

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Service Skills Australia

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with client.	1.1. Evaluate *client* current and prior reactions to colour chemicals by observing the outcomes of a pre-service skin test and through access to *client history*.
	1.2. Establish client history for new colour clients.
	1.3. Analyse *client characteristics* through physical and visual examination.
	1.4. Identify *contraindications* to the colour service and inform client according to salon policy.
	1.5. Establish client satisfaction or dissatisfaction with current hair colour.
	1.6. Explore client expectations through questioning and reference to existing client history.
	1.7. Confirm client's desired base colour or degree of lift and tone through discussion and reference to product colour charts.
2. Prepare client for service.	2.1. Perform strand tests where indicated by analysis.
	2.2. Apply wraps and towels to ensure client protection and safety, according to *salon procedures*.
3. Select and use colour and high lift tint products.	3.1. Select and prepare *colour products*, according to manufacturer instructions and salon procedures.
	3.2. Follow *stages and methods of product application* according to manufacturer instructions, within salon timeframes and crosscheck for even coverage.
	3.3. Monitor and time colour product processing through observation and according to manufacturer instructions.
	3.4. Monitor and time high lift tint product processing according to manufacturer instructions observing the achievement of desired lift and tone.
	3.5. Remove residual product at the end of processing time according to manufacturer instructions.
	3.6. Use energy, water and other resources efficiently during the service to reduce negative environmental impacts.
	3.7. Safely dispose waste product to minimise negative

environmental impacts.

3.8. Follow product safety data sheet, and salon procedures to ensure *client and operator comfort and safety* at all stages of the colour service.

4. Review the service and provide home care advice.	4.1. Review service outcomes and confirm client satisfaction with the colour result.
	4.2. Advise on colour care shampoos, conditioners and hair colour sun-protection strategies to clients.
	4.3. Update client history to include colour or high lift product selection, technique, processing time, service outcome, recommended and purchased home hair care products.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to interact with clients
- communication skills to:
    - consult with clients during pre-service analysis
    - check client comfort during colour application and processing
    - confirm client satisfaction with colour results
    - document pre-service analysis and client histories
- technical skills to:
    - conduct pre-service hair analysis
    - select tint and high lift colour products and plan the colour service
    - apply high lift colours
    - evenly apply tint product to regrowth area
    - comb through and evenly apply tint product to mid lengths and ends where directed
    - process and judge the achievement of desired colour outcomes
    - prevent possible scalp stain on client
- literacy skills to:
    - interpret colour charts, product instructions, safety data sheets
    - interpret relevant salon procedures
- numeracy skills to:
    - measure, mix and apply colour products in correct proportions
    - minimise product waste
    - manage application and processing times effectively

Required knowledge

- main ingredients of colour and lightening tints
- chemical and physical effects of colour products on hair structure
- effects of hydrogen peroxide on the hair and hair colour
- colour wheel and its application in colour selection
- manufacturer colour chart system for a defined salon range of tint and high lift tint products
- manufacturer instructions for the use and application of colour products in the salon range
- processing and development times for the product range
- salon procedures relating to:
    - client comfort and safety
    - operator safety
    - health and hygiene
    - waste minimisation

- - waste disposal

  - water efficiency

- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances to minimise negative environmental impacts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

- pre-service client consultation that includes accurate hair analysis and establishes client expectations regarding the colour result
- recognising and managing contraindications to colour services according to salon procedures
- accurately interpreting and consistently applying product colour charts, instructions and safety data sheets
- safe selection, preparation, application, processing and removal of colour without residual scalp stain
- observing client and operator safety precautions
- achieving target colour results that satisfy clients in designated salon timeframes
- providing colour care advice and promoting home care products from the salon range.

Context of and specific resources for assessment	Assessment must ensure access to:

- a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
- fully equipped workstation which includes as minimum:
  - an adjustable client chair
  - clean client gown or wrap
  - a plentiful supply of clean towels
  - a trolley stocked with:
- rubber gloves
- stain prevention products
- plastic bowls
- sponges
- tint brushes
- applicator bottles
- cap or plastic film wrap
- relevant salon procedures, such as:
  - health regulations
  - occupational health and safety
  - waste minimisation

- waste disposal
- water efficiency

- a professional range of temporary, tint and high lift tint colour products
- colour charts and product safety data sheets
- a range of temporary or tint hair colour service
- clients with different colour expectations.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment   A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - analysis of client characteristics prior to temporary, tint or high lift colour treatments
  - consulting clients to advise on and confirm colour selection
  - selection, application and processing of tint and high lift colour services on a variety of clients with different needs
  - following salon procedures to ensure client and operator safety
  - advising on colour care and recommending home care products
  - completing colour services within designated salon timeframes
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which includes:
  - the main ingredients of colour and high lift tints
  - the chemical and physical effects of tint and high lift tint colour products on hair structure
  - the effects of hydrogen peroxide on the hair and hair colour
  - the colour wheel and its application in colour selection
  - the manufacturer's colour chart system for a defined salon range of tint and high lift tint products
  - manufacturer instructions for the use and application of colour products in the salon range
  - processing and development times for the product range
  - salon procedures
- review of portfolios of evidence and third-party reports of

on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills. Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example: • SIHHCLS304A Neutralise unwanted hair colour tones • SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client may include:	- women - men - children - people who present with virgin hair or a range of pre-existing colour treatments on the hair - people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Client history must include:	- client contact details - date of service - operator - previous client reaction to any skin tests - contraindications - pre-service analysis - brand and colour selection - application techniques and processing times - service outcome - recommended home care products - products purchased.
Client characteristics must include:	- natural hair type, texture, porosity, density and elasticity - natural base colour - artificial base colour - hair colour tone - percentage of white hair - presence of lightening agents or artificial hair colour treatments on hair - other existing chemical services - skin tone - length of hair - scalp condition.
Contraindications may include:	- an allergic reaction to a skin test - hair damage - scalp damage - existing metallic-based colours on the hair.

Salon procedures must include:	• gowning clients for colour and lightening services
	• compliance with state or territory and local government health regulations relevant to the service
	• occupational health and safety procedures
	• environmental protection practices, such as:
	   • waste minimisation
	   • waste disposal
	   • water efficiency.

Colour products must include:	• temporary hair colour products from the salon colour range • tint products from the salon colour range • high lift tint products from the salon product range • peroxides of varying percentage volumes.
Stages and methods of product application may include:	• natural untreated hair • application methods suitable for temporary colour products • regrowth • roots and then ends • roots, mid lengths and finally ends • ends and then roots.
Client and operator comfort and safety must include:	• application of gown and towels to protect client clothes • application of anti skin stain products to face or neckline areas • application of colour stain removal product where required • avoiding product contact with client or operator's eyes • avoiding inhalation of fumes whilst mixing product • wearing operator protective gloves and apron during product application.

Unit Sector(s)

Hairdressing

Competency Field

Colour and Lightening

SIHHCLS303A Design and perform full and partial highlighting techniques

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply foiling and quick colour and full and partial head highlighting applications for current commercial colour and lightening effects.

Application of the Unit

This unit applies to hairdressers in salon environments, who consult with clients, then select from and apply a range of tint, high lift tint and bleach products and techniques to achieve highlighting effects to enhance hair designs.

This application reflects a design context that is influenced by hair colour fashion trends at a given time and involves using single products or combinations of products to create highlights, lightened sections of the head or multiple colours in the hair.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Service Skills Australia

Pre-Requisites

SIHHHSC301A Apply the principles of hairdressing science

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with client and prepare for service.	1.1 Analyse *client characteristics* through physical and visual examination.
	1.2. Discuss client satisfaction or dissatisfaction with current hair colour.
	1.3. Establish *client* expectations through questioning and reference to existing *client history*.
	1.4. Confirm desired degree of lift, colour and tone with client through discussion and reference to colour charts.
	1.5. Create a client history for new colour clients.
	1.6. Apply wraps and towels to ensure client protection and safety, according to *salon procedures*.
2. Select and use products and equipment.	2.1. Select and individually prepare *colour, high lift and bleach products* and *highlighting and foiling tools and equipment* to achieve desired colour result, and according to product instructions and salon procedures.
	2.2. Apply *foiling* and colour and lightening products evenly to a predetermined pattern and seal to achieve colour effects with no colour bleed.
	2.3. Apply foiling within predetermined salon timeframes.
	2.4. Follow *stages and methods of head on scalp product application* quickly, evenly, without overlap, and cross check application for even coverage.
	2.5. Apply *quick service highlighting techniques* with no colour bleed.
	2.6. Ensure *client and operator comfort and safety* at all stages of the service according to *relevant legislation*, product safety data sheets and salon procedures.
3. Process and remove product.	3.1. Time processing through observation to judge desired lift or colour according to product instructions.
	3.2. Apply *heat acceleration*, according to salon procedures, to assist processing.
	3.3. Loosen foils or plastic caps and gently remove when processed, using tepid running water to avoid stretch or

	damage to the hair.
	3.4. Remove residual product at the end of processing time according to salon procedures and product instructions.
	3.5. Apply and remove after colour conditioners, according to product instructions.
	3.6. Use energy water and other resources efficiently during the service to reduce negative environmental impacts.
	3.7. Safely dispose waste product to minimise negative environmental impacts.
4. Review the service and provide home care advice.	4.1. Review service outcomes and confirm client satisfaction with colour result.
	4.2. Advise on appropriate after colour or bleach shampoos and conditioners and suggest sun protection strategies to clients.
	4.3. Update client history to include highlighting product selection, technique, processing time, service outcome, home care products recommended and product purchases.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - interact with clients
    - consult with clients during pre-service analysis
    - check client comfort during colour application and processing
    - confirm client satisfaction with colour results
    - document pre-service analysis and client histories
- technical skills to:
    - conduct pre-service hair analysis
    - select from tint, high lift tint and bleach products and plan the colour service
    - weave and splice hair
    - apply and fold foils
    - use plastic highlight caps
    - comb on or through highlight techniques
    - remove foils, caps and residual colour and lightening products
- literacy skills to:
    - interpret colour charts, product instructions, safety data sheets
    - interpret relevant salon procedures
- numeracy skills to:
    - measure, mix and apply colour products in correct proportions
    - minimise product waste
    - manage application and processing times effectively

Required knowledge

- effects of hydrogen peroxide on the hair and hair colour
- chemical and physical effects of tint and high lift tint colour products on hair structure
- chemical and physical effects of bleach products on hair structure
- colour wheel and its application in colour selection
- levels of bleaching
- colour chart systems for the salon product tint and high lift tints product range
- processing and development times for a defined salon colour, high lift tint and bleach product range
- salon procedures relating to:
    - client comfort and safety
    - operator safety
    - health and hygiene
    - waste minimisation

- waste disposal
- water efficiency
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - pre-service client consultation that includes accurate hair analysis and establishes client expectations regarding the colour result - recognising and managing contraindications to colour and bleach services - interpreting and applying colour charts, product instructions and safety data sheets - applying weaving and splicing techniques within salon timeframes - applying highlighting techniques within salon timeframes - observing client and operator safety precautions - achieving target highlighting results that satisfy clients - providing colour care advice and promoting home care products from the salon range.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - a fully equipped workstation which includes as minimum: - an adjustable client chair - clean client gown or wrap - a plentiful supply of clean towels - trolley stocked with: - rubber gloves - stain prevention products - plastic bowls - tint brushes - applicator bottles - foils - cap or plastic film wrap - documented salon procedures relating to: - client comfort and safety - operator safety

- health and hygiene
- waste minimisation
- waste disposal
- water efficiency
- a professional range of tint and bleach products
- product colour charts, information and safety data sheets
- a range of clients with different foiling and highlighting application requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - consulting clients to advise on and confirm colour selection
  - safely applying weaving and splicing single and multi-coloured foil effects within designated salon timeframes, with no product bleed and to client satisfaction
  - safely applying quick service highlighting techniques with no product bleed and to client satisfaction
  - following salon procedures to ensure the comfort and safety of clients
  - completing foiling and highlighting applications within designated salon timeframes
  - advising on colour care and recommending home care products.
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - the effects of hydrogen peroxide on the hair and hair colour
  - the chemical and physical effects of tint and high lift tint colour products on hair structure
  - the chemical and physical effects of bleach products on hair structure
  - the colour wheel and its application in colour selection
  - the levels of bleaching |

- tint and high lift tint colour chart systems for products in the salon range
- processing and development times for a defined salon tint, high lift tint and bleach product range
- salon procedures relating to:
- client comfort and safety
- operator safety
- health and hygiene
- waste minimisation
- waste disposal
- water efficiency.
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIHHCLS304A Neutralise unwanted colours and tones
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client characteristics may include:	- natural hair type, texture, porosity, density and elasticity - natural base colour - artificial base colour - hair colour tone - percentage of white hair - presence of lightening agents or artificial hair colour treatments on hair - other existing chemical services - skin tone - length of hair.
Client may include:	- women - men - children - people who present with virgin hair or a range of pre-existing colour treatments on the hair - people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Client history may include:	- client contact details - date of service - operator - client reaction to any skin tests - contraindications - pre-service analysis - brand and colour or colours selection - area or areas of the head highlighted - application techniques and processing times - service outcome - recommended home care products - products purchased.
Salon procedures must include:	- gowning clients for colour and lightening services - rules relating to the application of heat acceleration during processing - compliance with state or territory and local government health regulations relevant to the

	service
	• occupational health and safety procedures
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.
Colour, high lift and bleach products must include:	• tint products from the salon range
	• high lift tint colour products from the salon range
	• bleach products from the salon range
	• peroxides of varying volumes.
Highlighting and foiling tools and equipment may include:	• pre-cut and folded foils
	• tail combs
	• tint brushes
	• sectioning clips.
Foiling must include:	• coarse, medium or fine woven meshes
	• spliced meshes
	• alternated coloured and lightened woven meshes and unwoven natural hair meshes
	• single or multiple colours and tones
	• bleached meshes
	• whole or partial head effects.
Stages and methods of head on scalp product application must include	• natural untreated hair
	• regrowth
	• roots and then ends
	• roots, mid lengths and finally ends
	• ends and then roots.
Quick service highlighting techniques must include:	• pulling strands through a cap
	• combing and brushing colour or bleach products onto predetermined areas of the hair
	• colouring and bleaching single strands or meshes.
Client and operator comfort and safety must include:	• application of gown and towels to protect client clothes
	• application of barrier creams to face or neckline areas
	• application of anti skin stain product
	• application of colour stain removal product
	• avoiding product contact with client or operator's eyes
	• avoiding inhalation of fumes whilst mixing product
	• wearing operator protective gloves during product application.

Relevant legislation may include:	• state or territory and local health regulations
	• occupational health and safety legislation and regulations.
Heat acceleration may include:	• heat lamps
	• steamers.

Unit Sector(s)

Hairdressing

Competency Field

Colour and Lightening

Service Skills Australia

SIHHCLS304A Neutralise unwanted colours and tones

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and apply techniques to change unwanted hair colour tones to achieve the desired base colour and tone.

Application of the Unit

This unit applies to hairdressers in salon environments.

It is applied in the context of a hair colour service and involves analysis of unwanted natural or artificial hair colour and tone and the selection and application of colour correction products to neutralise or change existing base colour or tone.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHSC301A Apply the principles of hairdressing science

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Service Skills Australia

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with client.	1.1. Analyse *client characteristics* through physical and visual examination.
	1.2. Establish *client* satisfaction or dissatisfaction with current hair colour.
	1.3. Establish client expectations through questioning and reference to existing *client history*.
	1.4. Create a client history for new colour clients.
	1.5. Identify *contraindications* to proceeding with colour correction services and explain to client where present.
2. Analyse unwanted colour and tones.	2.1. Visually examine and analyse *unwanted colour and tones*.
	2.2. Discuss and confirm target base colour and tone with client through reference to product colour charts.
	2.3. Apply a strand test where indicated by client analysis.
3. Select and apply products.	3.1. Select *colour correction products* to neutralise unwanted colour and tones and achieve target base colour and tone.
	3.2. Select, apply, process and remove colour products, according to product instructions to achieve target colour result.
	3.3. Ensure *client and operator comfort and safety* at all stages of the service according to product instructions, safety data and salon procedures.
	3.4. Use energy water and other resources efficiently during the service.
	3.5. Safely dispose of waste product, according to salon procedures.
4. Review the service and provide home care advice.	4.1. Review service outcomes and confirm client satisfaction with colour tone result.
	4.2. Advise clients on appropriate after colour shampoos and conditioners.
	4.3. Suggest sun protection strategies to clients.
	4.4. Update client history to include product selection, technique, processing time, service outcome, home care products recommended and product purchases.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - consult with clients during pre-service hair analysis
  - check client comfort during colour application and processing
  - confirm client satisfaction with colour results
  - document pre-service analysis and client histories
- technical skills to:
  - conduct hair colour analysis
  - select products and plan the colour correction service
  - remove residual colour after processing
  - apply tint and high lift tint products
  - process and judge the achievement of desired colour tone outcomes
  - prevent possible scalp stain on client
- literacy skills to:
  - interpret colour charts, product instructions, safety data sheets
  - read and interpret relevant salon procedures
- numeracy skills to:
  - measure, mix and apply colour products in correct proportions
  - minimise product waste
  - manage application and processing times

Required knowledge

- composition of colour and high lift tints
- effects of hydrogen peroxide on the hair and hair colour
- salon colour correction product range
- chemical and physical effects of tint and high lift tint colour products on hair structure
- colour wheel and its application in colour selection
- colour chart systems for the salon product range
- processing and developing times for the salon product range
- salon procedures relating to:
  - client comfort and safety
  - operator safety
  - health and hygiene
  - waste minimisation
  - waste disposal
  - water efficiency

- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- relevant health regulations
- relevant occupational health and safety legislation and regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	
	• client consultation that consistently includes hair and colour analysis and establishes client expectations regarding the colour result
	• accurately interpreting and consistently applying manufacturer:
	   • colour charts
	   • product instructions
	   • safety data sheets
	• achieving target colour and tone results that satisfy clients
	• observing client and operator safety precautions
	• implementing salon environmental protection practices, such as:
	   • waste minimisation
	   • waste disposal
	   • water efficiency
	• providing home hair care advice and recommending colour care products from the salon range.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• fully equipped workstation which includes as minimum:
	   • an adjustable client chair
	   • clean client gown or wrap
	   • a plentiful supply of clean towels
	   • trolley stocked with:
	• rubber gloves
	• stain prevention products
	• plastic bowls
	• sponges
	• tint brushes
	• applicator bottles

- cap or plastic film wrap
- a professional range of colour correction products
- product colour charts, information and safety data
- salon procedures relating to:
  - client comfort and safety
  - operator safety
  - health and hygiene
  - waste minimisation
  - waste disposal
  - water efficiency
- a range of clients with different colour correction requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - analysis of client characteristics prior to corrective colour treatments
  - consulting clients to advise on and confirm target colour and tone
  - completing a client history
  - performing colour correction services on a variety of clients with different needs
  - following salon procedures to ensure the comfort and safety of operator and clients
  - confirming client satisfaction with colour results
  - advising on colour care and recommending home care products
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - the main ingredients of colour and high lift tints
  - the chemical and physical effects of tint and high lift tint colour products on hair structure
  - the effects of hydrogen peroxide on the hair and hair colour
  - the colour wheel and its application in colour correction |

- the colour chart system for a defined salon range of tint and high lift tint products
- product instructions for the use and application of relevant products in the salon range
- salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIHHCLS302A Colour and lighten hair
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client characteristics may include:	• natural hair type, texture, porosity, density and elasticity • natural base colour • artificial base colour • hair colour tone • percentage of white hair • presence of lightening agents or artificial hair colour treatments on hair • existing chemical services, including metallic based products • skin tone.
Client may include:	• women • men • children • people who present with virgin hair or a range of pre-existing colour treatments on the hair • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Client history must include:	• contraindications • pre-service analysis • colour correction products selected • colour selection • application techniques and processing times • recommended home care products.
Contraindications may include:	• an allergic reaction to a skin test • excessive hair damage • existing metallic based colour on hair.
Unwanted colour and tones may include:	• natural hair colour and tones • artificial hair colour and tones.
Colour correction products must include:	• porosity equalisers • temporary colour • semi-permanent colour • permanent colour • colour fillers.

Client and operator comfort and safety must include:	• application of gown and towels to protect client clothes • application of barrier creams to face or neckline areas • application of anti skin stain product • application of colour stain removal product • avoiding product contact with client or operator's eyes • avoiding inhalation of fumes whilst mixing product • wearing operator protective gloves during product application.

Unit Sector(s)

Hairdressing

Competency Field

Colour and Lightening

SIHHCLS305A Perform on scalp full head and retouch bleach services

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform on scalp and retouch bleach services.

Application of the Unit

This unit applies to hairdressers in salon environments, who consult with clients, then select and apply bleach products and techniques to achieve a lighter overall hair colour.

It is applied in a context that may involve bleaching virgin hair or performing retouch services to maintain already bleached hair.

A person undertaking this role applies discretion and judgement, and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

SIHHHSC301A Apply the principles of hairdressing science

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with client and prepare for service.	1.1. Analyse *client characteristics* through physical and visual examination.
	1.2. Identify *contraindications* to the service and explain to *client* where necessary.
	1.3. Refer to *client history* and discuss previous colour with client where applicable.
	1.4. Create a client history for new bleach clients.
	1.5. Establish client satisfaction or dissatisfaction with current hair colour through questioning and active listening.
	1.6. Discuss and confirm desired level of lift and tone result through reference to colour charts.
	1.7. Ensure *client and operator comfort and safety* at all stages of the service.
2. Select and use bleach products.	2.1. Select and prepare *bleach products*, according to product instructions and salon procedures.
	2.2. Follow selected *stages and methods of product application* quickly, evenly, without overlap, and crosscheck for even coverage.
	2.3. Achieve desired lift through regular checking and observation of *product processing*.
	2.4. Remove residual product according to product instructions when desired level of lift is achieved.
	2.5. Apply after bleach toning products where selected, according to product instructions.
	2.6. Use energy, water and other resources efficiently during the service to reduce negative environmental impacts.
	2.7. Safely dispose of waste product according to salon procedures.
3. Review the service and provide home care advice.	3.1. Review service outcomes against established client expectations and confirm client satisfaction with lightening result.
	3.2. Advise clients on appropriate shampoos and conditioners and suggest sun protection strategies for bleached hair.

3.3. Update relevant sections of client history.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to interact with clients
- communication skills to:
    - consult with clients during bleach service analysis
    - check client comfort during bleach application and processing
    - confirm client satisfaction with lightening results
    - document pre-service analysis and client histories
- technical skills to:
    - conduct pre-service hair analysis
    - recognise contraindications
    - select from bleach service products and plan stages and methods of bleach application for:
- virgin head bleach services
- retouch bleach services
    - apply product safely, quickly and evenly to a predetermined method
    - judge the achievement of desired degree of lift
    - remove residual product without damaging hair
- literacy skills to:
    - interpret product instructions and safety data sheets
    - interpret relevant salon procedures
- numeracy skills to:
    - measure and mix and apply bleach products in correct proportions
    - minimise product waste
    - manage application and processing times

Required knowledge

- composition of bleach products and their chemical and physical effects on hair structure
- effects of hydrogen peroxide on the hair and hair colour
- reasons for selecting particular application methods
- stages of bleaching
- colour wheel and its application in toner selection
- colour chart systems from the salon product range
- product information and safety data for preparing, applying and processing bleach products from the salon range
- relevant salon procedures
- salon procedures relating to:
    - client comfort and safety

- operator safety
- health and hygiene
- waste minimisation
- waste disposal
- water efficiency
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- relevant occupational health and safety legislation and regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • pre-service client consultation that includes accurate hair analysis and establishes client expectations regarding the level and tone of lightening • interpreting and applying colour charts, product information, instructions and safety data sheets • observing safety precautions to ensure client and operator safety • following selected stages and methods of product application • achieving the desired degree of lift, with even colour results and minimum hair damage for both virgin head and regrowth bleach services.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	 • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	 • a fully equipped workstation which includes as minimum:
	   • an adjustable client chair client
	   • clean client gown or wrap
	   • a plentiful supply of clean towels
	   • trolley stocked with:
	 • rubber gloves
	 • liquid measure
	 • plastic bowls
	 • tint brushes
	 • barrier creams
	 • a professional range of bleach products and toners
	 • product colour charts, information and product safety data sheets
	 • a range of clients with virgin head and retouch bleach application requirements.
	
	 For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - analysis of client characteristics prior to virgin head and retouch bleach services
  - following selected stages and methods of product application
  - following salon procedures to ensure the comfort and safety of clients during bleach applications and processing
  - completing bleach applications within salon timeframes
  - managing processing to achieve the desired degree of lift
  - confirming client satisfaction with lightening results
  - advising on home hair care and recommending products
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - the effects of hydrogen peroxide on the hair and hair colour
  - the chemical and physical effects of bleach products on hair structure
  - the colour wheel and its application in toner selection
  - the levels of bleaching
  - processing and development times for a defined salon bleach product range
  - salon procedures relating to:
- client comfort and safety
- operator safety
- health and hygiene
- waste minimisation
- waste disposal
- water efficiency
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills. Holistic assessment with other units relevant to the industry

sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client characteristics may include:	• natural hair type, texture, porosity, density and elasticity
	• natural base colour
	• artificial base colour
	• tone
	• percentage of white hair
	• presence of lightening agents or artificial hair colour treatments on hair
	• existing chemical services affecting the hair that may impact on the service
	• skin tone
	• length of hair
	• scalp condition.
Contraindications may include:	• condition of hair
	• existing metallic based colour on hair.
Client may include:	• women
	• men
	• children
	• people who present with virgin hair or a range of pre-existing colour treatments on the hair
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Client history must include:	• contraindications
	• pre-service analysis
	• colour or bleach service product selection
	• bleach service application techniques and processing times
	• lightening result including client feedback
	• recommended home hair care products.
Client and operator comfort and safety must include:	• following salon procedures with regard to gowning or wrapping clients for colour services
	• wearing operator protective gloves when applying bleach and toner products
	• avoiding product skin and eye contact for client and operator

	- following product safety data sheets in the event of an accident and seeking medical advice
	- avoiding inhalation of fumes whilst mixing product
	- using barrier creams on client's face and neckline
	- appropriate gowning of client
	- wearing operator protective clothing when mixing and applying products
	- monitoring client scalp comfort and condition at all stages of the service.
Bleach products must include:	- products from the salon bleach range
	- peroxides of varying percentage volumes.
Salon procedures must include:	- procedures that comply with state or territory and local government health regulations relevant to the service
	- occupational health and safety procedures
	- environmental protection practices, such as:
	- waste minimisation
	- waste disposal
	- water efficiency.
Stages and methods of product application may include:	- natural untreated hair
	- regrowth
	- roots and then ends
	- roots, mid lengths and finally ends
	- ends and then roots.
Product processing must include:	- following product instructions
	- exercising judgement based on previous timing of bleach services on the particular client
	- monitoring and observing product development.

Unit Sector(s)

Hairdressing

Competency Field

Colour and Lightening

SIHHCLS406A Solve complex colour problems

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and perform colour applications that resolve complex colour problems.

Application of the Unit

This unit applies to senior hairdressers who work in salon and session styling environments. They design and apply individual corrective colour treatment programs using a broad range of products and techniques over a series of services.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Service Skills Australia

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop advanced product knowledge and application techniques.	1.1. Develop, maintain and share colour correction product knowledge with other staff members. 1.2. Research, develop and demonstrate *technical solutions* to colour problems.
2. Manage colour correction services.	2.1. Use physical and visual examination to analyse *existing hair colour* and *hair condition*. 2.2. Discuss recent colour treatment outcomes with *client*, referring to *client history* where available. 2.3. Create a client history for new clients. 2.4. Establish nature of client dissatisfaction with current hair colour. 2.5. Discuss and confirm a desired finished result and *corrective colour treatment plan*, including risks, time and costs with client. 2.6. Select and prepare products, according to the planned program. 2.7. Ensure *client and operator comfort and safety* at each stage of the service, according to product safety data sheets and *salon procedures*. 2.8. Safely dispose of product waste, especially hazardous substances, to minimise negative environmental impacts.
3. Remove unwanted colour deposits.	3.1. Apply a strand test where hair analysis indicates risk to hair structure and condition, before proceeding with a full treatment. 3.2. Apply *colour deposit lifting products* and remove, according to product instructions and as indicated by the colour correction plan.
4. Colour hair.	4.1. Select and prepare *colour products*, according to the corrective colour program. 4.2. Follow planned *stages and methods of product application* without damage to the hair or scalp.

	4.3. Monitor processing through regular observation.
	4.4. Achieve a final colour result consistent with the predetermined corrective colour plan.
5. Review colour correction outcomes and provide home hair care advice.	5.1. Review service outcomes against established client expectations and confirm client satisfaction with the colour result.
	5.2. Recommend and confirm future colour correction appointments.
	5.3. Advise clients on *between service colour care*.
	5.4. Update client history to include colour problem analysis product selection, application techniques, processing methods and timing, colour and hair condition results and recommended and purchased home hair care products.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - interact with clients
    - consult with clients during corrective colour service analysis
    - explain the risks associated with particular services
    - confirm corrective colour programs with clients
    - check client comfort during corrective colour treatments
    - confirm client satisfaction with colour results
    - document pre-service analysis and client histories
    - provide advice or demonstrate corrective colour techniques to other operators
- technical skills to:
    - conduct pre-service hair analysis
    - predict and manage the risks associated with each service
    - recognise contraindications
    - select products to be used for colour correction from across major manufacturer product ranges
    - select from and apply technical solutions, including:
- working with different peroxide levels
- colour deposit removal using a range of products
- bleaching
- pre-pigmenting hair from light to dark
- selection of cool and warm tones
- neutralising unwanted tones
- use a range of application methods
    - remove residual product without damaging hair
- literacy skills to:
    - interpret product information, instructions and safety data sheets
    - interpret relevant salon procedures
- numeracy skills to:
    - measure, mix and apply colour and lightening products in correct proportions
    - minimise product waste
    - manage application and processing times effectively
    - cost and quote on individual corrective colour service prices within salon guidelines

Required knowledge

- action of peroxide with bleaches and powder lighteners in colour deposit removal
- relationship between porosity, texture, condition and the success of corrective colour

services

- levels of peroxide and their applications in colour correction
- chemical and physical effects of pre-pigmenting products
- colour wheel and its application in colour selection to achieve warm and cool tones
- the salon colour and lightening products range and colour chart system
- salon procedures relating to:
    - client comfort and safety
    - operator safety
    - health and hygiene
    - waste minimisation
    - waste disposal
    - water efficiency
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • strategies for developing and sharing advanced product knowledge with other staff • applying specialist product knowledge and techniques to assist other staff solve complex colour problems • providing sound information and advice to clients, based on the consideration of time, cost and risk factors associated with possible corrective services • planning and managing corrective colour services • performing a range of colour deposit lifting techniques whilst maintaining the integrity of the hair structure • recolouring hair to achieve target shade and tone to client satisfaction.

Context of and specific resources for assessment	Assessment must ensure that competency is:
	
	• consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
	• demonstrated in the salon or a simulated salon environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the salon.
	• Assessment must ensure access to:
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped workstation which includes as minimum:
	  • an adjustable client chair
	  • clean client gown or wrap
	  • a plentiful supply of clean towels
	  • a trolley stocked with:
	• rubber gloves
	• stain prevention products
	• plastic bowls
	• sponges
	• tint brushes

- applicator bottles
- cap or plastic film wrap
- a professional range of colour deposit lifting products, including:
  - stripping products
  - bleaches
  - powder lighteners
  - hydrogen peroxides
- product colour charts, information and safety data sheets
- salon procedures relating to:
  - client comfort and safety
  - operator safety
  - health and hygiene
  - waste minimisation
  - waste disposal
  - water efficiency
- a range of clients with different colour correction requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks include:
  - communicating and demonstrating colour correction techniques to other staff
  - planning and implementing technical solutions to complex colour problems
  - confirming client satisfaction with colour results
  - advising on between service colour care and recommending products
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - action of peroxide with bleaches and powder lighteners in colour deposit removal
  - relationship between porosity, texture, condition and the success of corrective colour services
  - levels of peroxide and their applications in colour

            correction

- chemical and physical effects of pre-pigmenting products
- colour wheel and its application in colour selection to achieve warm and cool tones
- the salon colour and lightening products range and colour chart system
- correct and environmentally sound disposal methods for all types of product waste and in particular for hazardous substances
- review of portfolios of evidence and third-party reports of on-the-job performance

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Technical solutions must include:	• working with different peroxide levels • stripping • bleaching • prepigmenting hair • neutralising unwanted tones • a range of application techniques.
Existing hair colour may include:	• natural base • artificial base or bases • bleach base.
Hair condition must include:	• dry, oily or normal • porosity • texture.
Client may include:	• men, women and children • people who present with virgin hair or a range of pre-existing colour treatments on the hair • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Client history must include:	• client reaction to skin tests
	• contraindications
	• colour outcomes
	• recommended after care products.
	• if existing client, also:
	  • previous pre-service analysis
	  • previous service brand and colour selection
	  • previous service application techniques and processing times.

Corrective colour treatment plan may include:	• multiple treatments • removing unwanted colour deposits • identifying raw pigment undertone before adding prepigments • prepigmenting hair from light to dark to develop a desired undertone • selecting warm and cool colours • products to equalise porosity

	- selecting and applying tint products - refresher colours - between service colour care shampoo and conditioning products.
Client and operator comfort and safety must include:	- following workplace procedures - following product safety instructions and safety data sheets regarding the preparation and application of corrective colour products - following product safety data in the event of an accident and seeking medical advice - appropriate gowning of client - application of anti skin stain product - application of colour stain removal product - wearing operator protective clothing and equipment when mixing and applying products - monitoring client scalp comfort and condition at all stages of the service.
Salon procedures must include:	- gowning clients for colour and lightening services - rules relating to the application of heat acceleration during processing - compliance with state or territory and local government health regulations relevant to the service - occupational health and safety procedures - environmental protection practices, such as: - waste minimisation - waste disposal - water efficiency.
Colour deposit lifting products must include:	- stripping products - bleaches - powder lighteners - hydrogen peroxides.
Colour products must include:	- prepigmenting products - tints - peroxides of varying percentage volumes.
Stages and methods of product application may include:	- applying products to equalise porosity - prepigmenting hair from light to dark to develop a desired undertone - selecting and applying tint products to: - roots and then ends - roots, mid lengths and finally ends - ends and then roots.
Between service colour care	shampoos

may include:
- conditioners
- sun-protection strategies.

Unit Sector(s)

Hairdressing

Competency Field

Colour and Lightening

SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply a range of specialist creative colouring and lightening techniques to enhance a range of haircut structures and hair lengths.

Specialist creative colouring techniques include multiple colour applications and freehand techniques, using various application tools to achieve customised or fantasy effects.

Application of the Unit

This unit applies to senior hairdressers in salon and session styling environments, who use a range of specialist creative colouring and lightening techniques to achieve customised or fantasy effects to enhance hair designs.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop advanced product knowledge and application techniques.	1.1. Develop and maintain hair colouring and lightening product knowledge. 1.2. Research, develop and apply design applications incorporating creative specialist colouring and lightening techniques. 1.3. Share new knowledge and techniques with other staff members where relevant.
2. Assess hair and consult with client.	2.1. Analyse hair based on *hair type and condition* and planned or existing *haircut structure*. 2.2. Suggest and confirm the finished design and *enhancement* with the *client*.
3. Select and apply products and equipment.	3.1. Select *colouring and lightening products* to match hair analysis and predetermined result. 3.2. Select and use *creative colouring and lightening techniques* according to the predetermined design. 3.3. Ensure *client and operator comfort and safety* at each stage of the service according to product instructions, safety data sheets and *salon procedures*.
4. Finish designs.	4.1. Select *finishing tools and techniques* and apply to achieve predetermined designs to client satisfaction. 4.2. Offer after-service *maintenance advice*. 4.3. Update *client history* information.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - discuss design ideas and confirm client expectations
  - advise clients on colour selection and placement, finished hair designs and home care
  - check client comfort during each stage of the service
  - review the outcomes of the service and check client satisfaction
- technical skills to:
  - conduct accurate pre-service hair analysis
  - apply elements and principles of design to hair designs
  - select and apply products, equipment and techniques appropriate to achieving creative colouring and lightening effects on classic and creative designs
- literacy skills to:
  - interpret and follow product instructions and safety data sheets
  - interpret and follow relevant salon procedures
- numeracy skills to:
  - accurately measure and apply products to minimise waste
  - manage processing times effectively
- research skills to access creative and classic looks that use specialist creative colouring and lightening techniques to enhance hair designs

Required knowledge

- the elements and principles of design
- action of peroxide with bleaches and powder lighteners in colour deposit removal
- relationship between porosity, texture, condition and the success of creative colour services
- levels of peroxide and their applications in colour correction
- chemical and physical effects of pre-pigmenting products
- colour wheel and its application in colour selection to achieve warm and cool tones
- the salon colour and lightening products range and colour chart system
- salon procedures relating to:
  - client comfort and safety
  - operator safety
  - health and hygiene
  - waste minimisation
  - waste disposal
  - water efficiency
- correct and environmentally sound disposal methods for all types of waste and in

particular for hazardous substances

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducting accurate pre-service hair and design analysis • applying the elements and principles of design to create contemporary and classic designs and to forecast new looks enhanced by the creative application of creative specialist colouring and lightening techniques • selecting and applying creative specialist colouring and lightening techniques to achieve predetermined designs that enhance a variety of haircut structures on a range of clients • consulting with clients and providing after-service care and maintenance advice.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• fully equipped workstation which includes as minimum:
	  • an adjustable client chair
	  • clean client gown or wrap
	  • a plentiful supply of clean towels
	  • trolley stocked with:
	• rubber gloves
	• stain prevention products
	• plastic bowls
	• sponges
	• tint brushes
	• applicator bottles
	• variety of application tools, such as sponges, foils, combs and brushes, icing syringe
	• cap or plastic film wrap
	• a professional range of colour deposit lifting products, including:
	  • artificial colour removal products
	  • bleaches
	  • powder lighteners
	  • hydrogen peroxides

- product colour charts, information and safety data sheets
- salon procedures relating to:
  - client comfort and safety
  - client shampoo chairs
  - adjustable water temperature and shampoo spray attachments
  - a plentiful supply of clean towels
  - clean client gown
- a professional range of colouring and lightening products suited to match hair analysis on a range of clients
- relevant documentation, including:
  - product instructions
  - product safety data sheets
  - salon procedures
- a range of clients with different creative colouring and lightening requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - communicating and demonstrating creative colouring hair design enhancements to other staff
  - designing and applying creative specialist colouring and lightening techniques to enhance hair designs on a range of clients
  - advising on home hair care and recommending products.
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - relationship between porosity, texture, condition and the success of creative colour services
  - colour wheel and its application in colour selection to achieve warm and cool tones
  - the salon colour and lightening products range and colour chart system
  - correct and environmentally sound disposal methods for all types of product waste and in particular for hazardous

	substances
	• research that demonstrates creative and classic looks that use creative specialist colouring and lightening techniques to enhance the hair design
	• review of portfolios of evidence and third-party reports of on-the-job performance.
Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.
Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:
• SIHHHCS410A Design and perform creative haircuts

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Hair type and condition may include:	• non-coloured • chemically treated • strong or resistant • damaged • dry, oily or normal • porosity • texture.
Haircut structure may include:	• short • medium • long • solid form • layered • graduated • combinations.
Enhancement may include creating:	• interest to hair design textures and movement • personalised and individual looks • dramatic or soft colour effects.
Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Colouring and lightening products must include:	• colour deposit products • colour lifting products.

Creative colouring and lightening techniques may include:	• multiple colour applications, such as:
	  • tint and slices
	  • shading
	  • duo tones
	  • colour graduations through lengths of hair
	  • chequerboard application
	• fantasy colouring, such as:
	  • vibrant shades
	• highlighting effects, such as:

	• slices
	• individual chunky colour placements
	• freehand techniques, using various application tools such as sponges, combs, brushes and foil to achieve effects, such as:
	• end lightening
	• marbling
	• high-speed service for male clients.
Client and operator comfort and safety must include:	• following workplace procedures
	• following product safety instructions and safety data sheets regarding the preparation and application of corrective colour products
	• following product safety data sheets in the event of an accident and seeking medical advice
	• appropriate gowning of client
	• application of anti skin stain product
	• application of colour stain removal product
	• wearing operator protective clothing and equipment when mixing and applying products
	• monitoring client scalp comfort and condition at all stages of the service.
Salon procedures must include:	• gowning clients for colour and lightening services
	• rules relating to the application of heat acceleration during processing
	• compliance with state or territory and local government health regulations relevant to the service
	• occupational health and safety procedures
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.
Finishing tools and techniques may include:	• natural drying
	• heat lamps
	• heat diffuser
	• blow drying
	• flat irons
	• roller finishes
	• pin-curl finishes.
Maintenance advice may include:	• shampooing hair following procedure
	• conditioners
	• intense protein treatments
	• anti-frizz products

	• hair gloss
	• sprays and lacquers
	• self-drying techniques
	• brushes and combs.
Client history may include:	• client reaction to skin tests
	• contraindications
	• previous pre-service analysis
	• previous services' brand and colour selection
	• previous services' application techniques and processing times
	• colour outcomes
	• recommended after care products.

Unit Sector(s)

Hairdressing

Competency Field

Colour and Lightening

SIHHHCS301A Design haircut structures

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop 2-D visual representations and plans for haircut structures.

Application of the Unit

This unit applies to hairdressers who visualise the components of finished haircut structures and use 2-D representations of interior and exterior lines and angles, and the direction of design lines and angles, as aids to planning haircuts.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Draw outline shapes.	1.1. Analyse the ***structural components*** of the desired haircut design.
	1.2. Produce a simple line drawing showing ***straight and curved design lines and direction of lines*** represented in the finished haircut design.
2. Create haircut plans.	2.1. Identify and illustrate starting point, sectioning and parting pattern for each component of the haircut structure.
	2.2. Illustrate ***degree of lift*** and ***distribution of hair***, according to the haircut structure.
	2.3. Illustrate the ***structural graphic*** for the haircut plan by drawing lines at 90 degrees to the curve of the head.
	2.4. Develop a finished haircut plan that shows soft and hard interior and exterior lines, starting point of haircut, sectioning and parting patterns, degree of lift, distribution of hair and structural graphic.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to discuss the finished haircut
- design skills to interpret and plan the components of the haircut design
- technical skills to:
    - produce simple line drawings
    - transfer design ideas to paper
- numeracy skills to:
    - calculate exterior and interior lengths in the haircut structure
    - interpret angles and lines in the haircut structure

Required knowledge

- elements and principles of design
- physical appearance of different haircut structures
- physical appearance of finished designs
- geometric principles related to angles and shapes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysing and interpreting finished looks and the components of haircut structures • developing simple line drawings representing finished haircut designs • producing 2-D representations showing interior and exterior design lines, indicating soft or hard lines, starting point of haircut, sectioning and parting patterns, degree of lift, distribution of hair and structural graphic.
Context of and specific resources for assessment	Assessment must ensure access to: • analysis sheets • a variety of hair design illustrations and examples with different haircut requirements.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	• direct observation of the learner:
	  • interpreting illustrations to show haircut technique requirements
	  • producing simple line drawings that accurately show:
	• the structural graphic
	• interior and exterior, straight and curved design lines and directions of design lines that are relevant to the desired finished haircut
	• starting points, sectioning and parting patterns
	• degree of lift angles
	• distribution of hair
	• written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
	  • elements and principles of design
	  • geometric principles related to angles and shapes

- salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHHCS302A Apply one length or solid haircut structures
- SIHHHCS303A Apply graduated haircut structures
- SIHHHCS304A Apply layered haircut structures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Structural components may include:	• solid form • graduated form • layered form.
Straight and curved design lines and direction of lines may include:	• horizontal • vertical • various angles of diagonal lines • interior and exterior lines in the haircut structure.
Degree of lift may include:	• natural fall • various lifting angles.
Distribution of hair may include:	• natural fall • hair combed at a 90 degree angle to the base parting • shifted distribution.
Structural graphic may include graphics for:	• solid form • graduation or taper • increased layering • uniform layering • structural combinations.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS302A Apply one length or solid haircut structures

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply one length or solid haircut structures.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select and apply tools and equipment, to create one length or solid haircut structures and after-haircut finishing techniques.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHCS301A Design haircut structures

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan one length or solid haircut structures.	1.1. Produce a ***haircut plan*** to represent the haircut structure.
	1.2. Select tools to achieve planned haircut.
2. Apply solid form techniques.	2.1. Establish form and design line on the skin or free fall to match the haircut plan.
	2.2. Maintain clean sections with no tangle and minimum lift and natural fall of hair throughout the haircut.
	2.3. Maintain evenly wet or dry hair and apply minimum tension.
	2.4. Adjust and position the ***client's*** neck and head to achieve solid form.
	2.5. Apply hands and ***cutting tool*** parallel to parting lines.
	2.6. Position cutting hand with palm up or down according to operator comfort, length of hair, line being cut and the area of the head.
	2.7. Place comb parallel to the design line and position scissors parallel to the comb when necessary.
	2.8. Check finished haircut for solid line and rectify where required.
3. Select and apply drying techniques.	3.1. Select the appropriate ***finishing tools and equipment***.
	3.2. Apply appropriate ***finishing techniques*** for solid haircut structures to achieve planned haircut finish.
	3.3. Dispose of haircut waste, according to ***salon procedures***.
	3.4. Clean or dispose of equipment, according to health regulations and salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to:
    - develop a haircut plan
    - section hair
    - comb hair for minimum stretch
    - manipulate haircutting tools and combs to produce solid form
    - manipulate finishing tools and equipment
- numeracy skills to:
    - calculate exterior and interior lengths in the haircut structure
    - interpret angles and lines in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- natural distribution and growth patterns of hair
- relationship between the quality of hair and the finished result
- relationship between sectioning or parting patterns and the finished result
- reasons for natural fall and no lift
- outline shapes of one length or solid haircuts
- structure of one length or solid haircuts
- texture of one length or solid haircuts
- relationship between the position of the head and the finished haircut result
- definition of design or weight line
- definition of stationary design line

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • holding and applying scissors, clippers or razors to create solid lines • parting the hair with clean sections and partings throughout the haircut • establishing one length or solid haircut lines on the skin or free fall to match the plan • applying hands, scissors and clippers to base partings in a parallel manner • adjusting the position of the client's head and neck during the haircut service for minimum lift and natural fall of hair in order to achieve solid form • maintaining the hair evenly wet or dry and applying minimum tension in order to achieve solid form • achieving one length or solid haircut • applying finishing techniques for one length or solid haircuts.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• an adjustable client chair
	• clean client gown or wrap
	• haircutting tools and equipment
	• a range of clients for haircuts with one length or solid form structures
	• finishing tools and equipment
	• relevant documentation, including:
	   • cutting plans
	   • salon procedures.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for

this unit:

- observation of the learner:
    - developing plans for one length or solid haircut structures
    - applying one length or solid haircut techniques
    - applying finishing techniques to one length or solid haircuts
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
    - elements and principles of design
    - geometric principles related to angles and shapes
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Haircut plan must include:	• structural graphics to include:
	   • outline shape of finished haircut
	   • directions of design lines
	   • sectioning patterns
	   • parting patterns.

Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Cutting tool may include:	• scissors:
	   • smooth
	   • serrated edges
	• appropriate combs
	• clippers
	• razors:
	   • disposable blade
	   • straight blade.

Finishing tools and equipment may include:	• styling products • blow dryer • Denman style brushes • round brush • thermal irons.
Finishing techniques may include:	• blow drying with brushes • setting and comb up • thermal setting and straightening.
Salon procedures must include:	• procedures that comply with state or territory and local government health regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste minimisation, waste disposal and water efficiency.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS303A Apply graduated haircut structures

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply graduated haircut structures.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select and apply tools and equipment, to create graduated haircut structures and after-haircut finishing techniques.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHCS301A Design haircut structures

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan graduated haircut structures.	1.1. Produce the *haircut plan* to represent the haircut structure.
	1.2. Select *appropriate tools* and *graduation techniques* to achieve planned haircut finish.
2. Apply graduation techniques.	2.1. Lift and distribute hair to establish form and design line on the skin, according to the haircut plan.
	2.2. Adjust position of *client's* head and neck for desired degree of graduation.
	2.3. Maintain evenly wet or dry hair and apply even tension.
	2.4. Maintain clean sections and partings, with appropriate lift and distribution throughout the service, according to the haircut plan.
	2.5. Apply hands and cutting tool parallel to horizontal and diagonal parting lines and non-parallel to vertical parting lines.
	2.6. Position cutting hand with the palm toward and away, according to operator comfort, length of hair, line being cut and the area of the head.
3. Select and apply finishing techniques.	3.1. Select the appropriate *finishing tools and equipment*.
	3.2. Apply appropriate *finishing techniques* for graduated haircut structures.
	3.3. Dispose of waste according to salon procedures.
	3.4. Clean or dispose of equipment according to health regulations and *salon procedures*.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to:
  - develop a haircut plan
  - section hair
  - apply even tension when manipulating haircutting tools and combs
  - maintain appropriate lift and distribution
  - manipulate cutting hand, scissors and comb
  - manipulate finishing tools and equipment
- numeracy skills to:
  - calculate exterior and interior lengths in the haircut structure
  - interpret angles and lines in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- natural distribution and growth patterns of hair
- relationship between the quality of hair and the graduation technique selected
- degrees of lift and distribution of hair to create graduation:
  - natural
  - 90 degree angle to base parting
  - shifted
  - lifting (low, medium and high)
- relationship between sectioning and parting patterns and the finished result
- relationship between head position and the finished result
- soft and hard weight lines or weight areas
- relationship between angle of fingers, angle of scissors and amount of pressure when applying pressure graduation
- shape, structure and texture of graduation
- horizontal and diagonal design lines
- stationary, mobile and combination guidelines
- salon procedures, including:
  - compliance with state or territory and local government health regulations relevant to the service
  - environmental protection practices, such as waste minimisation, waste disposal and water efficiency

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

Evidence of the following is essential:

- selecting tools and graduation techniques appropriate to the planned graduated finish
- applying the cutting hand, and holding the cutting tools, to create graduated designs
- parting the hair with clean sections and partings throughout the haircut
- applying hands and haircutting tools parallel and non-parallel to base partings to achieve planned graduation
- positioning the head and neck and making any necessary adjustments during service to achieve the appropriate degree of graduation
- maintaining the hair evenly wet or dry and applying even tension
- achieving planned degree or degrees of graduation
- applying finishing techniques for graduated haircuts.

Context of and specific resources for assessment

Assessment must ensure access to:

- a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
- an adjustable client chair
- clean client gown or wrap
- haircutting tools and equipment
- a range of clients for haircuts with graduated structures
- finishing tools and equipment
- relevant documentation including:
    - cutting plans
    - salon procedures.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - developing plans for graduated haircut structures
  - applying graduated haircut techniques
  - applying finishing techniques to graduated haircuts
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - elements and principles of design
  - geometric principles related to angles and shapes
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.
	Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:
	- SIHHIND201A Maintain and organise tools equipment and work areas
	- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Haircut plan must include:	• straight and curved, soft and hard interior and exterior design lines • starting points, sectioning and parting patterns • degrees of lift for each section where lifted graduation is planned • distribution of hair for each section where graduation is planned • illustrated stationary or mobile guide lines for graduated sections of haircut • a structural graphic (profile) for the haircut plan illustrated by drawing lines at 90 degrees to the curve of the head • a simple line drawing representing the finished haircut design.
Appropriate tools may include:	• combs • haircutting scissors • texturising scissors • razors • chisels • clippers.
Graduation techniques may include:	• blunt cutting • notching • razor bevelling or arching • pressure graduation.
Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Finishing tools and equipment may include:	• blow dryer • Denman style brushes • vent style brushes • round brushes • thermal irons.
Finishing techniques may	• blow drying with brushes • setting and comb up

include:	• thermal setting and straightening.
Salon procedures must include:	• procedures that comply with state or territory and local government health regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS304A Apply layered haircut structures

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply layered haircut structures.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select and apply tools and equipment, to create layered haircut structures and after-haircut finishing techniques.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHCS301A Design haircut structures

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan layered haircut structures.	1.1. Produce a *haircut plan* to represent the haircut structure.
	1.2. Select *appropriate tools* and *layered cutting techniques* to achieve planned haircut finish.
2. Apply layering techniques.	2.1. Establish *design and guide lines*, according to the haircut plan.
	2.2. Adjust position of *client's* head and neck to achieve desired layering structures.
	2.3. Maintain evenly wet or dry hair and apply even tension.
	2.4. Take clean sections or partings and maintain appropriate lift and distribution throughout the haircut according to the haircut plan.
	2.5. Apply hands and scissors parallel to base parting to achieve uniform layering where planned.
	2.6. Apply hands and scissors parallel or non-parallel to base parting to achieve increased layering where planned.
	2.7. Position cutting hand with the palm toward or away, up or down as a matter of operator comfort related to the length of hair, the line being cut and the area of the head being cut.
3. Select and apply finishing techniques.	3.1. Select appropriate *finishing tools* and techniques to achieve planned haircut finish.
	3.2. Apply appropriate *finishing techniques* for layered haircut structures.
	3.3. Dispose of waste, according to *salon procedures*.
	3.4. Clean or dispose of equipment, according to health regulations and salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to:
    - develop a haircut plan
    - section hair
    - apply even tension when manipulating haircutting tools and combs to produce layering
    - maintain appropriate lift and distribution
    - manipulate cutting hand, scissors and comb
    - manipulate finishing tools and equipment
- numeracy skills to:
    - calculate exterior and interior lengths in the haircut structure
    - interpret angles and lines in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- the natural distribution and growth patterns of hair
- the relationship between quality of hair and the finished result
- degrees of lift to create layering
- the relationship between sectioning or parting patterns and the finished result
- different layered shapes
- soft and hard lines
- design guide lines used in layered haircut structures
- salon procedures, including:
    - compliance with state or territory and local government health regulations relevant to the service
    - environmental protection practices, such as waste disposal

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• selecting tools and layering techniques appropriate to the planned layered finish
	• applying the cutting hand and holding and applying haircutting tools to create layered designs
	• parting the hair with clean sections and partings throughout the haircut
	• applying hands and cutting tools parallel to base parting to achieve uniform layering
	• applying hands and cutting tools parallel and non-parallel to base parting to achieve increased layering
	• positioning the head and neck and making any necessary adjustments during service to achieve planned layering effects
	• maintaining the hair evenly wet or dry and applying even tension
	• achieving layered haircuts
	• applying finishing techniques for layered haircuts.
Context of and specific resources for assessment	Assessment must ensure access to:
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• an adjustable client chair
	• clean client gown or wrap
	• haircutting tools and equipment
	• a range of clients for haircuts with layered structures
	• finishing tools and equipment
	• relevant documentation, including:
	• cutting plans
	• salon procedures.
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for

this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
    - developing plans for layered haircut structures
    - applying layered haircut techniques
    - applying finishing techniques to layered haircuts
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
    - elements and principles of design
    - geometric principles related to angles and shapes
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Haircut plan must include:	• soft and hard interior and exterior design and guide lines • distribution of hair for each section where layering is planned • stationary and mobile guide lines for layered sections of the haircut • structural graphic for the haircut plan, illustrated by drawing lines at 90 degrees to the curve of the head • simple line drawing representing the finished haircut.
Appropriate tools may include:	• appropriate combs • haircutting scissors • texturising scissors • razors • chisels • clippers.
Layered cutting techniques may include:	• blunt cutting • razor bevelling, arching and rotation • notching • pointing • slicing • end tapering with texturising scissors • strand tapering with texturising scissors.

Design and guide lines may include:	• increased layering:
	  • single stationary design line
	  • multiple stationary design lines
	• uniform layer, including mobile design lines.

Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Finishing tools may include:	• blow dryer • Denman style brushes • vent style brushes • round brushes • thermal irons.

Finishing techniques may include:	• blow drying with brushes • setting and comb up • thermal setting.
Salon procedures must include:	• procedures that comply with state or territory and local government health regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS305A Apply over-comb techniques

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply over-comb techniques.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select tools and equipment, to apply scissor-over-comb and clipper-over-comb techniques, to remove bulk, to blend different structures within haircuts and to outline or blend perimeters on specific haircut finishes.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHCS301A Design haircut structures

Employability Skills Information

This unit contains employability skills.

Service Skills Australia

Elements and Performance Criteria Pre-Content

Not applicable.

Service Skills Australia

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan tapered haircut structures.	1.1. Produce a *haircut plan* to represent the haircut structure. 1.2. Select *appropriate tools* and *over-comb techniques* to achieve planned haircut finish.
2. Apply scissor-over-comb techniques.	2.1. Apply scissor-over-comb techniques in a logical sequence and pattern and with a continuous comb and scissoring action to *the exterior of the haircut.* 2.2. Enable access and application of technique by adjusting position of *client's* head and neck during service. 2.3. Apply scissors over the fine or coarse end of the comb to vary *taper effect* on a *variety of neckline shapes and lengths*, according to the haircut plan. 2.4. Blend structures in the interior and exterior of the haircut by applying scissors and comb at various angles.
3. Apply clipper-over-comb techniques.	3.1. Apply clipper-over-comb techniques to blend hair lengths according to the haircut plan. 3.2. Create a variety of neckline shapes by applying clipper-over-comb techniques. 3.3. Use clippers with attachments to create a variety of haircut effects.
4. Outline haircuts.	4.1. Use clippers or scissors to mark haircut outlines over and behind ears, where indicated by the haircut plan. 4.2. Use clippers to outline sideburns where indicated by the haircut plan. 4.3. Lather neckline, stretch skin and shave in the direction of hair growth ensuring a smooth result without client skin discomfort.
5. Select and apply finishing techniques.	5.1. Select the appropriate *finishing products and equipment*. 5.2. Apply appropriate *finishing techniques* for tapered structures. 5.3. Dispose of waste, according to relevant health regulations

and *salon procedures*.

5.4. Clean or dispose of equipment, according to health regulations and salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to:
    - develop a haircut plan
    - apply scissor-over-comb techniques
    - apply clipper-over-comb techniques
    - apply serrated scissors to remove bulk
    - cut outline shapes
    - blend structures in the interior and exterior of the haircut
- mathematical skills to interpret angles and lines in the haircut structure
- numeracy skills to calculate exterior and interior lengths in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- the natural distribution and growth patterns of hair
- the relationship between quality of hair and the finished result
- relationship between the size of the comb and tapering effects
- soft and hard lines
- different tapered shapes
- design guide lines used in layered haircut structures
- salon procedures, including:
    - compliance with state or territory and local government health regulations relevant to the service
    - environmental protection practices, such as waste minimisation, waste disposal and water efficiency

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

- selecting tools and tapering techniques appropriate to the planned finish
- maintaining hands and cutting tools parallel to the exterior design line when applying over-comb techniques
- positioning the head and neck and making any necessary adjustments during service to achieve planned layering effects
- using over-comb techniques to blend in tapered area and structures in the interior and exterior of the haircut
- outlining tapered haircuts using clippers and scissors or shaving techniques as required
- achieving over-comb techniques
- applying finishing techniques for tapered structures.

Context of and specific resources for assessment	Assessment must ensure access to:

- a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
- an adjustable client chair client
- clean client gown or wrap haircutting tools and equipment
- a range of clients for haircuts with tapered structures
- finishing tools and equipment
- relevant documentation, including:
  - cutting plans
  - salon procedures.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:

- developing plans for tapered haircut structures
- applying tapered haircut techniques
- applying finishing techniques to tapered haircuts
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - elements and principles of design
  - geometric principles related to angles and shapes
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Haircut plan must include:	• soft and hard interior and exterior design lines • taper width for each section where tapering is planned • structural graphic • a simple line drawing representing the finished haircut design.
Appropriate tools may include:	• tapering combs • scissors • serrated scissors • thinning scissors • straight razors • open blade razors • electric clippers • clipper attachments • flat top tools.
Over-comb techniques must include:	• high, medium and low graduation • gradation • scissor-over-comb • clipper-over-comb.
The ***exterior of the haircut*** may include:	• varying width of area up to the occipital bone • high, medium and low graduation • gradation • scissor-over-comb • clipper-over-comb.
Client may include:	• men • women • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Taper effects may include:	• long • medium • short.
Variety of neckline shapes and lengths may include:	• short, medium and long tapered • short, medium, long square and curved necklines.

Finishing products and equipment may include:	• blow dryers • brushes • combs • dressings • waxes.
Finishing techniques may include:	• drying using electrical equipment • finger drying • natural drying using finishing products.
Salon procedures must include:	• procedures that comply with state or territory and local government health regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS306A Combine structures for current haircut designs

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to combine haircut structures for finished haircut designs.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select and apply tools and equipment and combine haircut structures and after-haircut finishing techniques to create haircut designs.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHCS301A Design haircut structures
SIHHHCS302A Apply one length or solid haircut structures
SIHHHCS303A Apply graduated haircut structures
SIHHHCS304A Apply layered haircut structures

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan the haircut.	1.1. Review and discuss desired haircut designs to confirm *client* expectations.
	1.2. Establish *natural hair type*, *texture*, *growth patterns*, fall and *movement* by physical and visual examination.
	1.3. Identify facial features and bone structure.
	1.4. Suggest and confirm *haircut design* concepts that reflect the analysis, complement facial features, bone structure and meet client expectations.
2. Apply cutting techniques.	2.1. Select *haircutting tools* and *cutting techniques* to achieve planned haircut results.
	2.2. Cut *external design lines, direction of design lines* and internal design or guide lines according to the haircut plan.
	2.3. Adjust the position of head and neck during the service for desired access and required angles of lift.
	2.4. Maintain evenly wet or dry hair and apply even tension.
	2.5. Maintain clean sections and appropriate lift and distribution of hair throughout the service, according to the haircut plan.
	2.6. Combine or blend *haircut structures* where appropriate to complete the planned haircut within salon service timeframe.
	2.7. Maintain client comfort, safety and hygiene throughout the haircut according to relevant health regulations and *salon procedures*.
3. Select and apply finishing techniques.	3.1. Select *finishing tools* to achieve planned haircut.
	3.2. Apply the appropriate *finishing techniques* according to the finished hair design and agreed outcomes within salon service timeframe.
	3.3. Review service outcomes and confirm client satisfaction with the haircut result.
	3.4. Advise on *home hair care products*, according to client needs.
	3.5. Update client records with details of service and home care products purchased.
	3.6. Dispose of haircut waste, according to salon procedures.

3.7. Clean or dispose of used equipment, according to health regulations and salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - consult with clients during pre service analysis
  - check client comfort during the haircut
  - confirm client satisfaction with haircut results
  - document pre-service analysis and client histories
- technical skills to:
  - conduct pre service haircutting analysis
  - design haircuts
  - develop a cutting plan
  - use and safely apply a wide range of haircutting and finishing tools and equipment
  - apply a variety of haircutting techniques
  - combine haircut structures
  - apply finishing techniques to combined hair structures
- mathematical skills to interpret angles and lines in the haircut structure
- numeracy skills to:
  - calculate exterior and interior lengths in the haircut structure
  - interpret angles and lines in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- natural distribution and growth patterns of hair
- relationship between the quality of the hair and the finished result
- degrees of lift and distribution to achieve solid, graduated and layered structures
- techniques for:
  - creating texture
  - solid finishes
  - tapered finishes
- weight lines
- weight areas
- proportional relationships between structures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • pre haircutting service analysis on a variety of clients • planning and combining haircut structures for a variety of haircut looks • safe application of a variety of haircutting tools and techniques • achieving required haircut designs according to planned outcomes • applying finishing techniques to enhance haircuts • completing haircut services within designated workplace timeframes.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• an adjustable client chair
	• clean client gown or wrap
	• haircutting tools and equipment
	• a range of haircut clients
	• finishing tools and equipment
	• relevant documentation, including:
	    • cutting plans
	    • salon procedures.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include: • conducting pre-service analysis

- planning a number of haircuts involving a variety of structural combinations
- safely applying a number of haircuts involving a variety of haircutting techniques to combine haircut structures
- applying after-haircut finishing techniques
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - elements and principles of design
  - geometric principles related to angles and shapes
  - salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIHHHDS303A Design and apply short to medium length hair design finishes

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client may include:	• men • women • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Natural hair type may include:	• European • Asian • Euro-Asian • African.
Texture may include:	• coarse • medium • fine.
Growth patterns may include:	• crown area • hairline • neckline • cowlicks (whorls).
Movement may include:	• straight • wavy • natural curl • chemical curl or waves.
Haircut design must include combinations of two or more of the following:	• solid structures • graduated structures • layered structures • over-comb techniques • textured areas • straight lines • curved lines • soft lines • hard lines.

Haircutting tools may include:	• scissors • razors • clippers • combs • texturising scissors.
Cutting techniques may include:	• blunt cutting • pointing • notching • slicing • end tapering • strand tapering • razor rotation.
External design lines and ***direction of design lines*** may include:	• hard and soft interior or exterior lines • straight, curved and diagonal lines.
Haircut structures may include:	• solid form • graduated • layered • tapered.
Salon procedures must include:	• procedures that comply with state or territory and local government health regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.
Finishing tools may include:	• blow dryer • Denman style brushes • vent style brushes • round brushes • thermal irons.
Finishing techniques may include:	• blow drying with brushes • lamp drying • natural drying with finishing product • setting and comb up • thermal setting and straightening.
Home hair care products may include:	• shampoos • conditioners • styling products • blow-drying brushes.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS307A Combine structures for traditional and classic men's haircut designs

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to combine haircut structures for traditional and classic finished haircut designs on men.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select and apply tools and equipment, to create traditional and classic men's haircut structures and after-haircut finishing for classic and techniques on men.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

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

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse client characteristics and requirements.	1.1. Review and discuss current and alternative haircut designs to confirm *client* expectations.
	1.2. Assess *natural hair type*, *texture*, *growth patterns*, fall and *movement* are established by physical and visual examination.
	1.3. Identify facial features and bone structure.
	1.4. Suggest and confirm *traditional and classic men's haircuts* that reflect the analysis, complement facial features, bone structure and meet client expectations.
2. Apply cutting techniques.	2.1. Select *tools* and *cutting techniques* to achieve planned haircut results.
	2.2. Establish angles and internal guide lines according to the haircut plan.
	2.3. Maintain evenly wet or dry hair and apply even tension.
	2.4. Maintain clean sections with no tangle and appropriate lift and distribution of hair throughout the service, according to the haircut plan.
	2.5. Combine or blend *haircut structures* and remove bulk where appropriate.
	2.6. Complete the planned haircut within salon service timeframe.
	2.7. Maintain client comfort, safety and hygiene throughout the haircut according to relevant health regulations and *salon procedures*.
3. Outline haircuts.	3.1. Mark haircut outlines over and behind ears using clippers where indicated by the planned finish.
	3.2. Use clippers to outline sideburns where indicated by the planned finish.
	3.3. Lather neckline, stretch and shave skin in the direction of the hair growth to ensure a smooth result without discomfort to the skin.
4. Select and apply	4.1. Select and apply appropriate *finishing tools* and styling

finishing techniques.	products to achieve planned haircut finish.
	4.2. Apply the appropriate *finishing techniques*, according to the finished hair design and agreed outcomes.
	4.3. Confirm client satisfaction with the outcomes of service.
	4.4. Advise on home care products, according to client needs.
	4.5. Update client records with details of service and home care products purchased.
	4.6. Dispose of haircut waste, according to salon procedures.
	4.7. Clean or dispose of used equipment according to health regulations and salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - consult with clients during pre-service analysis
  - check client comfort during the haircut
  - confirm client satisfaction with haircut results
  - document pre-service analysis and client histories
- technical skills to:
  - conduct pre-service haircutting analysis
  - design haircuts
  - develop a cutting plan
  - use and safely apply a wide range of haircutting and finishing tools and equipment
  - apply a variety of haircutting techniques
  - combine haircut structures
- numeracy skills to:
  - calculate exterior and interior lengths in the haircut structure
  - interpret angles and lines in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- natural distribution and growth patterns of hair
- the relationship between the quality of the hair and the finished result
- degrees of lift and distribution to achieve solid, graduated and layered structures
- techniques that create texture
- techniques for solid finishes
- techniques for tapered finishes
- weight lines
- weight areas
- proportional relationships between structures
- relevant health regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - pre-haircutting service analysis on a variety of clients - using haircutting tools to combine haircut structures for a variety of haircut looks, including: - short back and sides - short, medium and long tapered haircuts - medium fashion cut spiked on top - medium style cut with square back - flat top (crew) - outlining haircuts, using: - clippers - scissors - neck shaving techniques - safe application of a variety of haircutting tools and techniques - achieving haircut designs, according to planned outcomes - applying finishing techniques to enhance haircuts - completing haircut services within designated workplace timeframes.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - an adjustable client chair - clean client gown or wrap - haircutting tools and equipment - a range of clients for traditional and classic men's haircuts - finishing tools and equipment - relevant documentation, including: - cutting plans - skin penetration regulations - salon procedures. For further guidance on the use of an appropriate simulated

environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - conducting pre-service analysis
  - planning a number of traditional and classic men's haircuts involving a variety of structural combinations
  - safely applying a number of haircuts involving a variety of haircutting techniques to combine haircut structures
  - applying after-haircut finishing techniques
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - elements and principles of design
  - geometric principles related to angles and shapes
  - hair and scalp conditions and characteristics
  - salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIHHHDS303A Design and apply short to medium length hair design finishes

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client may include:	• men • boys • males from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Natural hair type may include:	• European • Asian • African.
Texture may include:	• coarse • medium • fine.
Growth patterns may include:	• crown area • hairline • neckline • cowlicks (whorls).
Movement may include:	• straight • wavy • natural curl • chemical curl or waves.
Traditional and classic men's haircuts must include:	• short back and sides • short, medium and long tapered • short, medium and long style cuts with square necklines • flat top (crew) • medium fashion cut spiked on top.
Tools may include:	• scissors • serrated scissors • razors • clippers • combs.
Cutting techniques may include:	• scissors over-comb tapering • clippers over-comb tapering • serrated scissors over-comb thinning • layering • clubbing • graduation

	• texturising • cutting straight lines • cutting curved lines • cutting square shapes • cutting soft and hard lines.
Haircut structures may include:	• solid form • graduated • layered • tapered.
Salon procedures must include:	• procedures that comply with state or territory and local government health or skin penetration regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.
Finishing tools may include:	• lamps • blow dryer • Denman style brushes • vent style brushes • round brushes • combs • thermal irons.
Finishing techniques may include:	• drying using electrical equipment • finger drying • natural drying using finishing products

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS308A Design and maintain beards and moustaches

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, apply and maintain a range of beard and moustache styles and also to maintain existing beards and moustaches.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select and apply tools and equipment to create beard designs and also maintain existing beard and moustache designs.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Design beards and moustaches.	1.1. Establish **beard characteristics** by physical and visual examination.
	1.2. Observe and analyse facial features and bone structure.
	1.3. Recommend moustache and beard designs that provide balance and emphasis to facial characteristics and confirm with **clients**.
2. Select and apply tools and equipment.	2.1. Apply **over-comb techniques** to remove bulk and to shape beard and moustache in a logical sequence.
	2.2. Define beard and moustache lines, according to agreed design using scissors or clippers as required.
	2.3. Maintain client comfort, safety and hygiene throughout the service, according to **salon procedures**.
3. Perform an outline shave.	3.1. Apply a wet lather of shaving cream to the area to be shaved.
	3.2. Apply shaving strokes with **razor** at the appropriate angle and to a predetermined pattern, with the skin stretched taut.
	3.3. Shave face area to a predetermined pattern and against the grain for a smooth shave.
	3.4. Shave neck area to a predetermined pattern and in the direction of hair growth to avoid tearing skin.
	3.5. Treat blood spots, according to relevant skin penetration regulations and salon procedures.
4. Finalise service.	4.1. Confirm client satisfaction with the finished beard design.
	4.2. Dispose of excess hair according to relevant legislation and workplace policies and salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - consult with clients during pre-service analysis
  - check client comfort during the haircut
  - confirm client satisfaction with results of service
- technical skills to:
  - conduct pre-service analysis
  - design beards and moustaches to suit facial features
  - use haircutting tools to safely apply over-comb techniques to trim beards and moustaches
  - shave beard outlines

Required knowledge

- natural distribution and growth patterns of hair
- relationship between beard characteristics and the finished result
- relevant health regulations, including skin penetration
- salon procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • pre-service analysis across a range of clients • safely applying scissors and clippers to complete a variety of beard and moustache styles • outlining beard areas with shaving techniques • implementing relevant health and skin penetration legislation and regulations • completing beard and moustache services that satisfy clients within designated workplace timeframes.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• an adjustable client chair
	• clean client gown or wrap
	• haircutting tools and equipment
	• a range of clients for beard and moustache designs
	• relevant documentation, including:
	   • skin penetration regulations
	   • salon procedures.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	• observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
	   • conducting pre-service analysis
	   • consulting clients regarding beard designs
	   • safely applying haircutting tools and equipment to create beard and moustache designs

- shaving beard outlines
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - relevant health regulations, including skin penetration
  - salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHHCS309A Perform face and head shaves
- SIHHIND305A Hone and strop straight razors

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Beard characteristics may include:	• hair texture • hair density • growth patterns • contagious disorders of the face or beard • blemishes or other facial conditions requiring special consideration.
Clients may include:	• men from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Over-comb techniques must include:	• scissor over-comb • clipper over-comb • clippers with comb guards.
Salon procedures must include:	• procedures that comply with state or territory and local government health or skin penetration regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.
Razors may include:	• disposable-blade straight • straight blade.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS309A Perform face and head shaves

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the skills and knowledge required to perform face and head shaves.

Application of the Unit

This unit applies to hairdressers in salon environments who perform full face and head shaves on male clients.

A person undertaking this role applies discretion and judgement and accepts responsibility for own work outcomes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare client for a face or head shave.	1.1. Identify *client characteristics* by physical and visual examination. 1.2. Discuss *contraindications to shaving* with the *client*. 1.3. Soften the *area to be shaved* by applying a hot towel.
2. Select and apply tools and equipment.	2.1. Select *tools and equipment* required for service. 2.2. Apply lather and remove lather from areas that will not be shaved. 2.3. Stretch skin taut and using the free hand, shave over once, using *razor movements* that ensure safe access to the area being shaved. 2.4. Perform a second and close shave against the hair growth for a smooth result. 2.5. Apply hot then cold towels on completion of shaving technique. 2.6. Apply *after shave products* to complete the service. 2.7. Maintain client comfort, safety and hygiene throughout the service, according to skin penetration regulations and *salon procedures*. 2.8. Complete services to client satisfaction and within a defined salon service timeframe.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - interact with clients
    - consult with clients during pre-service analysis
    - check client comfort during the shave service
    - confirm client satisfaction with results of service
- technical skills to:
    - conduct pre-service analysis
    - apply hot towels
    - lather skin and apply shaving strokes to safely shave heads and faces

Required knowledge

- contraindications to shaving
- shaving strokes
- growth patterns of hair on the face, head and neck
- relevant health regulations
- skin penetration regulations
- salon procedures
- the salon after shave product range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • pre-service analysis on a variety of clients • safely using razors to apply shaving strokes that produce a smooth, hair-free finish • application of salon procedures and skin penetration legislation • completing shaving services within designated workplace timeframes.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• an adjustable client chair
	• clean client gown or wrap
	• a supply of clean towels
	• haircutting tools and equipment
	• a range of clients for shaving services
	• shaving and after shave products
	• relevant documentation, including:
	   • skin penetration regulations
	   • salon procedures
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	• observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
	   • conducting pre-service analysis
	   • performing face shaves
	• written or verbal questions appropriate to the language and

literacy level of the learner to test knowledge, such as:

- skin penetration regulations
- relevant health regulations
- salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.
	Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:
	- SIHHHCS308A Design and maintain beards and moustaches

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client characteristics may include:	• bone structure • wrinkles • sunburn • chapped lips • pimples • moles • dense, strong beard • hair growth pattern on head.
Contraindications to shaving may include:	• contagious disorders of the skin, hair and scalp • abnormal skin and scalp conditions.
Clients may include:	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Areas to be shaved may include:	• face • head.
Tools and equipment may include:	• disposable-bladed straight razors • straight blade razors • shaving brushes • shaving lather • towels • after shave products.
Razor movements may include:	• freehand position and stroke • backhand position and stroke • reverse freehand stroke • reverse backhand stroke.
After shave products may include:	• styptic lotion (not pencil) • after shave lotion • after shave skin conditioning cream • talcum powder.
Salon procedures must include:	• procedures that comply with state or territory and local government health or skin penetration regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHCS410A Design and perform creative haircuts

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to combine haircut structures for creative haircuts on a range of clients.

Application of the Unit

This unit applies to senior hairdressers in salon and session styling environments, who design and apply creative haircuts based on local and international current and coming hair fashion trends.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research and analyse haircut trends.	1.1. Develop a *portfolio of creative haircut designs* using *a range of available sources*. 1.2. Analyse and identify haircut designs and structures in a *haircut plan* and record in the portfolio.
2. Analyse client characteristics and requirements.	2.1. Establish *natural hair type*, *texture*, *growth patterns*, fall and movement using physical and visual examination. 2.2. Observe and analyse facial features and bone structure. 2.3. Adapt and confirm portfolio haircut structures, based on *client* analysis.
3. Apply cutting techniques.	3.1. Select *haircutting tools* and cutting *techniques* to achieve planned haircut results. 3.2. Establish *exterior design lines, direction of design lines and interior design or guide lines*, according to the structures in the haircut. 3.3. Combine or blend structures, where appropriate to the planned finished design. 3.4. Apply additional cutting techniques to enhance the design where relevant. 3.5. Maintain client and operator comfort, safety and hygiene throughout the haircut according to *salon procedures*.
4. Select and apply finishing techniques.	4.1. Select *finishing products and tools* to achieve planned haircut finish. 4.2. Apply the appropriate *finishing techniques* according to the finished hair design and agreed outcomes within designated timelines. 4.3. Confirm client satisfaction with haircut and finish. 4.4. Provide haircut management advice and recommend home care products, according to hair type and client needs.

Service Skills Australia

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to source information on local and international current and coming hair fashion trends
- communication skills to:
  - interact with clients
  - consult with clients during pre-service analysis
  - check client comfort during the haircut
  - confirm client satisfaction with haircut results
  - document pre-service analysis and client histories
- technical skills to:
  - conduct pre-haircutting service design and hair analysis
  - design haircuts that combine structures and textures for creative effects
  - develop cutting plans
  - use and safely apply a wide range of haircutting and finishing tools and techniques
- numeracy skills to:
  - calculate exterior and interior lengths in the haircut structure
  - interpret lines and angles in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- components of haircut design:
  - shape
  - structure
  - proportion
  - texture
  - form
- natural distribution and growth patterns of hair
- relationship between the quality of the hair and the finished result
- degrees of lift and distribution to achieve solid, graduated and layered structures
- techniques that create texture
- techniques for solid finishes
- techniques for tapered finishes
- weight lines
- weight areas
- proportional relationships between structures
- relevant salon procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a comprehensive portfolio of creative haircuts • performing design analysis for a range of looks • planning for and combining haircut structures for a variety of creative haircuts • safe application of a variety of haircutting tools and techniques • achieving planned haircut designs • applying finishing techniques to enhance haircuts • completing haircut services within designated workplace timeframes.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• an adjustable client chair
	• a clean client gown or wrap
	• haircutting tools and equipment
	• a range of clients for creative haircuts
	• finishing tools and equipment
	• relevant documentation, including:
	
	   • cutting plans
	   • salon procedures.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • development of a portfolio of at least six creative haircuts, including design analyses and haircut plans • observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks

include:

- conducting pre-service analysis
- planning a number of creative haircuts involving a variety of structural combinations
- safely applying a number of haircuts involving a variety of haircutting techniques to combine haircut structures
- applying finishing products and techniques
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - elements and principles of design
  - geometric principles related to angles and shapes.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHTLS403A   Work as a session stylist

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

A portfolio of creative haircut designs may include:	• magazine shots • photographs • sketches • material sourced on the internet.
A range of available sources may include:	• fashion magazines • hair magazines • product manufacturer materials • the internet • hair fashion videos • hair shows and competitions • product manufacturer promotions • platform artist's demonstrations • fashion parades • pop culture, such as video clips.
Haircut plan may include:	• outline shapes • lines and angles • structural graphic for the haircut plan.
Natural hair type may include:	• European • Asian • African.
Texture may include:	• coarse • medium • fine.
Growth patterns may include:	• crown area • hairline • neckline • cowlicks (whorls).
Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Haircutting tools may include:	• scissors • razors

	• clippers
	• combs.
Techniques may include:	• scissor over-comb tapering
	• clippers over-comb tapering
	• serrated scissors over-comb thinning
	• layering
	• clubbing
	• graduation
	• texturising
	• cutting straight lines
	• cutting curved lines
	• cutting square shapes
	• cutting soft lines
	• cutting hard lines.
Exterior design lines, direction of design lines and interior design or guide lines may include:	• hard and soft interior or exterior lines
	• straight, curved and diagonal lines.
Salon procedures must include:	• procedures that comply with state or territory and local government health regulations relevant to the service
	• occupational health and safety
	• environmental protection practices, such as waste disposal.
Finishing products and tools may include:	• styling products, such as:
	• mousse
	• lotion
	• gel
	• wax
	• clay
	• spray
	• fingers
	• blow dryer
	• a wide variety of brushes
	• straightening irons
	• thermal irons.
Finishing techniques may include:	• blow drying with brushes
	• lamp drying
	• natural drying with finishing product
	• setting and comb up
	• thermal setting and straightening

Service Skills Australia

Unit Sector(s)

Hairdressing

Competency Field

Haircutting

SIHHHDS201A Dry hair to shape

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a variety of styling tools to dry hair to shape, as directed by a senior operator.

Application of the Unit

This unit applies to salon assistants who work in hairdressing salons, applying drying finishes following services performed by hairdressers in the salon team. Tools to be used and the required finish are usually specified by the hairdresser who has performed the major service.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with supervising hairdresser and prepare for service.	1.1. Confirm *desired finish* with supervising hairdresser. 1.2. Select *tools*, *equipment* and *styling aids* as directed by supervising hairdresser. 1.3. Apply styling aids, according to manufacturer and supervising hairdresser instructions.
2. Complete dry.	2.1. Commence drying on the area of the head directed by supervising hairdresser. 2.2. Dry hair thoroughly using systematic sectioning. 2.3. Apply brushes or fingers and warm air in the direction of imbrications on hair shaft to achieve the *predetermined finish*. 2.4. Ensure *client* and operator comfort and safety throughout the service, according to *salon procedures*.
3. Finish hair.	3.1. Finish dried hair after checking and direction from supervising hairdresser. 3.2. Apply *finishing products* where directed by senior operator and requested by client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - interact with clients
    - seek direction and advice from supervising hairdressers
    - check client comfort during the service
- technical skills to:
    - section hair
    - manipulate brushes
    - finger dry hair
    - safely use drying equipment, including:
- blow dryers
- heat diffusers
- lamps
- literacy skills to:
    - interpret product information and manufacturer instructions
    - interpret salon procedures
- numeracy skills to:
    - measure and apply styling products to minimise waste
    - manage service times

Required knowledge

- salon procedures
- salon range of styling aids and finishing products
- safe use of electrical equipment, including:
    - blow dryers
    - heat diffusers
    - heat lamps

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

- interpreting and following verbal instructions from senior operators
- following relevant salon procedures
- ensuring client comfort and safety throughout the required services
- selecting and applying the appropriate drying tools and techniques to achieve outcomes that satisfy clients and supervising hairdressers.

Context of and specific resources for assessment	Assessment must ensure access to:

- a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
- an adjustable client chair
- clean client gown or wrap
- a supply of clean towels
- hair drying equipment, including:
  - blow dryer
  - heat diffuser
  - heat lamps
- a range of clients for drying services
- styling products
- relevant documentation, including:
  - manufacturer instructions
  - salon procedures
  - safety data sheets for the safe use of styling products and electrical equipment.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an

actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include:

- organising the work area, tools and equipment
- applying styling products or aids as directed by supervising hairdresser
- consulting with supervising hairdressers to receive direction on drying method tools and techniques
- drying to shape using a blow dryer and brushes or fingers
- drying to shape using heat lamps and fingers
- applying finishing products or techniques as directed by a supervising hairdresser

- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - salon procedures
  - electrical safety
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHOHS201A Apply salon safety procedures
- SIRXCOM001A Communicate in the workplace

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Desired finishes may include:	• smooth finishes • textured finishes • volume.

Tools may include:	• brushes, such as:
	   • vent style
	   • Denman style
	   • round
	• fingers.

Equipment may include:	• blow dryers • heat diffusers • heat lamps.
Styling aids may include:	• mousses • lotions.
Predetermined finish may include:	• direction • volume • curl • texture.
Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Salon procedures may include:	• procedures that comply with state or territory and local government health regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.
Finishing products may include:	• waxes • mousses • sprays.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHDS202A Apply hair braiding techniques

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes skills and knowledge required to apply hair braiding techniques to achieve quick service designs.

Application of the Unit

This unit applies to salon assistants who work in hairdressing salons, applying full and partial braiding finishes on hair as requested by clients or directed by supervising hairdressers in the salon team.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with client or supervising hairdresser and prepare for service.	1.1. Confirm desired finish with *client* or supervising hairdresser. 1.2. Select *tools and equipment* and *braiding techniques* to achieve desired finish. 1.3. Gown client and prepare hair, according to salon procedures.
2. Apply braiding technique.	2.1. Pick up clean, even sections throughout the service. 2.2. Pick up and braid hair systematically and with even tension. 2.3. Secure end of braid. 2.4. Ensure client and operator comfort and safety throughout the service, according to *salon procedures*.
3. Finish hair.	3.1. Confirm client or supervising hairdresser satisfaction and make adjustments to braiding as required. 3.2. Apply *holding products* where directed by supervising hairdresser or requested by client. 3.3. Explain braiding home hair care and maintenance procedures to client. 3.4. Complete the service within the salon service timeframe.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - seek direction and advice from supervising hairdressers
  - check client comfort during the service
- technical skills to:
  - section hair
  - apply single, two and three strand braiding techniques
- literacy skills to interpret salon procedures
- numeracy skills to manage service times

Required knowledge

- relevant salon procedures
- simple braided effects

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • interacting with clients • confirming the braiding technique to be applied with a supervising hairdresser • applying single, two and three strand braiding techniques • knowledge and application of salon procedures relevant to the service.
Context of and specific resources for assessment	Assessment must ensure access to: • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • an adjustable client chair • clean client gown or wrap • a supply of clean towels • a range of clients for braiding services • styling products • relevant documentation, including salon procedures. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the learner consulting with supervising hairdressers to receive direction on braiding style and area to be braided • applying single, two and three strand braiding techniques review of portfolios of evidence and third-party reports of on-the-job performance by the learner.
Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHHDS201A Dry hair to shape
- SIRXCOM001A Communicate in the workplace

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client may include:	• women
	• men
	• children
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Tools and equipment may include:	• combs
	• sectioning clips
	• pins
	• rubber bands
	• ribbons
	• ornamentation.
Braiding techniques may include:	• two strand
	• three strand
	• multi strand
	• French or invisible braid
	• rope braid
	• fishtail or herringbone
	• cornrow.
Salon procedures may include:	• gowning clients
	• preparing hair for braiding
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• occupational health and safety
	• environmental protection practices, such as waste disposal.
Holding products may include:	• sprays
	• gels.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHDS303A Design and apply short to medium length hair design finishes

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create classic and current short to medium length hair design finishes on a range of clients.

Application of the Unit

This unit applies to hairdressers in salon environments, who design and apply finished classic and current hair designs on short to medium-length hair.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse client characteristics.	1.1. Establish *natural hair type*, *texture*, *growth patterns*, *fall and movement* by physical and visual examination.
	1.2. Examine and analyse facial features and bone structure.
2. Consult with client and confirm a finished look.	2.1. Apply the *elements and principles of design* to complement client facial features and bone structure and envisage alternative hair designs.
	2.2. Discuss and describe suitable looks and establish *client* expectations using *visual examples* as necessary.
	2.3. Discuss and confirm a preferred hair design concept with client.
3. Apply relevant techniques to create a finished design.	3.1. Select and apply *styling products*, according to hair type and predetermined design, following product instructions.
	3.2. Select and apply relevant *styling tools and techniques* to achieve the overall finished design.
	3.3. Ensure client comfort and safety during the process, according to *salon procedures*.
	3.4. Select and apply *finishing tools and techniques* to achieve the predetermined design.
	3.5. Confirm client satisfaction and adjust hair design finish where required.
	3.6. Advise on hair design maintenance and recommend relevant *home hair care products*.
	3.7. Complete the hair design service within designated workplace timeframes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - consult with clients during pre-service analysis
  - check client comfort during the hair design finishing process
  - confirm client satisfaction with hair design results
- design skills to:
  - conduct hair design analysis
  - apply the elements and principles design to design finished looks
- technical skills to safely apply a wide range of finishing products tools and techniques to create finished hair designs
- numeracy skills to manage the completion of hair design services within salon timeframes

Required knowledge

- elements and principles of design as they are applied to hair design
- effects of humidity on temporary design finishes
- workplace styling products range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysing and identifying the elements of hair designs, and alternative techniques that may be applied to achieve those designs • applying a range of classic and current hair designs on short to medium length hair • ensuring client comfort and safety throughout the service • following salon procedures relevant to the service • ability to complete short to medium finished designs within designated workplace timeframes.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	 • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	 • an adjustable client chair
	 • a clean client gown or wrap
	 • a supply of clean towels
	 • hair design equipment, including:
	   • combs
	   • brushes
	   • rollers
	   • clips
	   • blow dryer
	   • heat diffuser
	   • heat lamps
	   • hair dryer
	 • a range of clients with short to medium length hair for hair design services
	 • styling products
	 • relevant documentation, including:
	   • product and equipment instructions and safety data sheets
	   • salon procedures
	
	 For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training

Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner:
  - analysing characteristics and consulting with clients to negotiate a planned design outcome
  - applying styling products, tools and equipment to achieve a range of designs on short to medium length hair
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIRXCOM001A Communicate in the workplace
- SIRXSLS002A Advise on products and services

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Natural hair type may include:	• European • African • Asian.
Texture may include:	• coarse • medium • fine.
Growth patterns may include:	• crown area • hairline • neckline • cowlicks (whorls).
Fall and movement may include:	• straight • wavy • natural curl • chemical curl or waves.
Facial features and bone structure may include:	• square • round • oval • combination of shapes • unusual facial shapes.

Elements and principles of design may include:	• elements, such as:
	  • straight or curved lines
	  • shape
	  • direction
	  • size
	  • texture
	  • colour
	• principles, such as:
	  • balance
	  • graduation
	  • repetition
	  • contrast
	  • harmony
	  • dominance
	  • unity.

Client may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Visual examples may include:	• magazine shots • photographs • quick sketches or simple line drawings • hair design text books.
Styling products may include:	• setting lotions • gels • glazes • mousses • waxes • sprays.

Styling tools and techniques may include:	• tools, including:
	  • combs
	  • brushes
	  • clips
	  • rollers
	  • blow dryers
	  • heat diffusers
	  • drying lamps
	• techniques, including:
	  • blow drying
	  • blow waving
	  • moulding
	  • water waving
	  • roller placement
	  • pin curling
	  • lamp drying
	  • heat diffusers.

Salon procedures may include:	• procedures that comply with state or territory and local government health regulations relevant to the service
	• occupational health and safety
	• environmental protection practices, such as:
	  • waste minimisation
	  • waste disposal.

Finishing tools and	• tools:

techniques may include:
- combs
- brushes
- tongs
- straightening irons
- techniques:
  - brushing
  - dry moulding
  - placing
  - backcombing
  - smoothing.

Home hair care products may include:
- shampoos
- conditioners
- styling aids, such as:
  - mousses
  - lotions
  - gels
  - hair sprays
  - texturising products.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHDS304A Design and apply classic long hair up styles

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create classic long hair design finishes on a range of clients.

Application of the Unit

This unit applies to hairdressers in salon environments, who apply classic finished up-style designs to long hair on female clients.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Service Skills Australia

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse client characteristics.	1.1. Establish *natural hair type*, *texture*, *growth patterns*, *length*, *structure and movement* by physical and visual examination.
	1.2. Observe *facial features and bone structure*.
2. Consult with client and confirm a finished look.	2.1. Apply the *elements and principles of design* to complement *client* facial features and bone structure and envisage alternative *long hair designs*.
	2.2. Review and discuss possible finished long hair designs using *visual examples* as appropriate to establish client expectations.
	2.3. Discuss and confirm a preferred long hair design finish with client.
3. Prepare the hair.	3.1. Select and apply *styling products* according to hair type and planned design, following manufacturer's instructions.
	3.2. Select and apply *relevant hair preparation methods*.
4. Apply relevant techniques to create a finished long hair design.	4.1. Select and apply *relevant finishing techniques* to achieve the predetermined look.
	4.2. Ensure client comfort and safety during the process according to *salon procedures*.
	4.3. Confirm client satisfaction and adjust hair design finish where required.
	4.4. Advise on hair design maintenance and recommend relevant *home hair care products*.
	4.5. Complete hair designs within designated workplace timeframes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - consult with clients during preservice design analysis
  - check client comfort during hair design preparation and finishing confirm client satisfaction with hair design results
- design skills to:
  - conduct hair design analysis
  - apply the elements and principles of design to design finished looks
- technical skills to:
  - select and apply styling products from the salon range
  - prepare the hair for finishing
  - back comb hair
  - smooth and place hair
  - secure long hair using a variety of bands, hooks and pins from the salon range
  - apply finishing products to hold the design products tools and techniques to create finished hair designs
- numeracy skills to manage the completion of hair design services within salon timeframes

Required knowledge

- the elements and principles of design as they are applied to hair design
- the effects of humidity on long hair design finishes
- the workplace styling products range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - analysing and identifying the elements of long hair designs and alternative techniques that may be applied to achieve those designs - applying up styles that include braids, chignons roll and twists - completing long hair design services within designated workplace timeframes.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - an adjustable client chair - a clean client gown or wrap - a supply of clean towels - hair design equipment, including: - combs - brushes - clips - padding - hot rollers - blow dryer - flat iron - a range of clients with long hair for hair design services - styling products - relevant documentation, including: - product and equipment instructions and safety data sheets - salon procedures For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for

this unit:

- direct observation of the learner consulting with clients and applying tools and equipment to complete long hair designs
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHCCS302A Perform a full client consultation
- SIHHCCS304A Plan services for special events
- SIRXSLS002A Advise on products and services

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Natural hair type may include:	• European • African • Asian.
Texture may include:	• coarse • medium • fine.
Growth patterns may include:	• crown area • hairline • neckline • cowlicks (whorls).
Length, structure and movement may include:	• shoulder length • below shoulder length • one length or solid • graduated • combination of structures • straight • wavy • natural curl • chemical curl or waves.
Facial features and bone structure may include:	• square • round • oval • combination of shapes • unusual facial shapes.

Elements and principles of design may include:	• elements, such as:
	  • straight or curved lines
	  • shape
	  • direction
	  • size
	  • texture
	  • colour
	• principles, such as:
	  • balance
	  • gradation

	• repetition
	• contrast
	• harmony
	• dominance
	• unity.
Clients may include:	• women
	• children
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Long hair designs must include:	• braids
	• classic French rolls
	• classic victory rolls
	• twists
	• classic chignons.
Long hair designs may include:	• knots
	• curls
	• waves
	• texture
	• ornamentation.
Visual examples may include:	• magazine shots
	• photographs
	• quick sketches or simple line drawings
	• hair design text books.
Styling products may include:	• gels
	• glazes
	• mousses
	• waxes
	• setting lotions
	• sprays.
Relevant hair preparation methods may include:	• applying styling products
	• blow drying using a round brush for volume
	• blow drying hair straight or smooth
	• applying flat irons to straighten hair
	• applying hot rollers to set hair.
Relevant finishing techniques may include:	• finishing techniques, such as:
	• brushing
	• dry moulding
	• placing
	• backcombing
	• smoothing over backcombing

	• securing the hair using bands or pins that are not visible in the finished design
	• applying fixing products such as hair sprays.
Salon procedures may include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.
Home hair care products may include:	• shampoos
	• conditioners
	• styling aids, such as:
	• mousses
	• lotions
	• gels
	• hair sprays
	• texturising products.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHDS305A Select and apply hair extensions

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and apply hair extensions.

Application of the Unit

This unit applies to hairdressers in salon environments, who apply hair extensions to increase the length and volume of hair and to introduce additional colours. The operator selects from human, animal or synthetic hair and mixes hair prior application to achieve desired colour and texture. Hair extensions may be applied to a full or partial head.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Service Skills Australia

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with clients.	1.1. Determine *client* needs and expectations through questioning and discussions.
	1.2. Design *hair extension concepts* to match facial features, bone structure, natural hair and client requirements.
	1.3. Discuss finished design with client to confirm that design meets client characteristics and requirements.
	1.4. Identify cost, application technique, maintenance requirements and features and benefits of the service and clearly explain to clients.
2. Analyse and select hair type and colour.	2.1. Identify extension *hair type*.
	2.2. Identify and select colour and texture of hair extensions, according to confirmed design.
	2.3. Select number of strands in hair extension and mix fibres according to product instructions and confirmed design.
3. Prepare client's natural hair.	3.1. Prepare client's natural hair so that it is clean, dry and free of styling aids.
	3.2. Remove existing hair extensions where required, according to salon procedures and product instructions.
	3.3. Section client's natural hair according to confirmed design.
	3.4. Ensure the safe disposal of waste, according to *salon procedures*.
4. Apply hair extensions.	4.1. Select strand sizes to match the confirmed design.
	4.2. Select section sizes that are appropriate for the strand size chosen.
	4.3. Apply strands and securely seal using *bonding equipment*, according to product instructions, salon procedures, and to match confirmed design.

5. Complete hair design.	5.1. Apply cutting and finishing techniques where required to blend extensions and natural hair, and to achieve the planned finished design.
	5.2. Confirm client satisfaction and make adjustments if required.
	5.3. Explain hair extension maintenance procedures clearly to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to interact with clients
- communication skills to:
    - interact with clients
    - consult with clients during preservice analysis
    - check client comfort during the hair extension process
    - confirm client satisfaction with hair extension results
- literacy skills to interpret and follow manufacturer's hair extension system instructions
- technical skills to:
    - select, mix and apply hair extensions
    - remove existing hair extensions
    - safely use and apply a hair extensions system, including:
- human, animal or synthetic hair
- bonding products
- application and removal tools and equipment
    - apply haircutting techniques to blend hair extensions and natural hair

Required knowledge

- hair extension system, including its components and applications
- the types of hair and synthetic fibres used in hair extensions
- maintenance requirements for hair extensions
- relevant salon procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - selecting and mixing hair colours and textures to blend with client's natural hair - using a hair extension system to apply hair extension services to full and partial head - removing and adjusting existing hair extensions - applying haircutting and finishing techniques to blend hair extensions with natural hair for finished designs.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - an adjustable client chair - clean client gown or wrap - a supply of clean towels - a hair extension system that includes hair, bonding products and tools - clients with a range of hair extension requirements - haircutting tools and equipment - finishing tools and equipment - relevant documentation, such as: - manufacturer hair extension system manuals that include product and equipment information - salon procedures. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct observation of the learner: - selecting and mixing hair colours and textures to blend with client's natural hair - removing and adjusting existing hair extensions - using a hair extension system to apply hair extension

> services for full and partial head
>
> - applying haircutting and finishing techniques to blend hair extensions with natural hair for finished designs
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge such as:
    - the types of hair and synthetic fibres used in hair extensions
    - maintenance requirements for hair extensions
    - relevant salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.
	Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:
	- SIHHCCS302A Perform a full client consultation

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Hair extension concepts may include:	• adding length • increasing volume • adding colour • applying to full or partial head.
Hair type may include:	• tape extensions (double sided tape wedges between two thin wefts of hair) • micro-links (stick shaped bonds applied by clamping to the client's own hair) • flexi-bonds (an extension with glue on the end that is clamped and fused to the client's hair by the application of heat).

Salon procedures may include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	  • waste minimisation
	  • waste disposal
	  • water efficiency.

Bonding equipment may include:	• electrical • mechanical.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHDS406A Design and apply creative long hair designs

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to combine design elements and techniques to produce creative up, down and combination finished designs.

Application of the Unit

This unit applies to senior hairdressers in salon and session styling environments, who research current directions in long hair design and combine design elements, principles and technical skills to achieve creative, experimental or innovative (avant garde) long hair images on female clients. Such images are based on local, international, current and emerging hair and fashion trends.

The hair design may primarily establish the basis of the look. Alternatively, the hair design concept is developed around particular clothes or an event theme. This may involve the addition of hair pieces, other fibres, materials and ornaments to achieve the design.

A person undertaking this role applies discretion and judgement accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research creative long hair looks.	1.1. Develop a *portfolio of creative long hair designs*, using a range of *sources*.
	1.2. Analyse and identify long hair design elements, principles and techniques and materials in a *design plan* and record in the portfolio.
2. Consult with client and plan finished look.	2.1. Establish *natural hair type, texture, growth patterns, length, structure and movement* by physical and visual examination.
	2.2. Observe *facial features and bone structure*.
	2.3. Review and discuss possible finished long hair designs using *visual examples* as appropriate to establish *client* expectations.
	2.4. Apply the *elements and principles of design* to complement client facial features and bone structure and plan alternative *long hair designs*.
	2.5. Discuss and confirm a creative long hair design concept with client.
3. Prepare the hair.	3.1. Select and apply *styling products*, according to hair type and planned design, following product instructions.
	3.2. Select and apply *relevant hair preparation methods*.
4. Apply relevant techniques to create a finished long hair design.	4.1. Select and apply *relevant finishing techniques* to achieve the predetermined look.
	4.2. Ensure client comfort and safety during the process according to *salon procedures*.
	4.3. Confirm client satisfaction and adjust hair design finish where required.
	4.4. Advise on hair design maintenance and recommend relevant *home hair care products*.
	4.5. Complete hair designs within designated salon timeframes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - interact with clients
    - consult with clients during preservice analysis
    - check client comfort during the hair design finishing process
    - confirm client satisfaction with hair design results
- design skills to:
    - conduct hair design analysis
    - apply the elements and principles design to design finished looks
- research skills to source information on local, international, current and emerging hair and fashion trends that may influence long hair designs.
- technical skills to:
    - select and apply systematic methods of preparing long hair
    - use and safely apply a wide range of hair design finishing tools and techniques
    - attach hair pieces and ornamentation
- numeracy skills to manage the completion of creative long hair design services within salon timeframes

Required knowledge

- elements and principles of design as they are applied to hair design
- current and emerging trends in long hair design
- salon styling products range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• analysing and identifying the elements of long hair designs and alternative techniques that may be applied to achieve those designs
	• applying tools and equipment to achieve a range of creative and current up, down and combination hair designs on long hair
	• completing long hair design services within designated salon timeframes.
Context of and specific resources for assessment	Assessment must ensure access to:
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• an adjustable client chair
	• a clean client gown or wrap
	• a supply of clean towels
	• hair design equipment, including:
	• combs
	• brushes
	• rollers
	• clips
	• blow dryer
	• heat diffuser
	• heat lamps
	• hair dryer
	• tongs
	• straightening irons
	• a range of clients with long hair for hair design services
	• styling products
	• relevant documentation, including:
	• manufacturer instructions
	• salon procedures
	• safety data sheets for the safe use of electrical equipment
	For further guidance on the use of an appropriate simulated

environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- research leading to the development of a long hair design portfolio
- direct observation of the learner consulting with clients and applying tools and equipment to complete long hair designs
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHTLS403A Work as a session stylist

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Portfolio of creative long hair designs may include:	• local and international creative long hair design trends • photographs, including hard copy and online • sketches • DVD or video.
Sources may include:	• local and international sources • books • fashion magazines • fashion parades and collections • hair shows • websites.

Design plan must include:	• identified design elements and principles
	• tools
	• techniques
	• additional materials, such as:
	   • padding
	   • hairpiece
	   • ornamentation.

Natural hair type may include:	• European • Afro • Asian.
Texture may include:	• coarse • medium • fine.
Growth patterns may include:	• crown area • hairline • neckline • cowlicks (whorls).
Length, structure and movement may include:	• shoulder length • below shoulder length • one length or solid • graduated • combination of structures • straight • wavy

	• natural curl
	• chemical curl or waves.
Facial features and bone structure may include:	• square
	• round
	• oval
	• heart
	• combination of shapes
	• unusual facial shapes.
Visual examples may include:	• magazine shots
	• photographs
	• quick sketches or simple line drawings
	• hair design text books.
Clients may include:	• women
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Elements and principles of design may include:	• elements, such as:
	• straight or curved lines
	• shape
	• direction
	• size
	• texture
	• colour
	• principles, including:
	• balance
	• gradation
	• repetition
	• contrast
	• harmony
	• dominance
	• unity.
Long hair designs must include:	• hair designs that are:
	• up
	• down
	• a combination up and down looks
	• structured and unstructured looks.
Long hair designs may include:	• rolls
	• twists
	• braids
	• knots

	• curls
	• waves
	• texture
	• the application of padding
	• ornamentation
	• attached hairpieces.
Relevant hair preparation methods may include:	• applying styling products
	• blow drying
	• blow waving
	• moulding
	• water waving
	• roller placement for curl or volume
	• applying hot tongs for curl or texture
	• applying crimpers
	• lamp drying
	• use of heat diffusers
	• smoothing and straightening hair
	• applying flat irons to straighten hair.
Relevant finishing techniques may include:	• finishing techniques, such as:
	• sectioning the hair and following a sequence to dress each section
	• brushing
	• dry moulding
	• backcombing
	• smoothing over backcombing
	• placing
	• securing the hair using bands or pins that are not visible in the finished design
	• inserting attachments, such as:
	• padding of various shapes
	• hairpieces made from human or synthetic hair
	• artificial fibre
	• ornamentation.
Salon procedures may include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.

Home hair care products may include:	- shampoos - conditioners - styling aids, such as: - mousses - lotions - gels - waxes - hair sprays - texturising products.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHDS407A Apply and maintain wigs and hairpieces

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and apply hairpieces to complement a hair design, and to carry out the cleaning and maintenance of wigs and hairpieces.

Application of the Unit

This unit applies to hairdressers in salon and session styling environments, which maintain design and apply full wigs and incorporate hairpieces into hair designs. Clients may wear wigs or hairpieces for theatrical or film character roles, to simulate or replace their own hair in response to hair loss; or for fashion effects. The operator may be required to maintain and style full wigs and also to fit or to incorporate hairpieces into finished hair designs.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select and use cleaning products and techniques.	1.1. Examine *wigs and hairpieces* and identify *stitching, knotting and fibre type*.
	1.2. Select, use and apply cleaning and conditioning products to match stitching, knotting and fibre type and apply according to manufacturer's instructions and *salon procedures*.
	1.3. Safely dispose of cleaning product waste to minimise negative environmental impacts according to salon procedures.
2. Cut wigs and hairpieces.	2.1. Apply wig or hairpiece to clients existing hair and adjust to ensure a comfortable fit.
	2.2. Discuss finished look with *client* and apply haircutting techniques to achieve the agreed result.
	2.3. Cut hairpieces attached to existing hair and blend to achieve planned natural looks.
	2.4. Ensure the safe disposal of waste, according to salon procedures.
3. Apply design finishes to wigs and hairpieces.	3.1. Review and discuss alternative finished hair designs to confirm client expectations.
	3.2. Confirm style concepts to complement facial features, bone structure and client expectations with clients.
	3.3. Attach wigs or hairpieces to a working block, and select and apply *styling products* according to fibre type, base materials, planned design and manufacturer instructions.
	3.4. Select and apply *relevant tools and techniques*, according to fibre type and base materials, to achieve the overall finished design.
	3.5. Re-apply styled wigs or hairpieces to clients and adjust to ensure a secure and comfortable fit
	3.6. Maintain client comfort and safety during the process according to salon procedures.
	3.7. Confirm client satisfaction and adjust design finish where required.
	3.8. Apply styling products for finished texture or hold, as required.

Service Skills Australia

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - consult with clients during preservice analysis
  - check client comfort during the fitting process
  - confirm client satisfaction with design results
- design skills to:
  - conduct hair design analysis
  - apply the elements and principles of design to design finished looks
- technical skills to:
  - fit wigs and hairpieces
  - apply haircutting techniques to:
- shorten or texturise full wigs
- blend hairpieces with natural hair
  - select suitable products and safely apply cleaning procedures to human and synthetic hair fibres with a variety of knotting, stitching and base materials
- literacy skills to interpret and apply cleaning product information and safety data sheets

Required knowledge

- elements and principles of design
- types of head blocks and their suitability for attaching wigs and hairpieces
- a range of attachment tools
- different types of wigs and hairpieces and their applications
- hair fibres used in wigs and hairpieces including:
  - human hair: European, African, Euro-Asian and Asian
  - synthetic fibre
  - animal hair
- relevant salon procedure

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selecting and applying appropriate products and techniques to clean a variety of wigs and hairpieces • applying, adjusting and cutting a full head wig to meet client requirements. • selecting and using haircutting techniques to blend a hairpiece with natural hair • completing finished designs on wigs and hairpieces to client satisfaction.
Context of and specific resources for assessment	Assessment must ensure access to: • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • an adjustable client chair • clean client gown or wrap • a supply of clean towels • wig blocks and appropriate attachment tools • wig and hairpiece cleaning products • a range of wigs and hairpieces • clients requiring a range of wig or hairpiece applications • haircutting tools and equipment • finishing tools and equipment • relevant documentation such as salon procedures. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the learner:
	   • cleaning wigs and hairpieces
	   • cutting switches and postiche to blend with natural hair
	   • cutting wigs and hairpieces

- styling and finishing wigs and hairpieces
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - the types of hair and synthetic fibres used in wigs and hairpieces
  - types of knotting
  - cleaning and maintenance requirements for different fibres
  - relevant salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.
	Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:
	- SIHHHDS408A Make wigs and hairpieces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Wigs and hairpieces may include:	• full head wigs
	 • toupees
	 • artificial beards and moustaches
	 • long or short frangia
	 • one, two or three stem switch
	 • button
	 • postiche, including:
	  • square
	  • round
	  • heart
	  • fantasy shape
	 • wiglet in a variety of base shapes
	 • hair, such as:
	  • long
	  • short
	  • straight
	  • wavy
	  • curly
	  • natural or artificial colours.

Stitching, knotting and fibre type may include:	• machine stitching
	 • hand knotting
	 • human hair:
	  • European
	  • Asian
	  • African
	  • Euro-Asian
	 • synthetic fibre
	 • animal hair.

Salon procedures may include:	• client comfort and safety • operator safety • procedures that comply with state or territory and local government health regulations relevant to the service • environmental protection practices, such as: • waste minimisation

	• waste disposal
	• water efficiency.
Clients may include:	• men
	• women
	• children
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Styling products may include:	• setting lotions
	• gels
	• glazes
	• mousses
	• waxes
	• sprays.
Relevant tools and techniques may include:	• tools:
	• combs
	• wire brushes
	• styling brushes
	• clips
	• rollers
	• blow dryers
	• tongs
	• techniques, such as:
	• blow drying
	• blow waving
	• moulding
	• water waving
	• roller placement
	• pin curling
	• lamp drying
	• using heat diffusers.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHDS408A Make wigs and hairpieces

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the skills and knowledge required to hand make wigs and hairpieces.

Application of the Unit

This unit applies to senior hairdressers who may work in hairdressing salons or wig-making environments. Clients may require wigs or hairpieces for theatrical or film character roles, to simulate or replace their own hair in response to hair loss; or for fashion effects. The operator may be required to fit and hand make full wigs or to make hairpieces to incorporate into finished hair designs.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with clients.	1.1. Discuss *client needs and expectation*s.
	1.2. Identify cost, application, maintenance requirements, features, benefits and applications of different *wigs and hairpieces* and clearly explain to clients.
	1.3. Confirm finished wig or hairpiece designs that meet *client requirements*.
2. Analyse and select hair type.	2.1. Discuss *human hair types*, synthetic hair and their suitability to meet client needs.
	2.2. Match hair type is to the client's own hair to achieve colour match and wave or curl match, where possible and according to client requirements.
3. Prepare hair for use in wig or hairpiece.	3.1. Ensure safe use of hack according to *salon procedures*.
	3.2. Apply root-turning procedure root to root and end to end, according to natural hair growth pattern.
	3.3. Select and mix various hair types, according to required texture, colour and curl, and predetermined client requirements.
4. Make wigs and hairpieces.	4.1. Take *key measurements* for base of wig and transfer measurements accurately from head to block.
	4.2. Select suitable *materials* for wig or hairpiece base and other parts of the wig to suit agreed end product.
	4.3. Determine *procedure for placing hair on base*, according to client requirements.
	4.4. Select, apply and maintain *wig-making tools*, according to salon procedures.
	4.5. Select and apply *ventilating techniques* where required.
	4.6. Knot and make wig or hairpiece, according to client requirements.
	4.7. Ensure the safe disposal of waste hair and other materials, according to salon procedures.

5.	Fit wigs and hairpieces.	5.1.	Fit finished wig or hairpiece on client to ensure a firm but comfortable fit.
		5.2.	Make adjustments where necessary and confirm client comfort and satisfaction.
		5.3.	Offer home hair care and in-salon maintenance advice.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - interact with clients
    - consult with clients to establish their end product requirements
    - check client comfort during the fitting process
    - confirm client satisfaction with finished wigs and hairpieces
- technical skills to:
    - perform client measurement and fitting
    - select and prepare hair for a variety of wig-making procedures, including:
- hackling
- root turning
- hair colouring and curling
- matching client's hair type
- hair blending
    - select appropriate bases
    - perform knotting and other wig making   techniques
- literacy skills to interpret and apply salon procedures
- numeracy skills to take key measurements and transfer them to a wig-making block

Required knowledge

- factors affecting the design of wig and hairpieces:
    - selection of hair type
    - preparation of materials
    - design and structure of wigs, hairpieces and postiche
    - different hair fibres, hair types and bases
    - head blocks and tools
    - facial shapes and features, bone structure and body shape
    - client characteristics and limitations
    - client preferences and expressed requirements
    - occasion
    - balancing hair length and volume
    - the elements and principles of design as applied to hair design
- a range of head blocks and their suitability for attaching wigs and hairpieces
- a range of block attachments and tools for making wigs and hairpieces
- a range of measuring and fitting requirements and procedures for wigs and hairpieces
- relevant salon procedures
- human hair types used in wigs and hairpieces and their characteristics

Service Skills Australia

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysing client characteristics and requirements and recommending appropriate hair fibre • knowledge and safe application of technical tools • procedures and techniques used in wig making • integrating a range of wig-making techniques to produce wigs and hairpieces suitable for photographic, theatre, film, television, special effects and prosthesis application • evaluating completed wigs or hairpieces and confirming client satisfaction with the finished result.
Context of and specific resources for assessment	Assessment must ensure access to: • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • a client consultation area • wig blocks and appropriate attachment tools • a full range of wig making products • a supply of hair fibres of different type • sample wigs and hairpieces • clients requiring a range of wig or hairpiece applications • haircutting tools and equipment • relevant documentation such as salon procedures. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	 • direct observation of the learner:
	    • consulting with clients
	    • measuring clients for full head wigs and hairpieces
	    • selecting, preparing and blending hair
	    • selecting base materials
	    • applying ventilating and wefting techniques

- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge, such as:
  - the types of human hair types used in wigs and hair pieces
  - tools, procedures and techniques used in wig making
  - relevant salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.
	Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:
	• SIHHHDS407A Apply and maintain wigs and hairpieces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Client needs and expectations may include:	• for theatrical or film character roles • to simulate or replace their own hair in response to hair loss • for fashion effects.

Wigs and hairpieces may include:	• full head wigs
	• toupees
	• artificial beards and moustaches
	• long or short frangia
	• one, two or three stem switch
	• button
	• postiche, including:
	  • square
	  • round
	  • heart
	  • fantasy shape
	• wiglets in a variety of base shapes
	• hair, such as:
	  • long
	  • short
	  • straight
	  • wavy
	  • curly
	  • natural or artificial colours.

Human hair types may include:	• European • Asian • Euro-Asian • African.

Salon procedures may include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	  • waste minimisation
	  • waste disposal

	• water efficiency.
Key measurements may include:	• circumference from head to nape • ear to ear over top of head • front hairline to centre of forehead • ear to ear over the occipital area.
Materials may include:	• galloon • tulle • net (caul) • springs • weft.
Procedure for placing hair on base may include:	• ventilating • wefting.
Wig-making tools may include:	• wefting frame • crochet hook.
Ventilating techniques may include:	• single • double • triple • English.

Unit Sector(s)

Hairdressing

Competency Field

Hair Design

SIHHHRS201A Rinse and neutralise chemically restructured hair

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the rinsing and neutralising process to chemically curled or volumised hair.

Application of the Unit

This unit applies to salon assistants who work at the basin area in hairdressing salons, rinsing chemicals from the hair and applying, processing and rinsing off neutralising chemicals under the direction of a supervising hairdresser.

A person undertaking this role works under supervision and guidance provided by others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

    Service Skills Australia

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with supervising hairdresser and prepare client.	1.1. Discuss aspects of the rinsing and neutralising process and confirm instructions with supervising hairdresser prior to commencing the service. 1.2. Apply gowns or wraps and towels, according to salon procedures to ensure *client* protection.
2. Rinse hair.	2.1. Control water temperature and flow during rinsing. 2.2. Rinse hair gently and evenly to remove all residual product. 2.3. Gently and evenly blot excess water from hair without disturbing hair on rods.
3. Neutralise hair.	3.1. Select *neutralising products* to match reformation chemicals. 3.2. Take *personal precautions* to prevent operator skin reactions to neutralising chemicals. 3.3. Follow salon procedures to minimise water and product waste and negative environmental impacts throughout the neutralising service. 3.4. Measure, apply and process neutralising chemicals without disturbing hair on rods according to product and supervising hairdresser instructions. 3.5. Ensure *client comfort and safety* throughout the neutralising process, according to product safety data sheets and *salon procedures*.

4. Remove neutralising products and rods.	4.1. Remove rods in a manner that does not apply undue stretch to the newly reformed hair.
	4.2. Remove all residual neutralising chemicals from the hair, according to manufacturer instructions after the specified processing time.
	4.3. Apply *conditioning products* after neutralising, where directed by supervising hairdresser.
	4.4. Gently towel dry hair and replace gown or wrap and towels as per salon procedures.
	4.5. Relocate client to finishing service area at completion of process.
	4.6. Safely dispose of *waste* to minimise negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - seek direction and advice from supervising hairdressers
  - check client comfort during the rinsing and neutralising procedure
- technical skills to:
  - thoroughly and evenly rinse chemicals from hair
  - remove excess moisture from the hair
  - evenly apply neutralising products
  - apply salon safety procedures at the basin
  - prevent possible skin damage to client and operator
- literacy skills to:
  - interpret product information, instructions and safety data sheets
  - interpret relevant salon procedures
- numeracy skills to:
  - measure and apply neutralising products to minimise waste
  - manage processing times effectively

Required knowledge

- the consequences and effects of neutralising products in setting the reformed shape of the hair
- product information, instructions and safety data sheets for the product being used
- salon procedures relating to:
  - client comfort and safety
  - operator safety
  - health and hygiene
  - the protection of client and operator skin and clothing during rinsing and neutralising
  - waste minimisation
  - waste disposal
  - water efficiency

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistent application of safe work practices in regard to the neutralising service, and safe use of product, according to manufacturer instructions and product safety data sheets • consistently ensuring client comfort and safety throughout rinsing and neutralising procedures • thoroughly rinsing reformation chemicals from the hair and evenly removing excess moisture prior to the application of neutraliser • evenly applying neutraliser so that hair is not disturbed and the whole area is treated and timing the process according to manufacturer instructions • removing neutralising chemicals and rods in a manner that does not apply undue stretch to newly reformed hair.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped basin services area which includes as a minimum:
	  • back wash facilities
	  • client shampoo chairs
	  • adjustable water temperature and shampoo spray attachments
	  • neutralising products
	  • a conditioning treatments range
	  • a plentiful supply of clean towels
	  • clean client gowns
	• documented salon procedures, such as:
	  • methods for gowning clients for rinsing and neutralising
	  • procedures that ensure client comfort and safety at the basin
	  • operator comfort and safety
	  • procedures that comply with state or territory and local government health regulations relevant to providing

services at the basin

- environmental protection practices, such as:
- waste minimisation
- resource management
- recycling
- energy efficiency, e.g. gas or electricity saving practices
- water efficiency.
- a range of chemical reformation clients with different requirements
- product information, instructions and safety data sheets.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	- direct observation of the learner:
	  - positioning clients at the basin for rinsing and neutralising service
	  - protecting client comfort and safety during neutralising process
	  - rinsing chemicals from hair
	  - blotting excess water from hair
	  - applying, processing and removing neutralising products, according to product instructions and salon procedures.
	- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge such as:
	  - consequences and effects of neutralising products in setting reformed shape of hair
	  - personal precautions
	  - salon waste-minimisation procedures
	- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills. Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example: - SIHHOHS201A Apply salon safety procedures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Neutralising products may include:	• liquids and creams for nozzle application • foaming neutralisers.
Personal precautions may include:	• rubber gloves • skin barrier creams.
Client comfort and safety may include:	• protection of client's clothes and skin • provision of clean and dry wraps and towels • protection of client's face and eyes • position of client's head and neck at the basin.

Salon procedures must include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	  • waste minimisation
	  • waste disposal
	  • water efficiency.

Conditioning products may include:	• recommended products from the manufacturer's range • products from the salon range, as directed by a supervising hairdresser.
Waste may include:	• residual neutralising chemicals • end papers.

Unit Sector(s)

Hairdressing

Competency Field

Hair Reformation

SIHHHRS302A Perform chemical curling and volumising services

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and perform chemical curling and volumising services to add curl or body to short or medium length hair.

Application of the Unit

This unit applies to hairdressers in salon environments, who consult with clients, then select from and apply a range of products and equipment, chemically reform hair and achieve predetermined degrees of curl or volume.

A person undertaking this role applies discretion and judgement and takes responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHSC301A Apply the principles of hairdressing science

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Service Skills Australia

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess hair and consult with client.	1.1. Complete preservice *hair analysis* and enter on *client history*. 1.2. Identify *contraindications to chemical reformation* and inform *client*, according to salon policy. 1.3. Discuss and confirm client expectations, finished hair design and desired degree of curl or body.
2. Select and apply reforming products and equipment.	2.1. Take *personal precautions* to prevent operator skin reactions to reformation chemicals. 2.2. Select *chemical reformation products* and rod sizes to match hair analysis and desired degree of curl or body. 2.3. Apply products evenly at each stage in the process, according to product instructions. 2.4. Ensure *client comfort and safety* at all stages of winding, processing and neutralising, according to product instructions, safety data and *salon procedures*. 2.5. Cleanly section and wind hair with even lift, in a simple directional pattern, without hooked ends. 2.6. Secure rods to avoid breakage, rubber marks or drag. 2.7. Process hair and check at regular intervals to achieve predetermined degree of curl or body. 2.8. Follow salon procedures to minimise water and *product waste* throughout the service.

3.	Rinse and neutralise hair.	3.1.	Rinse hair thoroughly and evenly using tepid water to remove residual perm solution.
		3.2.	Evenly blot excess water from hair, according to product instructions.
		3.3.	Select *neutralising products* to match reformation chemicals.
		3.4.	Measure, apply and process neutralising products, according to product instructions and so as not to disturb hair on rods.
		3.5.	Gently remove rods in a manner that does not apply undue stretch to the newly reformed hair.
		3.6.	Remove residual neutralising chemicals from the hair, according to product instructions after the specified processing time.
		3.7.	Apply conditioning products after neutralising, according to product instructions.
4.	Review the service and provide home care advice.	4.1.	Review outcomes of service against established client expectations and confirm client satisfaction.
		4.2.	Recommend *home hair care products* and offer after service maintenance advice to client.
		4.3.	Update client history to include product selection, technique, outcome of service and home hair care products purchased.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and confirm client expectations
  - advise clients on degree of curl and finished hair designs
  - check client comfort during each stage of the service
  - review the outcomes of the service and check client satisfaction
- technical skills to:
  - conduct accurate preservice hair and scalp analysis
  - select products, equipment and techniques appropriate to achieve desired outcomes
  - check processing and recognise the achievement of desired degree of curl
  - evenly apply chemical reformation products
  - perform the full rinse and neutralising service
  - apply salon safety procedures throughout chemical reformation service
  - prevent possible skin damage to client and operator
- literacy skills to:
  - interpret and follow product instructions and safety data sheets
  - interpret and follow relevant salon procedures
- numeracy skills to:
  - measure and apply products to minimise waste
  - manage processing times

Required knowledge

- salon chemical reformation product range
- physical and chemical actions of the following products on the structure of hair:
  - protein fillers
  - perm solutions
  - neutralisers
  - after perm conditioners
- key factors that influence achieving planned degree of curl, including:
  - hair porosity
  - hair condition
  - rod size
  - product choice
  - processing time
  - body heat
- procedures for safe use of chemical curling and volumising chemicals
- contraindications to proceeding with chemical curling and volumising services

- salon procedures relating to operator comfort and safety

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accurate preservice hair and scalp analysis • selection and safe application of products, equipment and techniques appropriate to desired outcomes and predetermined designs • interpreting and following product instructions and safety data • winding to a preplanned pattern with even tension and without hooked ends • securing rods to avoid breakage, rubber marks or drag • consistently and successfully assessing the development of degree of curl for desired curl or body • performing the full rinse and neutralising service.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• fully equipped workstation which includes as minimum:
	    • an adjustable client chair
	    • clean client gown or wrap
	    • a plentiful supply of clean towels
	    • a trolley stocked with:
	• various sizes of perm rods
	• perm papers
	• rubber gloves
	• barrier creams
	• cotton wool
	• plastic bowls or applicator bottles
	• cap or plastic film wrap
	• fully equipped basin services area which includes as a minimum:
	    • shampoo basins
	    • client shampoo chairs
	    • adjustable water temperature and shampoo spray attachments

- a plentiful supply of clean towels
- clean client gown
  - a professional range of chemical reformation products suited to hair analysis outcomes across a range of clients
  - access to relevant documentation, including:
    - product instructions
    - product safety data sheets
    - salon procedures
  - a range of clients seeking chemical curling and or volumising services.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

| **Method of assessment** | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: |

- direct observation of the learner:
  - conducting preservice hair and scalp analysis
  - confirming client expectations and advising on degree of curl and finished hair designs
  - selecting products and equipment
  - winding to a preplanned pattern with even tension and without hooked ends, breakage or rubber marks
  - consistently and successfully assessing the development of degree of curl for desired curl or body
  - performing the full rinse and neutralising service
  - applying safe work practices and product instructions.
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - the effects of products used in chemical reformation on the structure and condition of the hair
  - personal precautions
  - client safety
  - salon waste minimisation procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

| **Guidance information for assessment** | A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills. |

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIRXOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Hair analysis may include:

- hair and scalp condition, such as:
  - normal
  - abnormal
  - dry
  - oily
  - damaged
- hair texture, such as:
  - coarse
  - medium
  - fine
- hair density, such as:
  - sparse
  - normal
  - dense
- hair porosity, such as:
  - resistant
  - normal
  - porous
  - highly porous
- existing natural movement and curl
- length of hair
- effects on hair of previous chemical services, such as:
  - chemical reformation
  - lightening agents
  - colour treatments.

Client history may include:

- hair analysis outcomes
- desired degree of:
  - curl
  - volume
  - both
- tool and product selection
- winding technique
- outcome of service
- home hair care products that were:

	• recommended
	• purchased.
Contraindications to chemical reformation may include:	• damaged hair
	• abnormal scalp conditions, including broken or weeping areas of skin
	• previous chemical services
	• resistant hair
	• highly porous hair.
Clients may include:	• women
	• men
	• children
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Personal precautions may include:	• wearing operator protective gloves when winding hair and applying solution
	• wearing operator protective gloves when applying neutraliser
	• wearing operator protective moisturiser on hands and lower arms.
Chemical reformation products may include:	• preperm porosity treatments
	• alkaline perms
	• acid perms
	• neutralisers
	• products in different strengths, to match hair analysis
	• post perm conditioning products.
Client comfort and safety must include:	• applying gown or wrap and towels to protect client clothes
	• applying protective or barrier creams to client face or neckline areas
	• avoiding contact with client or operator's eyes
	• avoiding inhalation of fumes whilst applying product.
Salon procedures must include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.

Service Skills Australia

Product waste may include:	• residual perm solution • residual neutraliser • end papers.
Neutralising products may include:	• liquids and creams for nozzle application • foaming neutralisers.
Home hair care products may include:	• shampoos • conditioners • styling aids.

Unit Sector(s)

Hairdressing

Competency Field

Hair Reformation

SIHHHRS303A Perform chemical straightening and relaxing services

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and perform chemical and relaxing treatment services to reduce curl or wave in the hair.

Application of the Unit

This unit applies to hairdressers in hairdressing salons, who consult with clients, analyse the hair, then select from and apply a range of products and equipment to chemically reform the hair to achieve predetermined degrees of relaxing of curl or wave.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHSC301A Apply the principles of hairdressing science

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess hair and consult with client.	1.1. Analyse hair based on *hair type and condition*. 1.2. Confirm desired finished design and degree of relaxation of curl or wave with client. 1.3. Create a *client history* for new clients. 1.4. Identify *contraindications to chemical straightening and relaxing* and inform client according to salon policy.
2. Select and apply products and equipment.	2.1. Select *chemical straightening and relaxing products* to match hair analysis and the predetermined relaxation result. 2.2. Select *chemical straightening tools and methods* according to product instructions and salon procedures. 2.3. Apply pre-process fillers according to product instructions, where consistent with the pre process analysis. 2.4. Apply chemical straightening product evenly to a predetermined pattern and gently comb hair without stretch, using boards and a medium-toothed comb. 2.5. Manage the development process and check for degree of relaxing according to product instructions. 2.6. Prior to final development, gently smooth hair to a predetermined pattern following *product manufacturer's recommended smoothing technique and salon procedure*. 2.7. Ensure *client and operator comfort and safety* at all stages of the straightening or relaxing service, according to product instructions, safety data and *salon procedures*. 2.8. Follow salon procedures to minimise water and product waste throughout the service.
3. Rinse and neutralise hair.	3.1. Gently and thoroughly rinse straightening product from the hair using lukewarm water. 3.2. Perform the rebonding process, according to *product manufacturer's recommended smoothing technique and salon procedure*. 3.3. Process neutraliser for product recommended time and then rinse thoroughly from the hair. 3.4. Apply post-process conditioning products, according to

product instructions.

4. Review the service and provide home care advice.	4.1. Review outcomes of service against expressed client expectations and confirm client satisfaction. 4.2. Offer after service *maintenance advice* to clients. 4.3. Update client history to include product selection, technique, outcomes of service and purchased home hair care products.

Service Skills Australia

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and confirm client expectations
  - advise clients on degree of relaxation of curl or wave, finished hair designs and home care
  - check client comfort during each stage of the service
  - review the outcomes of the service and check client satisfaction
- technical skills to:
  - conduct accurate preservice hair analysis
  - select products, equipment and techniques appropriate to achieve desired outcomes
  - apply chemical straightening product evenly to a predetermined pattern and gently comb hair without stretch
  - check processing and recognise the achievement of desired degree of relaxation of curl or wave
  - perform the full rinse and neutralising service
  - apply salon safety procedures throughout chemical straightening and relaxation services
  - prevent possible skin damage to client and operator
- literacy skills to:
  - interpret and follow product instructions and safety data sheets
  - interpret and follow relevant salon procedures
- numeracy skills to:
  - accurately measure and apply products to minimise waste
  - manage processing times

Required knowledge

- salon chemical reformation product range
- physical and chemical actions of the following products on the structure of the hair:
  - protein fillers
  - chemical straighteners and relaxers
  - neutralisers
- factors that influence achieving planned degree of relaxing
- manufacturer requirements for the safe use of chemicals for straightening and relaxing hair
- contraindications to proceeding with chemical straightening and relaxing services
- salon procedures regarding the performance of a range of chemical straightening and relaxing services
- relevant health regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducting accurate preservice hair and scalp analysis • consistently selecting products, equipment and techniques appropriate to desired outcomes and predetermined designs • interpreting and following product instructions and safety data • applying straightening products and techniques without hair breakage • assessing the development of degree of curl or wave relaxing • performing the full rinse and neutralising service according to product instructions or salon procedures.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• fully equipped workstation which includes as minimum:
	  • an adjustable client chair
	  • clean client gown or wrap
	  • a plentiful supply of clean towels
	  • a trolley stocked with:
	• medium-toothed combs with even edges
	• straightening boards
	• thermostatically controlled ceramic flat irons
	• barrier creams
	• cotton wool
	• plastic bowls or applicator bottles
	• applicator brushes
	• a fully equipped basin services area which includes as a minimum:
	  • back wash basins
	  • client shampoo chairs
	  • adjustable water temperature and shampoo spray attachments
	  • a plentiful supply of clean towels
	  • clean client gown

- a professional range of chemical straightening products suited to match hair analysis outcomes across a range of clients
- relevant documentation, including:
  - product instructions
  - product safety data sheets
  - salon procedures
  - a range of clients seeking chemical straightening and relaxing services.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:
  - conducting preservice analysis
  - predetermining with client the finished degree of straightening and relaxing
  - completing a number of full services to achieve a predetermined straightening result
  - recommending after service products and hair care routines to clients
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
  - the effects of products used in chemical straightening or relaxing on the structure and condition of the hair
  - personal precautions
  - salon procedures to ensure:
- client safety
- operator safety
- compliance with relevant health regulations
- waste minimisation procedures
- review of portfolios of evidence and third-party reports salon reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a

day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation.
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Hair type and condition may include:	- untreated natural curly or wavy hair - chemically treated hair - strong or resistant natural curls - damaged hair - a variety of hair types from a range of ethnic backgrounds.
Clients may include:	- women - men - children - people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Client history may include:	- hair analysis outcomes - desired degree of relaxation - tool and product selection - straightening method - outcome of service - home hair care products: - recommended - purchased.
Contraindications to chemical straightening and relaxing may include:	- damaged hair - highly porous hair.
Chemical straightening and relaxing products may include:	- preprocess shampoos - preprocess softeners - pre and post process fillers and conditioning products - curl relaxers for chemically treated hair - hair straighteners for untreated naturally curly or wavy hair - hair straighteners for strong or resistant natural curls - neutralisers - post process care and styling products.
Chemical straightening tools and methods may include:	- medium-toothed combs with even edges - straightening boards

	• fingers
	• thermostatically-controlled ceramic flat irons.
Product manufacturer's recommended smoothing technique and salon procedure may include:	• working to a predetermined pattern, combing hair layer by layer and pressing between index and middle fingers
	• laying already smoothened hair onto the straightening board and smoothing hair a second time against the board using the back of a comb.
Client and operator comfort and safety must include:	• providing protective gowning for client
	• applying straightening product 1cm from the hair root to avoid breakage
	• avoiding product contact with client and operator's skin or eyes
	• wearing operator protective gloves.
Salon procedures must include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.
Product manufacturer's or salon preferred method of re-bonding may include:	• applying rebonding product to:
	• towel dried hair
	• cooled hair that has been:
	• blow dried
	• flat ironed
	• blow dried and flat ironed.
Maintenance advice may include:	• delaying shampooing hair for 2–4 days after procedure
	• recommending home hair care products, such as:
	• shampoos
	• conditioners
	• intense protein treatments
	• anti-frizz
	• hair gloss.

Unit Sector(s)

Hairdressing

Competency Field

Hair Reformation

SIHHHRS304A Perform protein straightening and relaxing treatments

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform protein straightening and relaxing treatments to reduce curl or wave in the hair.

Application of the Unit

This unit applies to hairdressers in hairdressing salons who consult with clients, then select and apply protein straightening and relaxing treatments to achieve finished hair designs, incorporating a predetermined degree of relaxing of curl or wave.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHSC301A Apply the principles of hairdressing science

Employability Skills Information

This unit contains employability skills.

Service Skills Australia

Elements and Performance Criteria Pre-Content

Not applicable.

Service Skills Australia

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess hair and consult with client.	1.1. Analyse hair based on *hair type and condition*.
	1.2. Identify any existing *contradictions to protein straighteners* and recommend alternative treatments.
	1.3. Confirm desired finished design and degree of relaxation of curl or wave with *client*.
	1.4. Discuss what degree of smoothing and straightening can be achieved and for what period, based on the hair type and condition and product advice.
	1.5. Create a *client history* for new clients.
2. Select and apply protein straightening and relaxing products and equipment.	2.1. Select *products* to match hair analysis and the predetermined relaxation result.
	2.2. Select *tools*, according to product instructions and salon procedures.
	2.3. Section the hair and commence apply product in a sequence and evenly from roots to ends according to *manufacturer's recommended smoothing technique*.
	2.4. Ensure *client and operator comfort and safety* at all stages of the straightening or relaxing service, according to product instructions, safety data sheets and salon procedures.
	2.5. Follow salon procedures to minimise water and product waste throughout the service.
3. Process and set the straightening product.	3.1. Process according to product instructions.
	3.2. Thoroughly dry the hair and flat iron, according to product instructions.
4. Review the service and provide home care advice.	4.1. Review outcomes of service against expressed client expectations and confirm client satisfaction.
	4.2. Offer after-service *maintenance advice* to clients.
	4.3. Update client history to include product selection, technique, outcome and purchased home hair-care products.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and confirm client expectations
  - advise clients on degree of relaxation of curl or wave, finished hair designs and home care
  - check client comfort during each stage of the service
  - review the outcomes of the service and check client satisfaction
- technical skills to:
  - conduct accurate preservice hair analysis
  - select products, equipment and techniques appropriate to achieve desired outcomes
  - apply protein straightening product evenly to a predetermined pattern and gently comb hair without stretch
  - apply salon safety procedures throughout protein straightening and relaxation services
  - prevent possible skin damage to client and operator
- literacy skills to:
  - interpret and follow product instructions and safety data sheets
  - interpret and follow relevant salon procedures
- numeracy skills to:
  - accurately measure and apply products to minimise waste
  - manage processing times

Required knowledge

- salon protein straightening treatment products range
- physical actions of the following products and methods on the structure of the hair:
  - protein straighteners and relaxers
  - booster sprays
  - the application of heat
- factors that influence achieving the planned degree of relaxing
- manufacturer requirements for the safe use of protein treatments for straightening and relaxing hair
- salon procedures regarding the application of protein straightening and relaxing services
- relevant health regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducting accurate preservice hair and scalp analysis • consistently selecting products, equipment and techniques appropriate to desired outcomes and predetermined designs • interpreting and following product instructions and safety data sheets • applying straightening products and techniques without hair breakage • successfully assessing the development of degree of curl or wave relaxing • performing the full rinse and neutralising service, according to product instructions or salon procedures.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• fully equipped workstation which includes as minimum:
	   • an adjustable client chair
	   • clean client gown or wrap
	   • a plentiful supply of clean towels
	   • a trolley stocked with:
	• medium-toothed combs with even edges
	• straightening boards
	• thermostatically controlled ceramic flat irons
	• barrier creams
	• cotton wool
	• plastic bowls or applicator bottles
	• applicator brushes
	• fully equipped basin services area which includes as a minimum:
	   • back wash facilities
	   • client shampoo chairs
	   • adjustable water temperature and shampoo spray attachments

- a plentiful supply of clean towels
- clean client gown
- a professional range of protein straightening products suited to match hair analysis outcomes across a range of clients
- relevant documentation, including:
  - product instructions
  - product safety data sheets
  - salon procedures
  - a range of clients seeking chemical straightening and relaxing services.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include:
  - conducting preservice analysis
  - predetermining with client the finished degree of straightening and relaxing
  - completing a number of full services to achieve a predetermined straightening result
  - recommending after service products and hair care routines to clients.
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
  - the effects of products used in protein straightening or relaxing on the structure and condition of the hair
  - personal precautions
  - salon procedures to ensure:
- client safety
- operator safety
- compliance with relevant health regulations
- waste minimisation procedures
- review of portfolios of evidence and third-party reports salon reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This

does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCCS302A Perform a full client consultation
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Hair type and condition may include:	• length of hair • product build up • untreated natural curly or wavy hair • chemically treated hair • strong or resistant natural curls • damaged hair • a variety of hair types from a range of ethnic backgrounds.

Contradictions to protein straighteners may include:	• those identified in manufacturer's product safety data, such as:
	   ◦ pregnancy
	   ◦ breastfeeding mothers.

Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Client history may include:	• hair analysis outcomes
	• desired degree of relaxation
	• tool and product selection
	• straightening method
	• outcome of service
	• home hair-care products:
	   ◦ recommended
	   ◦ purchased.

Products may include:	- preprocess shampoos - protein smoothing treatments - booster sprays - post-process care and styling products.
Tools may include:	- thermostatically-controlled flat irons - blow dryer - tint brush and bowl - tail comb - sectioning clips - paddle or vent brush - plastic cap or wrap.
Product manufacturer's recommended smoothing technique may include:	- working to a predetermined pattern, combing hair layer by layer and pressing between index and middle fingers - laying already smoothened hair onto the straightening board and smoothing hair a second time against the board using the back of a comb.
Client and operator comfort and safety must include:	- providing protective gowning for client - applying straightening product 1cm from the hair root to avoid breakage - avoiding product contact with client and operator's skin or eyes - wearing operator protective gloves.
Salon procedures must include:	- client comfort and safety - operator safety - procedures that comply with state or territory and local government health regulations relevant to the service - environmental protection practices, such as: - waste minimisation - waste disposal - water efficiency.
Maintenance advice may include recommending:	- that the client uses flat irons where a very straight look is required - the timing of regular protein treatments to maintain smoothing and straightening - coordinating the timing of treatments with chemical treatments such as tints - home hair-care products such as: - shampoos - conditioners - rejuvenating treatments - intense protein treatments - anti-frizz

- hair gloss.

Unit Sector(s)

Hairdressing

Competency Field

Hair Reformation

SIHHHRS405A Apply chemical reformation techniques to enhance hair designs

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply chemical reformation techniques to enhance a range of haircut structures and long hair.

Application of the Unit

This unit applies to senior hairdressers in salon and session styling environments, who use chemical reformation techniques to enhance hair designs.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop advanced product knowledge and application techniques.	1.1. Develop and maintain chemical reformation product knowledge and share with other staff members where relevant. 1.2. Research, develop and apply design applications incorporating chemical reformation and explain or demonstrate to other staff members.
2. Assess hair and consult with client.	2.1. Analyse hair based on *hair type and condition* and planned or existing *haircut structure*. 2.2. Suggest and confirm the finished design and *enhancement* with the *client*.
3. Select and apply products and equipment.	3.1. Select *chemical reformation or straightening products* to match hair analysis and predetermined result. 3.2. Select and apply *chemical reformation tools* and winding or relaxing techniques, according to the predetermined enhancement. 3.3. Ensure *client and operator comfort and safety* at all stages of the service, according to product instructions, safety data and *salon procedures*.
4. Finish designs.	4.1. Select *finishing tools and techniques* and apply to achieve predetermined designs to client satisfaction. 4.2. Offer after-service *maintenance advice*. 4.3. Update *client history* information.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with clients
  - discuss design ideas and confirm client expectations
  - advise clients on degree of curl or degree of relaxation of curl or wave, finished hair designs and home care
  - check client comfort during each stage of the service
  - review the outcomes of the service and check client satisfaction
- technical skills to:
  - conduct accurate preservice hair analysis
  - apply elements and principles of design to hair designs
  - select and apply products, equipment and techniques appropriate to achieve classic and creative designs
- literacy skills to:
  - interpret and follow product instructions and safety data sheets
  - interpret and follow relevant salon procedures
- numeracy skills to:
  - accurately measure and apply products to minimise waste
  - manage processing times effectively.
- research skills to access creative and classic looks that use chemical reformation to enhance the hair design

Required knowledge

- the elements and principles of design
- the salon chemical reformation product range
- the physical and chemical actions of the following products on the structure of the hair:
  - protein fillers
  - chemical reformation products
  - chemical straighteners and relaxers
  - conditioning products
  - anti-frizz products
  - styling gels and other aids
- a wide range of winding, chemical texturising and straightening techniques and their effects on different haircut structures
- potential application and limitations of chemical reformation products in the salon range
- salon procedures relating to:
  - client comfort and safety

- operator safety
- health and hygiene
- waste minimisation
- waste disposal
- water efficiency
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducting accurate preservice hair and design analysis • applying the elements and principles of design to create contemporary and classic designs and to forecast new looks enhanced by the creative application of chemical reformation • selecting and applying chemical curling, volumising, straightening and relaxing equipment and techniques to achieve predetermined designs that enhance a variety of haircut structures on a range of clients • consulting with clients and providing after-service care and maintenance advice.
Context of and specific resources for assessment	Assessment must ensure access to: • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • fully equipped workstation which includes as minimum: • an adjustable client chair • clean client gown or wrap • a plentiful supply of clean towels • thermostatically-controlled ceramic flat irons • trolley stocked with: • a variety of sized perm rods and sticks of different sizes • perm papers • medium-toothed combs with even edges • straightening boards • barrier creams • cotton wool • plastic bowls or applicator bottles • applicator brushes • finishing tools, including: • heat lamps • heat diffuser • blow dryer flat irons

- hair rollers of different sizes
- pin curl clips
- a fully equipped basin services area which includes as a minimum:
  - shampoo basins
  - client shampoo chairs
  - adjustable water temperature and shampoo spray attachments
  - a plentiful supply of clean towels
  - clean client gown
- a professional range of chemical and protein relaxation and straightening products suited to match hair analysis on a range of clients
- relevant documentation, including:
  - product instructions
  - product safety data sheets
  - salon procedures
- a range of clients seeking chemical straightening or relaxing services.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks include:
  - communicating and demonstrating chemical reformation hair design enhancements to other staff
  - designing and applying chemical reformation to enhance hair designs on a range of clients
  - advising on home care and recommending products.
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge such as:
  - the salon chemical reformation product range
  - the physical and chemical actions of the following products on the structure of the hair:
- protein fillers
- chemical reformation products
- chemical straighteners and relaxers

- conditioning products
- anti-frizz products
- styling gels and other aids
    - a wide range of winding, chemical texturising and straightening techniques and their effects on different haircut structures
    - potential application and limitations of chemical reformation products in the salon range
- research that demonstrates creative and classic looks that use chemical reformation to enhance the hair design
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHHCS410A Design and perform creative haircuts

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Hair type and condition may include:	• untreated naturally curly hair or wavy hair • chemically treated hair • strong or resistant natural curls • naturally straight hair • damaged hair.
Haircut structure may include:	• short • medium • long • solid form • layered • graduated • combinations.
Enhancement may include:	• full or partial head • changes in texture • adding curl root to point (spiral) • adding curl or volume point to root • adding waves • relaxing natural curl • increasing body • increasing volume.
Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Chemical reformation straightening and relaxing products may include:	• preprocess shampoos and softeners • pre and post-process fillers and conditioning products • alkaline perms • acid perms • perming products in a variety of strengths • curl relaxers for chemically treated hair • hair straighteners for: • naturally wavy or curly hair

	• strong or resistant natural curls
	• neutralisers
	• post-process care and styling products.
Chemical reformation tools may include:	• perm rods and sticks in various shapes and sizes
	• medium-toothed combs with even edges
	• straightening boards
	• fingers
	• flat irons.
Client and operator comfort and safety must include:	• providing protective gowning for client
	• applying straightening product 1cm from the hair root to avoid breakage
	• avoiding product contact with client and operator skin or eyes
	• wearing protective gloves for operator.
Relevant legislation may include:	• federal, state and local health and hygiene legislation and regulations
	• occupational health and safety legislation and regulations.
Salon procedures must include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.
Finishing tools and techniques may include:	• natural drying
	• heat lamps
	• heat diffuser
	• blow drying
	• flat irons
	• roller finishes
	• pin-curl finishes.
Maintenance advice may include:	• product manufacturer after-service care and maintenance instructions
	• shampooing hair following procedure
	• conditioners
	• intense protein treatments
	• anti-frizz products
	• hair gloss
	• sprays and lacquers

	- self-drying techniques - brushes and combs.
Client history may include:	- hair analysis outcomes - desired degree of: - curl - volume - relaxation - tool and product selection - winding or relaxation technique - outcome of service - home hair care products: - recommended - purchased.

Unit Sector(s)

Hairdressing

Competency Field

Hair Reformation

SIHHHSC301A Apply the principles of hairdressing science

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of hairdressing science.

Hairdressers demonstrate an understanding of skin and hair biology and cosmetic chemistry as they apply to the performance of hairdressing services.

Application of the Unit

This unit applies to hairdressers in salon environments, who exercise judgement in planning and selecting appropriate products, services, equipment and techniques.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply knowledge of skin structure and function.	1.1. Identify and apply knowledge of the *main structure*, *functions and role of the skin* to the provision of hairdressing services. 1.2. Apply knowledge of the *structure and function of the glands of the skin* to the provision of hairdressing services. 1.3. Identify the *physical effects of scalp treatments* on the skin and relate to the performance of hairdressing treatments.
2. Apply knowledge of hair structure and function.	2.1. Identify the *main functions and role of hair* to provide hairdressing services. 2.2. Identify the *glands and muscles* associated with the hair and hair follicles. 2.3. Recognise the *structural and cellular features of hair and hair follicles*. 2.4. Apply knowledge of the *process of hair growth and the hair growth cycle* to the provision of hairdressing services. 2.5. Recognise the *characteristics of normal and damaged hair*. 2.6. Identify factors affecting *hair colour and chemical reformation* and apply this knowledge in designing and performing treatments. 2.7. Recognise the *physical effects of hairdressing services*.
3. Apply knowledge of cosmetic chemistry.	3.1. Identify relevant *concepts of cosmetic chemistry* and relate to the safe performance of hairdressing services. 3.2. Assess the actions of the range of chemicals used in hairdressing treatments and relate to the selection and performance of hairdressing services. 3.3. Base assessment of suitability of the hair for chemical services on analysis of the effect of previous chemical services or environmental factors on the condition of the hair.
4. Apply knowledge of hairdressing products.	4.1. Assess the formulation of a *range of hairdressing products* in relation to the product purpose and action on the hair. 4.2. Identify *contraindications* where they relate to client health and safety, hair condition and potential service outcomes.

4.3. Select appropriate product based on hair and scalp analysis and desired action on hair.

| 5. Promote hair and scalp care. | 5.1. Apply knowledge of the physical and chemical actions of a range of hairdressing products during services, to maximise the promotion of hair and scalp care, and client and operator safety. |
| | 5.2. Apply knowledge of *potential environmental damage* to hair, when providing after-care service and advice. |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to respond to questions and provide information, advice and reassurance to clients on hairdressing services
- technical skills to:
    - analyse client hair characteristics
    - select products and services that will minimise hair damage
    - protect client and operator skin
- literacy skills to interpret:
    - relevant information on skin and hair biology
    - product information and safety data sheets

Required knowledge

- relevant health and hygiene regulations
- skin penetration legislation and regulations
- relevant occupational health and safety legislation and regulations
- principles of hairdressing science as they relate to hairdressing treatments
- salon procedures related to the performance of hairdressing services
- skin biology in relation to scalp treatments and procedures
- hair biology in relation to common hairdressing treatments
- the salon product range.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• knowledge of the main ingredients in common hairdressing products and their physical and chemical effects on hair
	• applying safe work practices and the safe use of products and equipment (including the use of preventative measures)
	• knowledge and consistent application of the principles of skin and hair science as they apply to hairdressing services, including:
	  • main functions and roles of the skin
	  • structural and cellular features of hair and hair follicles
	  • process of hair growth and the hair growth cycle
	  • characteristics of normal and damaged hair
	  • contraindications to particular services.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped salon which includes as a minimum:
	  • a fully functional client reception area with:
	• telephone
	• client booking system
	• retail products range
	  • a basin services area
	  • equipment and work stations suitable for services including:
	• client consultation
	• hair and scalp treatments
	• haircutting
	• hair design
	• hair colouring
	• hair lightening
	• reformation
	  • a supply of clean towels
	  • a supply of clean client gowns or wraps
	• hairdressing products and equipment
	• a range of clients for different services

- relevant documentation, such as:
    - product information and safety data sheets
    - salon procedures.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	- observation of the learner:
	  - performing consultation, and hair and scalp analysis
	  - safely performing a variety of treatment processes with minimum negative impact on hair and skin.
	- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
	  - structural and cellular features of the hair and hair follicles
	  - hair growth cycle
	  - hair colour
	  - effects of chemical curling, volumising and straightening products on the structure of the hair
	  - relationship between the pre-existing condition of the hair and scalp and the contraindication of some services
	- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another— they are related skills. Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example: - SIHHOHS201A Apply salon safety procedures - SIHHHSC302A Identify and treat hair and scalp conditions

     Service Skills Australia

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

The *main structure, functions and role of the skin* may include:	• structure and function of the glands of the skin • relevant skin surface anatomy • major epidermal appendages and dermal structures • major cells of the epidermis • role of vascular, connective and nervous tissue in the dermis.
The *structure and function of the glands of the skin* may include:	• structure, function, distribution and development of skin glands • production, composition and functions of sebum • production, composition and functions of eccrine and apocrine sweat fluids.
Physical effects of scalp treatments may include:	• conditioning • removal of excess skin cells • removal of excess sebum.
The *main functions and role of hair* may include:	• thermo-regulation • protecting the scalp from physical damage • controlling micro-organisms on the skin.
The *glands and muscles associated with the hair and hair follicles* may include:	• structural and cellular features of a hair follicle • sebaceous glands • arrector pili muscle.
The *structural and cellular features of hair and hair follicles* may include:	• hair shaft • layers of the hair • hair root and follicle.

The *process of hair growth and the hair growth cycle* may include:	• hair growth cycle:
	   • anagen (growth phase)
	   • catagen (transitional phase)
	   • telogen (resting phase)
	 • influences on hair growth rate.

The *characteristics of normal and damaged hair* may include:	• hair type including, coarse, medium and fine • texture

	• porosity.
Hair colour and chemical reformation may include:	• main factors contributing to hair colour
	• origin, structure and location of melanin.
Physical effects of hairdressing services may include:	• effects on hair structure
	• effects on hair texture
	• degree of curl or wave in hair
	• hair colour.
Concepts of cosmetic chemistry may include:	• bonds
	• molecules
	• chemical compounds
	• chemical change
	• neutralisation and buffering
	• organic chemistry
	• chemical reactions
	• acids and bases and their effect on skin and hair
	• pH.
Relevant legislation may include:	• federal, state and local health and hygiene
	• occupational health and safety.
Workplace policies and procedures may include:	• client comfort and safety
	• operator safety
	• health and hygiene.
Range of hairdressing products may include:	• colouring products
	• lightening products
	• chemical reformation products
	• chemical relaxation products
	• temporary setting aids
	• topical products including sprays and waxes
	• trichological treatments.
Contraindications may include:	• allergic reactions
	• hair porosity.
Potential environmental damage may include:	• ultraviolet (sun) light
	• excessive use of overheated thermal equipment.

Unit Sector(s)

Hairdressing

Competency Field

Hair Science

SIHHHSC302A Identify and treat hair and scalp conditions

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess skin test reactions, to recognise a range of normal and abnormal conditions of the hair and scalp, and to propose and perform treatments from the salon range.

Application of the Unit

This unit applies to hairdressers in salon environments, who consult with clients presenting for a range of hairdressing services. In this context they are required to recognise allergic reactions to skin tests, normal and abnormal hair or scalp conditions, and to propose treatment procedures within the framework of health regulations governing the industry in each state and territory.

A person undertaking this role applies discretion and judgement and takes responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult with client.	1.1. Physically and visually examine hair and scalp and question *client* regarding recent treatments and services.
	1.2. Recognise *normal hair and scalp conditions* and propose treatments from the salon range.
	1.3. Discuss cost and confirm *treatment actions* compatible with the analysis and suitable products from the salon range.
	1.4. Record outcomes of analysis on client record.
2. Recognise abnormal hair and scalp conditions.	2.1. Recognise *abnormal hair and scalp conditions* and counsel client regarding *remedial action*.
	2.2. Apply *relevant health regulations* relating to *contagious disorders of the hair and scalp*.
3. Treat hair and scalp.	3.1. Select appropriate *remedial treatment* from the workplace range to match hair and scalp analysis.
	3.2. Perform remedial treatments according to manufacturer instructions and *salon procedures*.
	3.3. Ensure the safe disposal of treatment waste, according to salon procedures.
	3.4. Recommend beneficial home hair care products and remedial action where indicated by the condition.
	3.5. Record products and treatments on client record.
4. Test skin for possible allergic reactions.	4.1. Perform skin tests for allergic reactions prior to hair colouring and lightening services, according to manufacturer instructions.
	4.2. Observe outcomes of skin tests for *symptoms of allergic reaction* and inform clients.
	4.3. Note contraindications to colouring and lightening treatments on client records and take *appropriate action*.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - consult with clients
    - gather information from clients
    - respond to hair and scalp analysis and recommend hair and scalp treatment services
- technical skills to:
    - perform hair and scalp analysis and recognise problem conditions
    - perform scalp massage
    - perform scalp treatment services, including:
- conditioning treatments
- medicated treatments
- scalp peels
    - perform and evaluate skin tests
- literacy skills to:
    - interpret and follow product instructions and safety data sheets
    - interpret and follow relevant salon procedures
- numeracy skills to:
    - measure and apply treatment products to minimise waste
    - manage treatment times.

Required knowledge

- the transmission routes of infectious conditions
- standard infection-control precautions
- signs and symptoms of common normal and abnormal hair and scalp conditions
- physical effects on the hair and scalp of salon treatments
- applications and efficacy of hair and scalp treatments in the workplace treatments and services range
- relevant health regulations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of the transmission routes of infectious conditions and skill in the application of standard infection-control precautions • recognising the appearance of normal and abnormal scalp conditions • consulting with clients and recommending hair and scalp treatments suitable to identified conditions • applying and evaluating skin tests prior to providing hair colouring services.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	 • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	
	 • fully equipped workstation which includes as minimum:
	    • an adjustable client chair
	    • clean client gown or wrap
	    • a plentiful supply of clean towels
	
	 • a fully equipped basin services area which includes as a minimum:
	    • back wash facilities
	    • client shampoo chairs
	    • adjustable water temperature and shampoo spray attachments
	    • a plentiful supply of clean towels
	    • clean client gown
	
	 • relevant documentation, such as:
	    • relevant health regulations
	    • workplace policy and procedures manuals
	    • photographs of common disorders
	
	 • a range of clients with different hair and scalp conditions
	
	 • a professional hair and scalp treatments products range.
	
	 For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training

Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner:
    - conducting preservice hair and scalp analysis
    - selecting and applying hair and scalp treatments
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
    - the transmission routes of infectious conditions
    - standard infection-control precautions
    - signs and symptoms of common normal and abnormal hair and scalp conditions
    - physical effects on the hair and scalp of salon treatments
    - applications and efficacy of hair and scalp treatments in the workplace treatments and services range
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHHSC301A Apply the principles of hairdressing science.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may be:	• women
	• men
	• children
	• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Normal hair and scalp conditions may include:	• normal
	• oily
	• dry
	• physically damaged
	• chemically damaged.
Treatment actions may include:	• hair conditioning treatments from the salon range
	• scalp conditioning treatments from the salon range.
Abnormal hair and scalp conditions may include:	• head lice
	• scabies
	• ringworm
	• dry or oily dandruff
	• seborrhoea
	• psoriasis.
Remedial action may include:	• salon treatments
	• home treatments
	• referral to a pharmacist
	• referral to a medical practitioner
	• referral to a trichologist.
Relevant health regulations may include:	• federal, state and local health and hygiene
	• occupational health and safety.
Contagious disorders of the hair and scalp may include:	• head lice
	• scabies
	• ringworm.
Remedial treatments may include:	• medicated treatments from the salon range.
Salon procedures may include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local

	government health regulations relevant to the service
	• environmental protection practices, such as:
	• waste minimisation
	• waste disposal
	• water efficiency.
Symptoms of allergic reaction may include:	• redness
	• itching
	• swelling.
Appropriate actions may include:	• proceeding with planned colour service
	• not proceeding with planned colour service.

Unit Sector(s)

Hairdressing

Competency Field

Hair Science

SIHHHSC403A Apply knowledge of hair and scalp problems to trichological consultations

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of hair and scalp science and disorders to trichological consultations.

Application of the Unit

This unit applies to senior hairdressers in salon environments, who apply an understanding of hair and scalp science and disorders to perform trichological consultations.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work, and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply knowledge of hair and scalp science to trichological consultations.	1.1. Identify and apply the relevant principles of skin science to the performance of trichological treatments, according to *relevant health regulations* and *salon procedures.*
	1.2. Explore the *growth, development, ageing and healing* of human hair and scalp and explain their relevance to the performance of trichological consultations.
	1.3. Identify *hereditary physical traits and conditions* that affect the hair and scalp and relate to trichological consultations.
	1.4. Recognise the role of *skin chemicals, endocrine glands, hormones* and the autonomic nervous system in hair growth.
	1.5. Identify the components, *functions and dysfunctions of the circulatory system* and relate to trichological consultations.
	1.6. Identify the components, *functions and dysfunctions of the immune system* as they relate to hair growth.
2. Apply knowledge of hair and scalp disorders to trichological consultations.	2.1. Examine the development, causes and common sites of a range of *skin disorders and diseases* and their typical symptoms and medical terminology and relate to trichological consultations.
	2.2. Perform consultations identifying *contagious disorders* and the potential for cross-infection.
	2.3. Identify and discuss typical medical treatments and side effects for a range of scalp disorders and diseases with clients as required.
	2.4. Recognise *contraindications to treatments* and advise clients or refer to *appropriate professionals* as required.
3. Promote skin health and care.	3.1. Promote trichological treatments to maximise skin health and care.
	3.2. Recommend and provide beneficial treatments for a range of hair and scalp disorders and diseases.
	3.3. Provide *after-care service and advice*.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with clients
  - gather information from clients
  - respond to hair and scalp analysis and recommend trichological services
- technical skills to:
  - perform hair and scalp analysis and recognise problem conditions
  - respond to possible skin damage situations
  - apply knowledge of skin science to the performance of trichological treatments
  - apply infection control procedures
- literacy skills to:
  - research and interpret trichological information
  - interpret and follow product instructions and safety data
  - interpret and follow relevant salon procedures
- numeracy skills to:
  - measure and apply treatment products to minimise waste
  - manage treatment times.

Required knowledge

- relevant health regulations
- principles of skin science and skin disorders as they relate to trichological treatments
- knowledge of skin science and skin disorders in relation to trichological treatments or procedures, including:
  - main functions and role of the skin
  - growth, development, ageing and healing of human skin
  - inheritance of physical traits
  - function, formation and behaviour of the major skin chemicals
  - role of endocrine glands and hormones in the body
  - skin disorders
  - provision of after-care service and advice
- role and limitations of trichology in the management of a range of skin disorders
- the salon treatment range.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of skin science and skin disorders as they apply to trichological treatments • applying a variety of trichological treatments, using a variety of techniques and procedures involving scalp and hair care • provision of after-care service and advice.
Context of and specific resources for assessment	Assessment must ensure access to: • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • a fully equipped workstation which includes as minimum: 　• an adjustable client chair 　• clean client gown or wrap 　• a plentiful supply of clean towels • relevant documentation, such as: 　• relevant health regulations 　• salon procedures 　• product information • a range of clients with different hair and scalp conditions • a professional hair and scalp trichological treatments products range. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the learner performing trichological consultations and treatments. • written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include: 　• principles of skin science and skin disorders as they relate to trichological treatments

- knowledge of skin science and skin disorders in relation to trichological treatments and procedures, including:
- main functions and role of the skin, such as:growth, development, ageing and healing of human skin, inheritance of physical traits, function, formation and behaviour of the major skin chemicals, role of endocrine glands and hormones in the body, skin disorders, provision of after-care service and advice, role and limitations of trichology in the management of a range of skin disorders
- review of portfolios of evidence and third-party reports of on-the-job performance.

| **Guidance information for assessment** | A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills. |

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHHSC404A Perform trichological assessments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Relevant health regulations may include:	• federal, state and local health and hygiene
	• occupational health and safety.
Salon procedures may include:	• health and hygiene
	• comfort and privacy
	• timeframes for the completion of the service
	• quality assurance.
The ***growth, development, ageing and healing*** of human skin may include:	• growth
	• development
	• differentiation
	• cell division and differentiation
	• growth of the epidermis
	• mitosis
	• changes in the skin from foetus to old age
	• theories about ageing
	• normal ageing and photo ageing
	• wound healing, including stages in wound healing.
Hereditary physical traits and conditions may include:	• the gene theory of inheritance
	• dominant and recessive genes
	• inherited skin disorders
	• acne
	• eczema or atopic dermatitis
	• seborrheic dermatitis
	• pigmentation disorders
	• hair disorders.
Skin chemicals will include:	• sweat
	• sebum.
The role of the endocrine glands and hormones may include:	• sebaceous gland secretion
	• sweat secretion
	• sense reception
	• growth and healing
	• hair growth and loss
	• pigmentation
	• age-related hormonal change and the skin.

Functions and dysfunctions of the circulatory system as they relate to trichological consultations may include:	• the interrelationship between the circulatory and endocrine systems • the relationship of the circulatory system to the health of the hair.
Functions and dysfunctions of the immune system as they relate to trichological consultations may include:	• auto-immune disorders • alopecia areata • the relationship of the auto-immune system to the health of the hair.
Skin disorders and diseases may include:	• dermatitis and eczema • dandruff • seborrheic dermatitis • psoriasis • pityriasis amiantacea • hair shaft disorders • traction alopecia • alopecia areata • androgenetic alopecia • diffuse hair loss.
Contagious disorders may include:	• fungal infections, such as tinea capitis • pityriasis versicolour • disease caused by animal parasites, such as lice.
Clients may include:	• women • men • children • new or regular patients with routine or special needs • patients from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Contraindications to treatments may include:	• local or general contraindications:
	  • skin disorders or diseases
	  • allergic reactions.

Appropriate professionals may include:	• trichologist • dermatologist • general medical practitioner • complementary therapist.
After-care service and advice may include:	• lifestyle changes • product advice • advice on further services.

Unit Sector(s)

Hairdressing

Competency Field

Hair Science

SIHHHSC404A Perform trichological assessments

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interact with and examine the client's hair and scalp to assess client needs.

Application of the Unit

This unit applies to senior hairdressers in salon environments, who assess client's hair and scalp conditions and provide advice that may result in referral to another professional, or the development of therapeutic approaches to identified problems or no further treatment.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Consult and examine client.	1.1. Establish rapport with *client* and obtain *relevant information* to determine expectations and requirements.
	1.2. Question clients to obtain and record *relevant client details and history*.
	1.3. Conduct physical and visual examination of the hair and scalp condition, according to *salon procedures*.
	1.4. Determine need for a microscopic analysis of sample hairs is determined and explain to client where required.
	1.5. Gather hair samples from appropriate areas of the scalp without causing damage to the samples.
	1.6. Mount hair samples on microscopic slide and examine, interpret and record observations.
2. Assess the problem.	2.1. Organise and analyse information collected from the physical and visual examination and microscopic analysis.
	2.2. Identify *abnormal hair and scalp conditions* and counsel client regarding remedial action.
	2.3. Assess *trichological problems* and their causes, based on the client examination.
3. Communicate the assessment.	3.1. Explain consultation assessment to client and answer questions with clarity.
	3.2. Discuss treatment options and costs and confirm a treatment program with client where indicated by the assessment outcomes.
	3.3. Organise referral to *other professionals* where indicated by the assessment outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - conduct client consultation, including:
- asking questions to establish client concerns and requirements
- discuss treatment options
- confirm a treatment program
- suggest referral to other professionals
- technical skills to:
  - observe and interpret microscopic examination of sample hairs
  - identify abnormal hair and scalp conditions
  - plan remedial treatments
- literacy skills to:
  - interpret and record relevant client history
  - interpret trichological product information when planning treatments
  - numeracy skills to interpret and record results of physical and visual examinations

Required knowledge

- relevant health regulations
- contraindications to trichological treatments
- adverse effects of previous treatments on the hair and scalp
- the appearance of abnormal hair and scalp conditions
- the salon range of trichological products, including:
  - composition
  - effects
  - benefits

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of client assessments based on examination and microscopic analysis • accurate, relevant and well-organised records of client information that can be readily interpreted by other professionals • sensitive and clear communication of client diagnosis and options.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• fully equipped workstation which includes as minimum:
	   • an adjustable client chair
	   • clean client gown or wrap
	   • a plentiful supply of clean towels
	• relevant documentation, such as:
	   • relevant health regulations
	   • salon procedures
	   • product information
	   • client
	• a range of clients with different hair and scalp conditions
	• a professional hair and scalp trichological treatments products range.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the learner performing trichological consultations • written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may

include:

- relevant health regulations
- contraindications to trichological treatments
- adverse effects of previous treatments on the hair and scalp
- the appearance of abnormal hair and scalp conditions
- of the salon range of trichological products, including:
- composition
- effects
- benefits.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is pre-requisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHHSC403A Apply knowledge of hair and scalp problems to trichological consultations

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may include:	- women - men - children - new or regular clients with routine or special needs - people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Relevant information may include:	- client area of concern - previous treatments - outcomes of previous treatments - required treatments - time constraints - budgetary constraints.
Relevant client details and history may include:	- date of presentation - identifying personal details - source of referral, if applicable - main presenting complaint or reason for consultation - presenting symptom picture - other current medical or therapeutic treatment - general state of health: - physical - emotional - allergies - dietary picture - sleep pattern - exercise - leisure activities - observations arising from physical and visual examination - outcomes of microscopic analysis.
Salon procedures may include:	- client privacy and safety - operator safety - procedures that comply with state or territory and local government health regulations relevant to the service - environmental protection practices, such as:

	- waste minimisation
	- waste disposal
	- water efficiency.
Abnormal hair and scalp conditions may include:	- head lice
	- scabies
	- ringworm
	- dry or oily dandruff
	- seborrhoea
	- psoriasis.
Trichological problems may include:	- dandruff
	- seborrheic dermatitis
	- psoriasis
	- pityriasis amiantacea
	- tinea capitis
	- traction alopecia
	- alopecia areata
	- androgenetic alopecia
	- diffuse hair loss
	- loose anagen syndrome.
Other professionals may include:	- medical practitioner
	- dietician
	- natural therapist.

Unit Sector(s)

Hairdressing

Competency Field

Hair Science

SIHHHSC405A Apply the principles of nutrition

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of nutrition, as based on healthy food and nutrition guidelines, when providing information to clients that will enhance the outcomes of beauty therapy treatments and general wellbeing. This information is integrated at the operator's discretion, based on the outcomes of client consultation and as part of trichological consultations and treatments.

Application of the Unit

This unit applies to senior hairdressers in salon environments who promote nutritional options as part of trichological consultations.

A person undertaking this role applies discretion and judgement accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify the role of nutrition in trichological treatments.	1.1. Identify and apply relevant principles of nutrition and their potential effects on the performance and outcomes of trichological treatments when providing *client* service and advice according to *salon procedures*.
	1.2. Identify and apply *nutrient needs and health problems across the lifespan* to trichological treatments.
	1.3. Identify role of food, nutrients and other important food substances in relation to the body's function.
2. Apply knowledge of the body's systems to trichological treatments.	2.1. Identify *main functions of the digestive system* and apply to the design and performance of trichological treatments.
	2.2. Identify major organs and the *main functions of the excretory system* and apply to the design and performance of trichological treatments.
	2.3. Apply knowledge of the body's systems to client health and treatment outcomes and provide advice or referral to *appropriate professionals* as required.
3. Provide advice on dietary guidelines.	3.1. Apply knowledge of nutritional needs to the development of the client treatment plan and to the performance of trichological treatments.
	3.2. Assess nutritional requirements and dietary health problems in regard to individual client needs and recommend referral to appropriate professionals as required.
	3.3. Promote *healthy nutritional options* and recognise the importance of nutrition to the outcomes of trichological treatments.
	3.4. Record dietary advice provided on client history.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to respond to client needs
- technical skills to relate knowledge of nutrition to the practice of beauty therapy treatments
- literacy skills to source, read, comprehend and apply relevant information on healthy diet pyramid
- communication skills to provide basic nutritional information to enhance treatment outcomes and after care

Required knowledge

- health and hygiene regulations
- salon procedures regarding the performance of trichological treatments
- nutrition related to the performance of trichological treatments, including:
  - relevant principles of nutrition
  - nutritional needs across the client's lifespan
  - role of food, nutrients and other food substances
  - main functions of the digestive system
  - functions of the main organs and the excretory system
  - dietary health problems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge and consistent application of the principles of nutrition as applied to trichological treatments • evaluating client needs and requirements and advising on nutritional needs, home care and complementary products • accurately and legibly recording relevant data.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a simulated environment, which includes as a minimum:
	  • research materials and facilities
	  • texts, including internet access
	  • promotional material on the healthy diet pyramid
	• a range of clients with varying nutritional requirements.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
	  • developing a client treatment plan taking into account nutritional factors that impact on treatment outcomes
	  • providing basic nutritional advice to clients
	  • referring clients to relevant other professionals where indicated
	• case studies, and written and verbal questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of nutrition in relation to beauty treatments, including post-treatment care and relevant legislation

- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHHSC404A Perform trichological assessments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may include:	- women - men - children - new or regular clients with routine or special needs - people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Salon procedures may include:	- health and hygiene - comfort and privacy - timeframes for the completion of the service - quality assurance.
Main functions of the digestive system must include:	- organs of the gastrointestinal tract: - mouth - oesophagus - stomach - small intestine - large intestine - rectum - anus - salivatory glands - pancreas - gall bladder - liver - functions of the digestive system, including mechanical and chemical digestive processes - common disorders of the digestive system.
Main functions of the excretory system must include:	- organs of the excretory system: - kidneys - liver - lungs - skin.
Appropriate professionals may include:	- medical practitioner - complementary therapist - nutritionist

Nutritional requirements and dietary health problems may include:	• dietician.
	• nutrients, including:
	  • proteins
	  • carbohydrates
	  • fats (lipids)
	  • vitamins
	  • minerals
	  • water
	  • dietary fibre
	  • cholesterol
	• guidelines for specific nutrients, e.g. foods containing protein
	• recommended dietary intake
	• healthy eating pyramid
	• obesity and heart disease
	• weight management
	• eating disorders
	• malabsorption.

Healthy nutritional options may include:	• general or specific advice to client • macro-nutrients

Unit Sector(s)

Hairdressing

Competency Field

Hair Science

SIHHHSC406A Develop and apply scalp treatment therapies

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply scalp treatment therapies.

Application of the Unit

This unit applies to senior hairdressers in salon environments who design and apply individual or multiple scalp treatments in response to trichological assessments. It also requires communication with clients to provide advice on self-administered parts of the treatment program and lifestyle factors to be adhered to between clinical treatments.

A person undertaking this role applies discretion and judgement accepts responsibility for outcomes of own work and provides technical leadership in the salon team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine appropriate therapy.	1.1. Determine appropriate therapy based on *client* assessment and *available salon scalp therapies and procedures*.
	1.2. Propose a *treatment plan* including costs according to the selected therapy.
	1.3. Confirm treatment plan with the client.
2. Provide therapy.	2.1. Prepare treatment area, according to *salon procedures*.
	2.2. Provide remedial therapy according to the treatment plan.
	2.3. Apply *topical treatments* according to the treatment plan.
3. Counsel client and review treatment.	3.1. Counsel client regarding *beneficial home hair care treatments*, routines and *lifestyle adjustments.*
	3.2. Use questioning and visual examination to review treatment progress and improvement outcomes.
	3.3. Adjust or vary treatment where indicated as an outcome of review.
	3.4. Update client treatment record regularly.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with clients
  - gather information from clients
  - respond to hair and scalp analysis and recommend hair and scalp treatment services
  - provide advice on:
- beneficial home hair care treatments
- lifestyle adjustments

- technical skills to:
    - perform hair and scalp analysis and recognise problem conditions
    - design trichological treatments
    - perform scalp massage movements
    - perform hair and scalp treatment services
- literacy skills to:
    - interpret and follow product instructions and safety data sheets
    - interpret and follow relevant salon procedures
- numeracy skills to:
    - cost remedial treatments, according to salon policy
    - measure and apply treatment products to minimise waste
    - manage treatment times

Required knowledge

- the transmission routes of infectious conditions
- standard infection-control precautions
- signs and symptoms of common normal and abnormal scalp conditions
- physical effects of various scalp treatments from the salon range
- applications and efficacy of scalp treatments in the salon trichological treatments and services range
- relevant health regulations
- relevant salon procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - knowledge and application of relevant salon policies and procedures, and safe work practices in regard to the provision of trichological treatments - recognising common treatable scalp conditions - planning and applying scalp treatment programs as an outcome of scalp analysis - knowledge and skill in the application of a variety of scalp treatments, using a variety of techniques and procedures involving skin care.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - fully equipped workstation which includes as minimum: - an adjustable client chair - clean client gown or wrap - a plentiful supply of clean towels - relevant documentation, such as: - occupational health and safety regulations - salon procedures - product information - a range of clients with different scalp conditions - a professional hair and scalp trichological treatments products range. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct observation of the learner: - identifying appropriate treatment regimens for a range of scalp conditions

- performing a variety of treatment processes
- completing client records relevant to scalp treatments
- written or verbal questions to assess knowledge and understanding, including:
  - the transmission routes of infectious conditions
  - standard infection-control precautions
  - signs and symptoms of common normal and abnormal scalp conditions
  - physical effects of various scalp treatments from the salon range
  - applications and efficacy of scalp treatments in the salon trichological treatments and services range
  - relevant health regulations
  - relevant salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

| Guidance information for assessment | A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended for example:

- SIHHHSC404A Perform trichological assessments |

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may include:	• men • women • children • new or regular clients with routine or special needs • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Available salon scalp therapies and procedures may include:	• creams for scaly problems • premixed creams • creams mixed by a pharmacist at the request of a treating operator • ultraviolet therapy • medicated shampoos • massage.
Treatment plans may include:	• client details • diagnosis • single or multiple clinical treatments • recommended self-administered therapies • cost.

Salon policies and procedures may include:	• client comfort and safety
	• operator safety
	• procedures that comply with state or territory and local government health regulations relevant to the service
	• environmental protection practices, such as:
	  • waste minimisation
	  • waste disposal
	  • water efficiency.

Topical treatments may include:	• conditioning creams • scalp peels • medicated treatments • shampoos.
Beneficial home hair care treatments may include:	• application of shampoos and creams • diet modification.
Lifestyle adjustments may	• reduced sun exposure • nutritional changes.

include:

Unit Sector(s)

Hairdressing

Competency Field

Hair Science

SIHHIND201A Maintain and organise tools, equipment and work areas

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and organise tools, equipment and work areas in hairdressing service environments.

Application of the Unit

This unit applies to hairdressers and hairdressers in training who maintain and organise work areas to keep the salon tidy, clean, safe and appropriate to the client service provided.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Clean, disinfect and store tools and equipment.	1.1. Clean residual hair and product from *tools and equipment*.
	1.2. Clean and disinfect tools and equipment, according to relevant health regulations and *salon procedures*.
	1.3. Store **clean linen** in a clean dry place, according to health regulations and salon procedures.
	1.4. Store cleaned and disinfected tools and equipment, according to health regulations and salon procedures.
2. Maintain tools and equipment.	2.1. Clean, oil and reset *scissors* and *clippers* regularly.
	2.2. Check scissors and clippers for bluntness and refer for sharpening as required.
	2.3. Examine disposable razor blades to detect imperfections and defects and replace as required.
	2.4. Dispose of discarded blades, according to relevant legislation and workplace policies and procedures.
	2.5. Maintain all tools and equipment in working condition, according to manufacturer instructions.
	2.6. Check electrical equipment for loose wires and refer to a licensed electrician for repair where required.
	2.7. Maintain electrical equipment according to *relevant legislative and regulatory requirements* and manufacturer instructions.
3. Organise work areas.	3.1. Maintain *work areas* in a safe, uncluttered and organised manner, according to salon policy.
	3.2. Set up work areas, according to the service to be provided.
	3.3. Apply salon procedures for tidying work areas and placing items in designated areas.
	3.4. Apply salon occupational health and safety procedures.
4. Clean work areas.	4.1. Apply salon procedures and legislative requirements that relate to the hygiene and safety of service and work areas.
	4.2. Follow salon procedures, and local health regulations when cleaning work areas, according to area function.
	4.3. Remove and dispose of waste promptly, according to salon

procedures.

4.4. Report spills, food, waste and other potential hazards to *appropriate personnel* and remove from floors, according to salon policy and legislative requirements.

4.5. Display signage promptly to indicate *unsafe areas*.

4.6. Use cleaning and maintenance equipment, according to manufacturer safety and operational instructions, and legislative requirements.

4.7. Maintain and store cleaning and maintenance equipment after use.

4.8. Dispose of cleaning waste, according to salon procedures to minimise negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to report spills, food, waste and other potential hazards to appropriate personnel and seek direction on action
- technical skills to:
  - use and maintain cleaning equipment
  - use and store chemicals, hazardous substances and flammable materials
  - use electrical and other equipment
  - check electrical equipment for obvious faults
  - reset clippers and scissors
  - replace disposable razor blades
- literacy skills to:
  - interpret and follow workplace procedures
  - interpret salon procedures and follow a regular routine that complies with legislative requirements for the cleaning, storage and maintenance of linen, tools and equipment used in hairdressing services
  - interpret and follow labels and instructions on chemicals, hazardous substances and flammable materials
- numeracy skills to:
  - measure, mix and apply disinfecting and cleaning chemicals in correct proportions
  - minimise product waste

Required knowledge

- transmission routes of infectious conditions
- standard infection control precautions
- salon policies and procedures relating to:
  - relevant health regulations
  - cleaning maintenance and storage of linen, tools and equipment
  - tagging and repair of electrical equipment
  - housekeeping
  - personal hygiene
  - maintenance and storage of cleaning equipment
  - use and storage of cleaning chemicals
  - compliance with state or territory and local government health regulations relevant to various hairdressing service areas and items of equipment
  - occupational health and safety procedures including:
- manual handling
- procedures for care and protection of the operator when using cleaning products

Service Skills Australia

- salon hazards

  - environmental protection practices, such as:

- waste minimisation

- recycling

- re-use

- energy efficiency, e.g. electricity saving devices and practices

- waste disposal including hazardous waste

- resource management disposal of sharps such as used blades

- water efficiency

- relevant occupational health and safety regulations

- relevant labels to identify chemicals and hazardous substances, including hazardous chemicals (HAZCHEM) labels

- manufacturer instructions for the use of cleaning equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of relevant health regulations and salon procedures • applying salon cleaning and set-up routines for work and service areas • applying salon procedures for cleaning, disinfection and safe storage of linen, tools and equipment used in hairdressing services • ability to check and maintain a range of tools and equipment in safe working order • cleaning, oiling and resetting clippers and scissors • regular application of salon housekeeping programs and routines, including reporting faults and problems to relevant persons, and checking and referring tools and equipment for repair as required • completing tasks in set timeframes.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped salon which includes as a minimum:
	   • a fully functional client reception area
	   • a basin services area
	   • equipment and work stations suitable for services, including:
	• hair and scalp treatments
	• haircutting
	• hair design
	• hair colouring
	• hair lightening
	• reformation
	• straightening and relaxing services
	   • a supply of clean towels
	   • a supply of clean client gowns or wraps
	• cleaning products and equipment
	• relevant documentation, such as:

- health regulations
- salon procedures
- instructions and safety data for disinfectant and cleaning chemicals

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate:
    - cleaning and preparing work areas for specific services
    - performing routine housekeeping
    - maintaining a point of sale area
    - using and maintaining cleaning equipment
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
    - relevant health regulations
    - salon procedures
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Tools and equipment may include:	• electrical equipment • scissors • clippers and guards • neck brushes • combs • brushes • sectioning clips • rollers • clips • perm rods • tint brushes • bowls.

Salon procedures may include:	• compliance with state or territory and local government health regulations and guidelines relevant to the service
	• occupational health and safety procedures
	• environmental protection practices, such as:
	  • waste minimisation
	  • recycling
	  • re-use
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal including hazardous waste
	  • resource management
	  • water efficiency
	  • health and hygiene
	  • occupational health and safety
	  • waste disposal
	• use and storage of cleaning chemicals
	• housekeeping
	• personal hygiene
	• maintenance and storage of cleaning equipment
	• safe storage of cleaned and disinfected tools and equipment.

Work areas may include:	• counters • floors

	• benches
	• sinks
	• preparation areas
	• personal service areas
	• displays
	• storage areas
	• point of sale areas and point of sale terminals
	• fixtures
	• other working surfaces.
Clean linen may include:	• towels
	• wraps
	• gowns.
Scissors may include:	• straight blades
	• curved blades
	• convex blades
	• texturising shears
	• thinning shears.
Clippers may include:	• cordless rechargeable clippers
	• electric clippers with cords.
Relevant legislative and regulatory requirements may include:	• state and territory health regulations pertaining to hairdressing establishments
	• skin penetration legislation
	• local government (council) health regulations
	• waste removal
	• environmental protection
	• transport, storage and handling of goods
	• hazardous substances and dangerous goods
	• labelling of salon substances
	• occupational health and safety with particular reference to:
	• manual handling
	• care and protection of operator when using cleaning products
	• salon hazards.
Appropriate personnel may include:	• manager
	• senior operator
	• team leader
	• colleague.
Unsafe areas may include:	• spills
	• wet areas
	• sharp edges

- loose wiring
- floors (hair and water).

Unit Sector(s)

Hairdressing

Competency Field

Industry

SIHHIND202A Develop hairdressing industry knowledge

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to develop an understanding of the hairdressing industry.

Application of the Unit

This unit applies to salon assistants and apprentice hairdressers who identify and source information on the hairdressing industry and apply this information to improve day-to-day work performance.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source information on the hairdressing industry.	1.1. Identify and access *sources of information* on the hairdressing industry. 1.2. Obtain *information* that assists effective work performance within the industry. 1.3. Source information on *related industries*. 1.4. Apply knowledge of the hairdressing industry to enhance *quality of work performance*.
2. Source and apply information on legal and ethical issues for the hairdressing industry.	2.1. Obtain information on *legal and ethical issues* to assist effective work performance. 2.2. Conduct day-to-day *hairdressing industry activities* according to legal obligations and ethical industry practices
3. Update hairdressing industry knowledge.	3.1. Update general knowledge of the hairdressing industry, its structures and potential career path opportunities. 3.2. Monitor *current industry developments and issues*. 3.3. Share updated knowledge with clients and colleagues as appropriate. 3.4. Incorporate knowledge into day-to-day work activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - use questioning techniques to obtain information
    - share information
- literacy skills to:
    - apply basic research techniques

- identify relevant information
- sort, summarise and present information
- self-management skills to apply relevant information to own industry activities
- technology skills to undertake web based industry research

Required knowledge

- industry information sources
- role of trade unions, employer groups and professional associations in the industry
- environmental responsibilities of the industry, including waste minimisation and recycling
- services and support provided by industry associations
- legislation, regulations and guidelines that apply to the industry in the following areas:
  - health and safety
  - workplace relations
  - consumer protection and trade practices
- overview of current and emerging environmental practices and technology used in the hairdressing industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • sourcing industry information • complying with organisational, regulatory and legislative requirements • applying knowledge of the hairdressing industry, including main roles, functions and interrelationships of different industries, with a more detailed knowledge of issues that relate to a specific workplace.
Context of and specific resources for assessment	Assessment must ensure access to: • a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • media • reference books • information regarding employer and employees bodies in the beauty industry • information services • industry contacts, mentors and advisors • the internet • current hairdressing industry publications • a hairdressing industry work team. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	 • direct observation of the learner performing a range of tasks which may include:
	    • identifying sources of industry information
	    • accessing sources of industry information
	    • applying information to work activities.
	 • written or verbal questioning to assess knowledge and understanding of developing techniques to update hairdressing

industry knowledge procedures, including methods of accessing industry information. Questions will be asked in a manner appropriate to the language and literacy level of the learner.

- case studies or set assignments requiring the learner to undertake industry research
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIRXCOM001A Communicate in the workplace
- SIRXIND001A Work effectively in a retail environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sources of information may include:	• media • reference books • libraries • unions • industry associations • industry journals • internet sites • information services • personal observation and experience • colleagues, supervisors and managers • industry contacts, mentors and advisors.
Information may include:	• relationships between the hairdressing industry and other industries • industry working conditions • environmental issues and requirements • industrial relations issues and major organisations • career opportunities within the industry • the work ethic required to work in the industry • industry expectations of staff • quality assurance • new products, technology, techniques and services.
Related industries may include:	• beauty • entertainment • fashion • health • recreation • retail.
Quality of work performance may include:	• client service • contribution to the work team • hygiene.
Legal and ethical issues may include:	• consumer protection • privacy • duty of care • health and hygiene

	• equal employment opportunity
	• anti-discrimination
	• workplace relations
	• licensing
	• insurance
	• training
	• advertising
	• confidentiality
	• overbooking
	• pricing
	• gifts and services free of charge
	• product recommendations.
Hairdressing industry activities may include:	• housekeeping
	• client service
	• hairdressing services.
Current industry developments and issues may include:	• government initiatives
	• emerging markets
	• new products
	• new services and procedures
	• environmental and social issues
	• labour issues
	• industry expansion or retraction.

Unit Sector(s)

Hairdressing

Competency Field

Industry

SIHHIND303A Co-ordinate clients and services

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage service timing to ensure the provision of a range of hairdressing services across multiple clients.

Application of the Unit

This unit applies to hairdressers in salon environments who provide a broad range of hairdressing services, whilst meeting salon service standards and timeframes. Hairdressers regularly manage a personal client list that requires simultaneous service provision to two or more clients who may have been prebooked, and others who casually present for service, along with the integration of recurring salon team and maintenance duties.

A person undertaking this role applies discretion and judgement and accepts responsibility own work outcomes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Co-ordinate own client bookings.	1.1. Check own forward bookings regularly.
	1.2. Ensure *services* are blocked in the booking system to allow parallel provision according to salon service times.
	1.3. Advise *relevant personnel* where adjustments or support may be required.
	1.4. Review daily bookings and structure the day to meet daily targets and *client* needs within salon client service times.
2. Provide simultaneous service to multiple clients.	2.1. Provide junior or assisting operators with clear guidance and direction.
	2.2. Adjust service times and organise service support to address *contingencies*.
	2.3. Time *service provision* to accommodate two or more clients simultaneously as required.
	2.4. Introduce junior or assisting operators to clients and indicate how they will support service provision.
	2.5. Engage in regular communication with clients and ensure their comfort and safety at all stages of service provision.
	2.6. Complete own individual client services within salon time frames.
3. Integrate salon team tasks with service provision.	3.1. Respond to requests for assistance and support from other operators and integrate with own service provision.
	3.2. Perform *reception duties* where required according to salon booking procedures.
	3.3. Integrate ongoing team salon cleaning and maintenance with client services, according to *salon procedures*.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - engage with colleagues to plan a personal booking list
  - guide and direct junior staff
  - offer and seek support from other operators
  - interact with clients
- contingency management skills to respond to unforseen technical and service-related issues that impact on the management of service provision
- literacy skills to:
  - interpret and follow salon service standards
  - interpret and follow salon procedures
- numeracy skills to:
  - plan and coordinate the timing of service stages across simultaneous clients
  - meet overall salon service timeframes for individual services
  - integrate the allocation of time to salon team tasks
  - determine cost of client services and products

Required knowledge

- salon booking procedures
- service standards
- service timeframes and costs
- salon product knowledge
- salon procedures which may include:
  - housekeeping
  - personal hygiene
  - use and storage of cleaning chemicals
  - compliance with state or territory and local government health regulations relevant to the service
  - occupational health and safety procedures
  - environmental protection practices, such as:
- waste minimisation
- recycling
- reuse
- energy efficiency, e.g. electricity saving devices and practices
- waste disposal, including hazardous waste
- resource management
- water efficiency

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - planning and providing hairdressing services on two or more clients over an extended period - regularly meeting salon service standards and timeframes - integrating salon team support, equipment maintenance and cleaning duties with the provision of multiple services.
Context of and specific resources for assessment	Assessment must ensure access to: - a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon - a fully equipped salon which includes as a minimum: - a fully functional client reception area with: - telephone - client booking system - retail products range - a basin services area - equipment and work stations suitable for services including: - client consultation - hair and scalp treatments - haircutting - hair design - hair colouring - hair lightening - reformation - a supply of clean towels - a supply of clean client gowns or wraps - hairdressing products and equipment - cleaning products and equipment - relevant documentation, such as: - salon service standards - salon procedures - sufficient client traffic to allow the learner to plan for and deal with multiple tasks simultaneously

	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	• direct observation of the candidate:
	   • coordinating and providing multiple salon services
	   • integrating team support and other salon duties with service provision.
	• written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
	   • salon booking procedures
	   • salon service standards
	• review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills. Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example: • SIHHIND304A Develop and expand a client base

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Services may include:	• hair and scalp treatments • haircutting • hair design • hair colouring • hair lightening • reformation services • straightening and relaxing services.
Relevant personnel may include:	• salon manager • dedicated receptionist • colleagues who enter bookings.
Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Contingencies may include:	• early and late clients • casual clients to be integrated into time management • cancellations • unforseen technical problems during a service • unplanned add on services • staff absences • providing support to another operator.
Service provision may include:	• client consultation • hairdressing services from the salon range • home hair care and retail products advice • confirming future services.
Reception duties may include:	• greeting and farewelling clients • offering hospitality • organising preservice consultation by a senior operator • organising client preparation for different salon services. • telephone • booking appointments • retail sales • handling financial transactions • dealing with complaints.

Salon procedures may include:	- housekeeping - personal hygiene - use and storage of cleaning chemicals - compliance with state or territory and local government health regulations relevant to the service - occupational health and safety procedures - environmental protection practices, such as: - waste minimisation - recycling - re-use - energy efficiency, e.g. electricity saving devices and practices - waste disposal including hazardous waste - resource management - water efficiency.

Unit Sector(s)

Hairdressing

Competency Field

Industry

SIHHIND304A Develop and expand a client base

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and expand a hairdressing clientele.

Application of the Unit

This unit applies to hairdressers in salon environments who rely on their ability to develop, sustain and expand a personal clientele in order to remain a viable employee in the industry. This client building occurs in the context of the range of services and the marketing and promotional strategies, in the salon in which they are employed.

A person undertaking this role applies discretion and judgement and accepts responsibility for own work outcomes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Promote products and services.	1.1. Take opportunities to build business by developing relationships with new and prospective *clients*.
	1.2. Establish rapport and relationship with clients and express a genuine interest in *client needs and requirements.*
	1.3. Maintain *professional ethics* with clients to promote salon image and credibility.
	1.4. Clarify client needs and preferences to maximise sales opportunities.
	1.5. Maximise sales opportunities by promoting new and additional products and services where beneficial to clients.
	1.6. Give clients space and time to evaluate purchase and service decisions, while using time to maximum advantage for client and salon.
2. Build a return client base.	2.1. Provide prompt service to clients to meet identified needs, according to salon customer service standards.
	2.2. Enhance customer commitment, trust and credibility of salon by delivering good technical and personal service.
	2.3. Identify opportunities and use *formal and informal research* to develop and maintain knowledge of products and services.
	2.4. Use customer feedback and in salon observation to evaluate *products, services and promotional initiatives* and identify changes in clients needs and expectations.
	2.5. Enhance team effectiveness by sharing market, product and service knowledge with colleagues.
	2.6. Suggest product and service adjustments to meet client needs for future planning, according to salon policy.
	2.7. Participate in setting salon and personal targets and regularly monitor personal progress towards achieving positive outcomes.
3. Manage and use information about clients.	3.1. Determine and record client information where appropriate to provide personalised service.
	3.2. Explain benefits, terms and conditions of loyalty programs to eligible clients.

3.3. Assist clients with loyalty program enrolment documentation.

3.4. Process loyalty program documentation, according to workplace procedures.

3.5. Promote enhanced products and services based on client data and their eligibility under loyalty program guidelines.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop a rapport with clients
  - interact with and engage clients in discussion regarding their requirements
  - source information
  - use open-ended questions to establish client needs
  - listen and interpret verbal clues from clients regarding their hair, including:
- objectives
- problems
- challenges
  - suggest services and products from the salon range
  - explain home hair care maintenance techniques and products
- literacy skills to source, research and interpret information
- selling techniques, including:
  - opening and closing techniques
  - identifying buying signals
  - strategies to focus customer on specific merchandise
  - add-ons and complimentary sales
  - overcoming customer objections
- technology skills to:
  - access client management and reward systems databases
  - conduct internet-based research

Required knowledge

- the salon product and services range
- common customer preferences and needs
- ways of meeting requirements
- salon service standards
- role of hairdressers in maximising business performance through effective sales and promotion
- ways in which to present and promote products and services
- client management and reward systems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintaining a returning client base • using client information to improve personal sales and service provision • adding new clients and increasing add-on sales • using formal and informal research to update knowledge of products and services.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• a fully equipped salon which includes as a minimum:
	   • a fully functional client reception area with:
	• telephone
	• client information and booking system
	• retail products range
	   • a basin services area
	   • equipment and work stations suitable for services including:
	• client consultation
	• hair and scalp treatments
	• haircutting
	• hair design
	• hair colouring
	• hair lightening
	• reformation
	   • a supply of clean towels
	   • a supply of clean client gowns or wraps
	• hairdressing products and equipment
	• relevant documentation such as:
	   • salon service standards
	   • salon procedures
	• sufficient client traffic to allow the learner to plan for and deal

with multiple tasks simultaneously.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate recommending products and services and to clients
- case studies to test knowledge of appropriate products and services for different contexts, clients and situations
- project to develop promotional ideas for a particular product or service
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
  - product and service knowledge
  - salon service standards
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHIND303A Co-ordinate clients and services

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may include:	• women • men • children • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Client needs and requirements may include:	• dissatisfaction with previous service or product • haircut design • colour • hair treatments • other services • changed service times • home hair care products • future bookings for services.
Professional ethics may include:	• honesty • positive statements • confirmed appraisals of products and services.
Formal and informal research may include:	• discussions with colleagues • reading salon information • researching product and service information brochures • hair and fashion magazines • internet • industry associations and networks • attending trade shows and industry events • distributing surveys and questionnaires.
Products, services and promotional initiatives may include:	• new products • techniques • add-on services • special offers or packages • loyalty schemes • salon targets.

Unit Sector(s)

Hairdressing

Competency Field

Industry

SIHHIND305A Hone and strop straight razors

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sharpen and prepare straight (cut-throat) razors for use.

The use and sterilisation of cut throat razors in hairdressing salons is subject to state and territory skin penetration regulations.

Application of the Unit

This unit applies to hairdressers in salon environments who apply honing and stropping techniques to sharpen and prepare straight (cut-throat) razors for use in facial shaving and haircutting services.

A person undertaking this role applies discretion and judgement and accepts responsibility own work outcomes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select and maintain honing and stropping tools.	1.1. Select and maintain a range of *hones.* 1.2. Select and use appropriate *lubricants*. 1.3. Select and maintain a range of *strops*.
2. Hone straight razors.	2.1. Examine the blade of the straight razor to detect imperfections or defects. 2.2. Select and lubricate a hone that is suitable to the condition of the blade to be sharpened. 2.3. Hone the straight razor to keenness suitable for face shaving. 2.4. Clean and maintain the used hone, according to manufacturer instructions.
3. Strop straight razors.	3.1. Test the keenness of the razor's edge. 3.2. Select a strop that is suitable to the condition of the razor and dress appropriately. 3.3. Apply stropping techniques and repeat as required. 3.4. Clean and maintain the used strop, according to manufacturer instructions.
4. Sterilise and store straight razors.	4.1. Sterilise straight razors, according to *relevant legislation* and salon procedures. 4.2. Store sterilised straight razors, according to relevant legislation and *salon procedures*.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to:
  - select and apply tools and techniques for honing, including:
- holding the razor
- holding the hone
- turning the razor
- first and second stroke honing
- completing the second stroke in honing
- repeat strokes in honing
  - select and apply tools and techniques for stropping, including:
- the direction of the razor in stropping
- first stroke in stropping
- second stroke in stropping
- final testing of the razor edge
- numeracy skills to manage preparation of straight razors for use within salon timeframes
- literacy skills to interpret and follow relevant skin penetration regulations and salon procedures

Required knowledge

- relevant skin penetration regulations
- salon procedures regarding the preparation of straight blade razors
- types and applications of hones and lubricants
- types and applications of strops
- parts of a straight razor and their function

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of skin penetration regulations • safe work practices regarding handling, sterilising and storing straight razors • safe and correct honing of straight razors to a keenness suitable for face shaving • safe and correct stropping of straight razors to smooth the edge and prepare them for shaving and haircutting services.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• straight razors
	• a range of hones and strops
	• lubricants
	• documentation including:
	   • relevant skin penetration regulations
	   • salon procedures for sterilisation and storage of straight razors
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	• observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include:
	   • examining straight razor blades to detect any imperfections or defects
	   • selecting and using hones and relevant lubricants
	   • selecting, preparing and using strops
	• written and verbal questions:

- on the parts of the straight razor and their function.
- regarding the types and applications of hones and strops.
- regarding relevant occupational health and safety legislation and health regulations.

| **Guidance information for assessment** | A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills. |

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHHCS307A Combine structures for traditional and classic men's haircut designs
- SIHHHCS309A Perform face and head shaves

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Hones may include:	• German water • carborundum • Belgian • synthetic and combination.
Lubricants may include:	• water • oils • honing compounds.
Strops may include:	• canvas • cowhide • horsehide • imitation leather.
Relevant legislation may include:	• health regulations • skin penetration • occupational health and safety.
Salon procedures may include:	• procedures that comply with state or territory and local government health or skin penetration regulations relevant to the service • occupational health and safety • environmental protection practices, such as waste disposal.

Unit Sector(s)

Hairdressing

Competency Field

Industry

SIHHIND306A Participate in a session styling team

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in a session styling team creating finished hair designs for a wide variety of applications.

Application of the Unit

This unit will apply to hairdressers who work in teams, in and outside the salon preparing hair for fashion parades, hair shows, hairdressing technical seminars, platform demonstrations, training sessions and fashion shoots.

A person undertaking this role applies discretion and judgement accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Participate in team design concept and planning briefings.	1.1. Participate in preliminary team meetings to discuss *overall design concepts* and the hair design requirements for the *type of production*.
	1.2. Confirm *roles and responsibilities* allocated to self and others.
2. Prepare resources and models for self and team members.	2.1. Organise resources required for session work according to team leader's checklist for each model.
	2.2. Perform pre service shampoos and treatments as required.
	2.3. Perform *colour and lightening services* where required, according to the design concept and team leaders direction for each model.
3. Discuss planned finished designs with team leader.	3.1. Establish specific requirements by physical and visual examination of individual models or performers.
	3.2. Confirm *finished hair designs* appropriate to the character, performance, production or event in consultation with team leader.
4. Complete hair designs as briefed.	4.1. Select and use products, materials, tools and techniques appropriate to the established design results.
	4.2. Reflect *predetermined concepts* in finished hair design.
	4.3. Ensure comfort and safety of models or performers during each stage of the process.
	4.4. Complete finished hair designs within required timeframes.
	4.5. Confirm team leader and model or performer satisfaction with finished hair design.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - participate in concept meetings
    - negotiate and confirm finished hair designs with the team leader interact with models and performers
    - interact with other team members
- literacy skills to read and interpret session documentation for:
    - hair colouring and lightening treatments
    - design techniques to achieve predetermined hair designs
- team skills to participate in creative teams
- technical skills that include:
    - short, medium and long hair design skills, using a broad range of products and equipment
    - hair colouring and lightening skills using a broad range of products and techniques
- numeracy skills in order to:
    - calculate and manage product quantities
    - minimise waste
    - achieve outcomes in agreed timeframes

Required knowledge

- the overall brief or objectives of the session
- the technical and design brief for own models
- the elements and principles of design and their combination and application for a wide variety of finished hair designs
- a broad range of technical knowledge in the selection, safe application and effects of colour and lightening products
- a broad range of technical knowledge in the selection, safe application and effects of chemical reformation products on the hair
- the hairdressing product range available for the session
- relevant occupational health and safety procedures
- procedures to ensure the comfort and safety of client, model or performer and operator

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

- negotiating with the team leader to take into account session requirements
- organising and packing product, tools and equipment for a session styling team
- supporting team members and completing set tasks under the direction of a session-styling team leader
- applying technical hairdressing skills to create creative, contemporary and period hair designs according to a session brief.

Context of and specific resources for assessment	Assessment must ensure access to:

- a fully stocked and operational salon or simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
- session styling settings, such as events, photographic studios or platform work
- a range of hairdressing products, equipment, hair accessories, props and audiovisual resources
- relevant occupational health and safety regulations.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner performing a range of tasks in session styling environments, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks may include:
  - participating in a team researching and planning for a hair show
  - applying finished looks, incorporating colour, chemical reformation and haircutting or design services according to an agreed plan, under the direction of a team leader
- case studies that involve researching and planning and creating period hair styles for filming or a catwalk event
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.
	Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:
	• SIHHDS303A Design and apply short to medium

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Overall design concepts may include:	• hair designs or total looks • current, creative or period designs • elements of design • principles of design • overall design concepts.
Types of production may include:	• events • fashion shoots • hair fashion shoots • hair shows • in-salon presentations • technical workshops.

Roles and responsibilities may include:	• assembling and packing product, tools and equipment for an on-location session
	• organising product, tools and equipment for an in salon session
	• preparing models and performers for other operators by:
	  • performing shampoo and conditioning treatments
	  • performing colour or lightening services to achieve predetermined colour effects
	• completing haircuts
	• completing predetermined temporary hair design finishes.

Colour and lightening services may include:	• full and partial:
	  • hair colour effects
	  • lightening effects.

Finished hair designs may include:	• colour effects • lightening effects • haircut structures • temporary straight and curved design finishes for direction, volume, curl, waves and texture • wigs and hairpieces • hair ornaments.
A predetermined concepts may include:	• historical period • current period • futuristic period

- forecasting of looks.

Unit Sector(s)

Hairdressing

Competency Field

Industry

SIHHOHS201A Apply salon safety procedures

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes skills and knowledge required to apply safe hairdressing working practices, according salon procedures. It covers operator skin protection, hygiene, healthy posture, appropriate footwear, safe handling and of chemicals and hairdressing equipment, procedures for emergency situations, evacuation and responding to an accident or illness. It encompasses the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety.

Application of the Unit

This unit applies to hairdressers and hairdressers in training engaged in the provision of a broad range of services in hairdressing salons.

A person in this role applies discretion and judgement and accepts responsibility for outcomes of own actions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Handle and use chemicals safely.	1.1. Recognise the *symptoms, causes and common forms of occupational contact dermatitis* and implement salon *preventative self-care routines.*
	1.2. Wear protective gloves for *hairdressing chemical services*, according to product safety data and salon preventative routines.
	1.3. Wear facial masks and goggles when mixing colour and lightening products, according to product safety data sheets and *salon procedures*.
	1.4. Protect skin in regular contact with water and shampoo by regular application of skin protective barrier creams.
	1.5. Wear protective gloves when diluting cleaning and disinfecting products, according to product instructions and salon procedures.
	1.6. Follow salon procedures to minimise water and product waste.
2. Handle hairdressing equipment safely.	2.1. Hold scissors with points away from the body and pass with handles away from the body.
	2.2. Wipe scissor blades with care away from the body and towards the point.
	2.3. Remove, replace and dispose of used razor blades, according to salon procedures and state or territory health regulations.
	2.4. Switch off electrical sockets when inserting and removing plugs on thermal equipment.
	2.5. Withdraw equipment with loose wires, according to salon maintenance procedures.
3. Practise personal hygiene and healthy posture.	3.1. Wash hands with anti-bacterial cleanser before and after client contact.
	3.2. Implement salon procedures after known contact with infectious disorders of the hair and scalp.
	3.3. Wear posture-supportive closed toe footwear in the salon.
	3.4. Avoid operator bending and stretching by adjusting client chairs up or down where possible.
	3.5. Maintain posture that includes straight back and shoulders

when bending from the knees.

4. Apply basic safety procedures.	4.1. Follow *safety procedures* to achieve a safe work environment, according to relevant OHS legislation and codes of practice, relating to particular hazards in the industry or workplace.
	4.2. Identify and report *unsafe working practices*, including faulty *plant and equipment*, according to *salon policy and procedures*.
	4.3. Manage dangerous goods and substances according to salon policy and relevant legislation.
	4.4. Identify potential *manual-handling* risks and manage manual-handling tasks, according to salon policy.
	4.5. Report work-related incidents and accidents to *designated personnel*.
	4.6. Participate in *consultative processes* and procedures for OHS.
5. Apply basic emergency procedures.	5.1. Follow fire and *emergency procedures*, including salon evacuation, according to salon policy and legislation.
	5.2. Identify designated personnel responsible for first aid and evacuation procedures.
	5.3. Accurately identify safety alarms.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - advise supervisors of contact with infectious disorders of the hair and scalp
    - interact with clients when adjusting chairs
    - report unsafe work practices, faulty plant and equipment, incidents and accidents
    - share information
- technical skills to:
    - handle hairdressing equipment safely
    - locate and using safety alarms, fire extinguishers and emergency exits
    - use personal protective gear and equipment
- literacy skills to:
    - interpret and apply product instructions and safety data sheets
    - interpret symbols used for OHS signage
    - identify hazardous goods and substances
    - interpret and apply health regulations
    - interpret and apply salon procedures
- numeracy skills to:
    - dilute cleaning chemicals
    - measure and mix cleaning chemicals and hairdressing products to minimise waste

Required knowledge

- causes and symptoms of occupational contact dermatitis
- common forms of occupational contact dermatitis
- preventative skin care routines
- salon safety and hygiene procedures
- salon emergency procedures
- procedures for reporting:
    - unsafe work practices
    - faulty plant and equipment
- state or territory and local health regulations relating to dealing with infectious disorders of the hair and scalp
- standard infection control precautions
- healthy posture and the impact of poor or incorrect posture
- methods of safe handling for a variety of hairdressing products, tools and equipment from the salon range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applying safe and hygienic work practices, in all areas of the salon, according to salon policy, OHS legislation and state or territory health regulations. • applying salon procedures for reporting faults, required repairs and problems to the relevant person • interpreting and applying manufacturer instructions and safety data for storage, use and disposal of chemicals and hazardous goods • applying salon procedures with regard to emergency situations, evacuation, or accident and illness in the salon. • interpreting and applying product instructions and safety data sheets for mixing, using and disposal of chemicals • following salon procedures to minimise water and product waste.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• suitable equipment and materials for lifting
	• relevant documentation, such as:
	   • product instructions
	   • product safety data sheets
	   • salon policy and procedures
	   • OHS regulations
	   • state or territory health regulations
	• a range of cleaning products
	• a range of professional hairdressing chemicals.
	
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the learner:

- handling and using hairdressing chemicals
- safely handling hairdressing tools and equipment
- implementing salon safety and hygiene procedures
- applying self skin care practices when working with chemicals
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:
  - causes and symptoms of occupational contact dermatitis
  - common forms of occupational contact dermatitis
  - preventative self care routines
  - state or territory and local health regulations relating to dealing with infectious disorders of the hair and scalp
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, workplace and job role, is recommended for example:

- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHCLS201A Apply hair colour products
- SIHHCLS302A Colour and lighten hair

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Symptoms may include:	• condition of the skin, including:
	   • dry
	   • flaking
	   • split and cracked
	   • itchy
	• blisters and welts on the skin
	• swelling of fingers, hands, wrists
	• runny nose, sneezing and asthma.

Causes may include:	• irritants, including:
	   • frequent and ongoing exposure to water
	   • shampoos and styling products
	   • soaps and detergents
	   • heat
	   • hydrogen peroxide
	   • chemical curling and straightening products
	• allergy to particular products, including:
	   • hair dyes
	   • chemical curling and straightening products
	   • bleach products
	   • latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.

Common forms of occupational contact dermatitis may include:	• irritant contact dermatitis • allergic contact dermatitis • contact urticaria.

Preventative self care routines may include:	• using skin moisturisers:
	   • regularly during the working day
	   • at the end of the working day
	   • before bed
	• wearing gloves that are:
	   • specifically designed for hairdressers' use
	   • powder free, high quality latex
	• developing the habit of wearing gloves
	• throwing away disposable gloves after each use
	• wearing re-usable rubber gloves when cleaning in

	the salon
	• keeping the contaminated surface of re-usable rubber gloves on the outside
	• not wearing rings while working with moisture and chemicals.
Hairdressing chemical services may include:	• curling, volumising and straightening products including:
	• solutions
	• neutralisers
	• hair colouring products
	• hair lightening products.
Salon procedures may include:	• cash handling
	• emergency, fire and accident procedures
	• evacuation involving staff or customers
	• handling dangerous goods
	• hazard identification, for example, e.g. workplace inspections
	• issue resolution procedures
	• manual handling
	• personal safety procedures
	• procedures for the use of personal protective clothing and equipment
	• reporting incidents and accidents in the workplace
	• salon security
	• stress management
	• waste disposal.
Unsafe working practices may deal with but are not restricted to:	• sharp cutting tools and instruments
	• electricity and water
	• damaged packing material or containers
	• toxic substances
	• inflammable materials and fire hazards
	• lifting practices
	• spillages, waste and debris
	• ladders
	• trolleys
	• broken or damaged equipment
	• glue guns
	• stress.
Checking ***plant and equipment*** may include:	• guarding of machinery
	• sharp cutting tools and instruments
	• broken or damaged equipment
	• damaged packing material or containers.

Salon policy and procedures related to OHS may include:	• federal, state or territory and local OHS legislation • basic safety procedures • emergency procedures • safe manual handling and lifting • dangerous goods • customers and staff • equipment and tools • premises • stock.
Safe ***manual handling*** practices may include:	• lifting or shifting practices • use of equipment such as ladders and trolleys • job procedures.
Designated personnel may include:	• safety representative • supervisor • team leader • manager.
Consultative processes may include:	• minutes from staff meetings, OHS meetings • identification of health and safety representatives • suggestions from staff for improving tasks and procedures.
Emergency procedures may relate to:	• sickness • accidents • fire • storms and cyclones • salon evacuation • armed hold-up.

Unit Sector(s)

Hairdressing

Competency Field

Occupational Health and Safety

SIHHTLS401A Provide technical leadership within the hairdressing context

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide technical leadership within a hairdressing environment.

Application of the Unit

This unit applies to senior hairdressers in salon and session styling environments, who take on a leadership role.

It applies to the manner in which hairdressing practitioners conduct themselves, the initiative they take in influencing, assisting and guiding others, and to the way they manage their own role and responsibilities, including improving their own professional practice.

A person undertaking this role applies discretion and judgement, accepts responsibility for outcomes of own work and provides technical leadership in hairdressing teams.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Model high standards of professional competence.	1.1. Develop and maintain standards of *professional performance* that are consistent with *organisational requirements*.
	1.2. Provide a positive role model for others through professional performance.
	1.3. Seek and apply constructive criticism from others to improve own professional competence and technical skills.
2. Provide direction to team in managing the client service.	2.1. Collaborate with team members who will contribute to the client service.
	2.2. Encourage and value team efforts and contributions to determine client service plan.
	2.3. Determine preferred course of action for client service after options are examined and assessed.
	2.4. Communicate decisions to team members regarding a course action in a clear, unambiguous and concise manner.
	2.5. Plan and monitor the implementation of client service.
	2.6. Provide leadership and support team members in taking responsibilities for their own work.
	2.7. Handle conflict issues and problems in a professional and empathic way, according to organisational policy and procedures.
	2.8. Review the client service and provide feedback to team members.
3. Enhance own professional practice.	3.1. Engage in a range of *professional development activities* to improve self performance and professional competency.
	3.2. Participate regularly in industry and other professional networks and events.
	3.3. Contribute to the professional development of other team members through a mentoring or supervisory role.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to:
  - provide technical leadership to encourage and develop team members effectively
  - display personal and professional integrity in business and client relationships
  - work constructively with individual differences
  - interact clearly and concisely with the salon team
- interpersonal skills to establish rapport and to build relationships with clients, team members and stakeholders
- technical skills to use new skills and technology to improve business processes and client service delivery
- planning and organisational skills to:
  - clarify roles for client service
  - work within established timeframes to achieve planned outcomes
  - plan professional development to improve own technical ability
- literacy skills to document and record finished hair designs for future client services
- problem-solving skills to:
  - determine client needs and client service plan
  - deal with technical and service contingencies that may arise during the client service
- research skills to source professional development opportunities to improve own personal and technical skills

Required knowledge

- salon policies and procedures in regard to client service
- the organisation's standards, values, goals and objectives
- continuous improvement techniques and processes
- theories of leadership and motivation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrating professional competence, according to organisational requirements and professional standards, and which contributes to the development of other team members • effectively managing the client service when collaborating with team members, guiding and supporting team members in carrying out their work • constantly reviewing own professional competence and technical skills and seeking professional development opportunities to improve performance.
Context of and specific resources for assessment	Assessment must ensure access to: • a fully stocked and operational salon or simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon • session styling settings, such as events, film sets, photographic studios or platform work • library, internet and film-media research sources • a range of hairdressing products, equipment, hair accessories, props and audiovisual resources • relevant occupational health and safety regulations. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	• direct observation of the learner performing a range of tasks in the salon or session styling environments, over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include:
	   • providing excellent client service managing the client service in collaboration with other team members
	   • communicating and clarifying the requirements of the client service with other team members
	   • interacting with team members to give technical

             explanations of work in progress or completed, and responding to their questions

- designing and applying finished looks, incorporating colour, chemical reformation and haircutting or design services, according to an agreed plan

- case studies that involve researching and sourcing professional development opportunities to improve technical skills and personal competence

- review of portfolios of evidence and third-party reports of on-the-job performance

Guidance information for assessment

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHCLS406A Solve complex colour problems
- SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs
- SIHHHCS410A Design and perform creative haircuts
- SIHHHRS405A Apply chemical reformation techniques to enhance hair designs

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Professional performance must include:	- hairdressing technical skills that meet organisation's level of client service - expertise in application of hairdressing equipment and tools - expertise of client consultation and service procedures - the way one manages personal performance and behaviour through: - body language - conduct - dress standards - language - punctuality - the way one influences the performance and behaviours of team members.
Organisational requirements may include:	- goals, values, objectives, processes and appropriate practices - ethical standards of industry, employer, client or audience - compliance with regulatory and legislative requirements - current Copyright Act and amendments - client service charter.
Professional development activities may include:	- product manufacturer courses and seminars - accredited training - short courses - industry events.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIHHTLS402A Research and utilise hairdressing trends to advance creative work

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and make use of creative and commercial opportunities as they arise from emerging trends in the hairdressing industry.

The knowledge and skills required for this unit goes further than seeking professional development opportunities to maintain currency as a professional hairdresser.

Application of the Unit

This unit applies to senior hairdressers in salon and session styling environments, which take on a leadership role.

The hairdressing industry is constantly changing due to consumer demands based on fashion, technological and societal changes. To remain competitive, senior hairdressers need to constantly identify emerging trends that will impact on their skills development needs and the required products, materials, tools, equipment or technology that will be required to support the services that their clients will demand.

This unit requires the self-directed application of skills and knowledge in order to research, evaluate, plan, co-ordinate, manage and exploit emerging trends that arise in the hairdressing industry. This work is usually undertaken independently with guidance where required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research trends and emerging technologies in the hairdressing industry.	1.1. Identify trends and emerging technologies using appropriate *sources of information*. 1.2. Research and adapt relevant ideas and approaches from other hairdressing practitioners considering *intellectual property and copyright requirements.* 1.3. Evaluate currency and credibility of information gathered. 1.4. Examine and clarify the *implications and consequences* of trends and emerging technologies. 1.5. Assess *specific resource requirements* and costs which arise from the use of new techniques and experimental approaches. 1.6. Critique and review trends and emerging technologies with relevant team members.
2. Experiment with new hair techniques and technology.	2.1. Conduct trials of new research techniques and technologies. 2.2. Assess results of experimentation, balancing the need for creative effectiveness and cost practicality. 2.3. Select, adapt or introduce new products, materials, tools, equipment or technology for the achievement of different effects. 2.4. Liaise with team members to provide information on the results of experimentation and make appropriate decisions on new techniques and technology. 2.5. Co-ordinate specific resource requirements which arise from the experimentation of new techniques and technologies according to workplace requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to source information on emerging trends in the hairdressing industry
- communication skills to:
  - interact with team members when experimenting
  - document research material and ideas
  - critique and review research with relevant team members
- technical skills to:
  - using the internet and other information technology to source information on emerging trends
  - conduct experimentation of new techniques in a safe manner
  - predict and manage the risks associated with experimentation
  - recognise contraindications
  - use and safely apply a wide range of haircutting and finishing tools and techniques
- numeracy skills to calculate exterior and interior lengths in the haircut structure
- literacy skills to:
  - interpret research information
  - interpret product information, instructions and safety data sheets
  - interpret relevant salon procedures

Required knowledge

- salon policies and procedures regarding:
  - operator safety
  - waste minimisation
  - waste disposal
  - water efficiency
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- relevant occupational health and safety legislation and regulations
- intellectual property, moral rights and copyright requirements regarding using and adapting the work of other hairdressing practitioners

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• researching and experimenting with a wide range of techniques and technologies that may be used and adapted for hairdressing work
	• creating innovative hair design work through appropriate research and experimentation
	• applying appropriate communication and teamwork skills in collaborating with team members in the process to experiment with new techniques and technologies to achieve creative hair designs
	• developing strategies for sharing new and advanced knowledge with other team members.
Context of and specific resources for assessment	Assessment must ensure access to:
	• a fully stocked and operational salon or simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
	• session styling settings, such as events, film sets, photographic studios or platform work
	• library, internet and film media research sources
	• a range of hairdressing products, equipment, hair accessories, props and audiovisual resources
	• relevant occupational health and safety regulations.
	For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the learner performing a range of tasks in session styling environments, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks may include:
	• researching and experimenting with new techniques to produce innovative and creative hair designs.
	• reviewing and evaluating information gathered and

determining training and resources requirements

- presenting and sharing new techniques and advanced technical knowledge with other staff

- case studies that involve planning and creating new innovative work and services resulting from industry research

- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHTLS401A Provide technical leadership within the hairdressing context
- SIHHCLS406A Solve complex colour problems
- SIHHCLS407A Apply creative colouring and lightening techniques to enhance hair designs
- SIHHHCS410A Design and perform creative haircuts
- SIHHHRS405A Apply chemical reformation techniques to enhance hair designs

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sources of information may include:	- industry journals and magazines - industry seminars - information sessions - national and global professional associations - product companies brochures and advertising - internet - fashion magazines - individuals with relevant expertise.
Intellectual property and copyright requirements may include:	- extent to which the work can be used - procedures for seeking permission to use the work of others, including systems for the administration of copyright - protocols for the adaption of work by others - relevant legislation, such as fair trading.
Implications and consequences may include:	- required costs - required training - advertising and promotional activities - capable staff with expertise.
Specific resource requirements may include :	- salon space - storage space - reoccurring costs - training.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIHHTLS403A Work as a session stylist

Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create finished hair designs for events, film sets, photographic studios or platform work.

Application of the Unit

This unit applies to senior hairdressers who work in and outside the salon preparing hair for fashion parades, hair shows, hairdressing technical seminars, platform demonstrations, training sessions and fashion shoots. Session styling may also take place in television, film and theatre settings.

This role involves research, communication, analysis, planning and then selecting, combining and applying a broad range of products, tools and equipment to create finished hair colours and designs. Finished designs may be creative, classic, current and historical; or in character for events, photographic assignments, film sets, catwalks or platform work. Session stylists may work individually or with other professionals such as make-up artists, fashion designers, photographers, photographic stylists, models and also in session stylist teams.

A person undertaking this role applies discretion and judgement accepts responsibility for outcomes of own work and provides technical leadership in hairdressing teams.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHTLS401A Provide technical leadership within the hairdressing context

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret the creative brief.	1.1. Analyse the objectives of the script or fashion session to determine *overall design concepts*.
	1.2. Participate in preliminary concept meetings with relevant personnel to discuss the hair design requirements for the *type of production.*
	1.3. Identify relevant factors that may determine and affect the finished designs.
2. Conduct and evaluate research and planning.	2.1. Undertake research and analyse findings to develop hair design concepts.
	2.2. Organise *research materials*, findings and *documentation* for use throughout the design development process, and update as required.
	2.3. Generate initial concepts against the research findings and discuss with *relevant personnel*.
3. Consult and discuss finished design.	3.1. Consult and examine the model or performer physically and visually to establish specific requirements.
	3.2. Confirm *finished hair designs* appropriate to the character, performance, production or event in consultation with relevant personnel.
4. Create current, creative and period hair designs.	4.1. Select and use products, materials, tools and techniques appropriate to the established design results.
	4.2. Reflect *a predetermined era* accurately in finished hair designs, where relevant to the production or event.
	4.3. Ensure comfort and safety of the model or performer during each stage of the process.
	4.4. Complete finished hair designs within required timeframes.
	4.5. Confirm director or coordinator and model or performer satisfaction with finished hair design.
	4.6. Document finished hair designs for future performances, events or continuity purposes.

Service Skills Australia

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in order to:
  - participate in concept meetings
  - discuss research findings with relevant production personnel
  - brief other team members
  - negotiate and confirm finished hair designs with relevant personnel
  - interact with models and performers
  - interact with other production professionals
  - participate in creative teams
- research skills to:
  - use the internet, print and film media sources to identify contemporary and period hair designs that were popular in specific eras
  - source garments and materials
- design and planning skills to develop hair colour and design concepts that match a creative brief
- literacy skills to document and record finished hair designs for future performances, events or continuity purposes
- technical skills to:
  - use a broad range of products and equipment
  - attach and incorporate hairpieces and ornaments in hair designs
  - use a broad range of products and techniques
  - use a variety of tool to achieve haircut structures
- problem-solving skills to manage design and technical contingencies that arise
- numeracy skills to:
  - calculate and manage product quantities
  - minimise waste
  - achieve outcomes in agreed timeframes

Required knowledge

- the elements and principles of design and their combination and application for a wide variety of finished hair designs
- the history of contemporary and period hair design, including eras and their popular designs and colours
- a broad range of technical knowledge in the selection, safe application and effects of colour and lightening products
- a broad range of technical knowledge in the selection, safe application and effects of chemical reformation products on the hair

- the care and maintenance of, and techniques for attaching, human and synthetic hairpieces
- the hairdressing product range available for the session
- relevant occupational health and safety procedures
- procedures to ensure the comfort and safety of client model or performer and operator

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • planning and negotiating with other production team members, to take into account any cultural or physical requirements, and to ensure model or performer comfort and safety throughout the presentation • sourcing and organising equipment and props, including garments for a platform presentation • applying the elements and principles of design and a broad range of technical hairdressing skills to create creative, contemporary and period hair designs • applying a range of classic and current hair designs on short, medium and long hair in short turnaround times • applying relevant occupational health and safety and health regulation requirements.
Context of and specific resources for assessment	Assessment must ensure access to: • session styling settings, such as events, film sets, photographic studios or platform work • library, internet and film media research sources • a range of hairdressing products, equipment, hair accessories, props and audiovisual resources • relevant occupational health and safety and health regulations. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the learner performing a range of tasks in session styling environments, over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include:
	  • researching and planning for a hair show, sourcing models, garments, props and equipment and conducting rehearsals where required
	  • designing and applying finished looks, incorporating

    colour, chemical reformation and haircutting or design services according to an agreed plan

- responding to a creative brief to lead a small team completing hair designs for a fashion parade
- case studies that involve researching and planning and creating period hair styles for filming or a catwalk event
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHHCS410A Design and perform creative haircuts
- SIHHHDS406A Design and apply creative long hair designs
- SIHHHDS407A Apply and maintain wigs and hairpieces

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Overall design concepts may include:	• hair designs • total looks • current, creative or period designs • elements of design • principles of design • overall design concepts.
Types of productions may include:	• feature films • advertisements • theatre • television • fashion shoots • hair fashion shoots • hair shows • in-salon presentations • technical workshops.
Research materials may include:	• fashion magazines • history books • photographs, paintings and illustrations from a particular period • film and video • the internet • manufacturer materials • design concept, fashion or stage.
Documentation must include:	• overall design concepts • folio including photographs and sketches • haircut structural graphics • technical notes on chemical processes • manual files • computer database.
Relevant personnel may include:	• director • event coordinator • presentation team member • costume designer • fashion designer • choreographer

	• makeup artist
	• photographic stylist
	• photographer.
Finished hair designs may include:	• colour effects
	• chemical curling and volumising effects
	• chemical straightening effects
	• haircut structures
	• temporary straight and curved design finishes for direction, volume, curl, waves and texture
	• wigs and hairpieces
	• hair ornaments.
A predetermined era may include:	• historical period
	• current period
	• futuristic period
	• forecasting of looks.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

Service Skills Australia

SIHHTLS804 Provide creative leadership to the hairdressing industry

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide creative leadership for the hairdressing industry.

It goes beyond the knowledge and skills required to provide technical leadership within a hairdressing context. For an individual to provide creative leadership to the industry requires the development of effective research and leadership skills that promote and support the development of an innovative culture for the organisation and in turn, the hairdressing industry.

Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations, a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry.

In these roles, these individuals play an important leadership role in determining and leading future hair directions, and consequently supporting the development of innovative and creative thinking for the industry. They are able to operate at a national or international level.

A person undertaking this role applies a range of specialised technical, creative, conceptual and leadership competencies to plan, carry out, evaluate and take accountability for personal outputs and usually, those of others.

They possess a substantial depth of theoretical knowledge of hairdressing design elements and principles and highly developed and specialised technical skills. They possess the research skills to gather and synthesise future trends and technologies in related creative industries such as fashion, graphic art and product design to design and create hair designs influenced by these trends.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Nil.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Extend research capability to support professional practice.	1.1 Develop *strategies to extend individual research*. 1.2 Conduct *critical analysis* of research outcomes and develop own substantiated position. 1.3 Communicate own position in a manner which demonstrates *clarity of thought and conceptual understanding* of different theories and thought.
2. Apply effective leadership strategies to enhance the image of the organisation and industry.	2.1 Research the *theories of leadership* and the impact of personal leadership styles on organisational and industry development. 2.2 Develop strategies to maximise personal effectiveness for modelling high level performance, according to *organisational and industry standards and values.*
3. Apply theories of design to create and support a culture of innovation and creativity.	3.1 Use a range of *research techniques* and tools to generate information about design and creativity. 3.2 Assess the ways in which theories and thinking about design and creativity may be applied in ways that provide benefits to individuals, organisation and industry. 3.3 Promote innovation and creative practices, products or services ensuring that new ideas support the *principles of sustainability*. 3.4 Develop strategies to foster a culture capable of encouraging innovation and creativity. 3.5 Review, challenge and refine own style for modelling and supporting innovation and creativity.

Required Skills and Knowledge

Required skills

- communication and teamwork skills to provide innovative and creative leadership to encourage and develop others effectively
- critical thinking skills to analyse complex information, develop and substantiate own positions and responses to theories and thinking around leadership, design and creativity
- literacy skills to:
    - research information dealing with complex leadership, design and creativity concepts and theories
    - communicate information and ideas clearly and effectively
- self-management skills to develop and substantiate own views and ideas

Required knowledge

- different theories of leadership, including different historical perspectives and current and emerging thinking
- relationship between theories and practice of leadership in a particular work or broader social context
- theories of design and creativity, including different historical perspectives and current and emerging thinking
- relationships, similarities and differences at a conceptual and practical level between the concepts of innovation and creativity
- external environmental scanning relating to social, political, economic and technological developments

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a professional research capability to support professional practice • understanding and applying effective styles of leadership according to organisation's requirements and professional standards, which contributes to the positive influence and development of others • understanding and applying different theories and thinking on design and creativity which contributes to the positive creative development of others.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of real work situations which includes involvement in other related activities relevant to this environment • the full range of background information required to evaluate the operational factors that will affect the implementation of concepts • interaction with others to reflect the collaborative nature of the concept development process. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	
	• direct observation of leadership style and effectiveness in the work environment over sufficient time to demonstrate handling of a range of contingencies. Tasks may include:
	    • presenting ways of generating innovative and creative thinking to an audience
	    • assessing and interpreting organisational standards and values
	    • using coaching and mentoring skills to provide support to others
	• case studies that include performance reviews

	• review of portfolios of evidence and third-party reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIHHTLS807 Plan and deliver professional hairdressing presentations

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Strategies to extend individual research may include:	• formal study • participating actively in relevant industry associations • participating in professional development and other learning opportunities • participating in, and contributing to discussion through conferences, meetings, seminars, courses and journals • connecting to areas of research beyond the industry • greater levels of specialisation and depth in research • reading current literature, including specialist journals and industry magazines • web research • mentored reflection • collaboration with peers and others • self analysis.
Critical analysis may include:	• analysing and evaluating concepts and practice • clarifying issues, values and standards • comparing similar situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predications • noting significant similarities and differences • reading and listening critically.
Clarity of thought and conceptual understanding may be demonstrated by:	• ability to exchange and debate ideas with others • distillation of ideas to suit the required purpose • audience understanding

	• clear communication of ideas.
Theories of leadership may include:	• behavioural
	• contingency
	• situational
	• transactional
	• transformational.
Organisational and industry standards and values may include:	• organisational code of conduct (behaviour)
	• industry standards
	• compliance with regulatory and legislative requirements
	• customer service charter
	• organisational quality and continuous improvement processes and standards
	• ethical standards established by the organisation
	• industry code of ethics
	• organisational policies and procedures, including values, vision and mission statement.
Research techniques may include:	• desk research
	• finding style leaders
	• informal discussions
	• internet search
	• interviews
	• literature reviews
	• observations of creative workers processes and behaviours
	• personal experience.
Principles of sustainability must include:	• economic
	• environmental
	• social.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conceive, develop plan and realise innovative hairdressing designs for media.

It requires the ability to develop hair design concepts based on media objectives and to plan and realise innovative hair designs for media that are used for the promotion of product and services, including hair design directions for the hairdressing industry and consumer markets.

Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry at large.

In these roles, these individuals play an important leadership role for the industry. They determine and lead the future of hair designs through the development and realisation of innovative hairdressing designs. These hair designs promote current and future hair fashions, products and techniques to the hairdressing industry and consumer markets through a range of media. They are able to operate at a national or international level.

A person undertaking this role applies a range of specialised technical, creative, conceptual and team leadership competencies to plan, carry out, evaluate and take accountability for personal outputs and usually, those of a team.

They possess a substantial depth of theoretical knowledge of hairdressing design elements and principles and highly developed and specialised technical skills. They possess the research skills to gather and synthesise future trends and technologies in related creative industries such as fashion, graphic art and product design to design and create hair designs influenced by these trends.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Nil.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify overall media objective and scope.	1.1 Clarify and agree on *key objective* of the *media presentation* in consultation with *stakeholders.*
	1.2 Analyse *broad factors influencing the hair concept* and consult with stakeholders to determine overall approach.
2. Establish and develop the hair design concept for media presentation.	2.1 Research and analyse the emerging trends that may influence the development of the hair design concept.
	2.2 Apply a range of *creative thinking techniques* to generate new ideas for the hair design concept based on the media objective and scope.
	2.3 Collaborate with the *appropriate experts* about achieving the desired hair design images based on the *presentation methodologies* to be used.
	2.4 Develop the hair design concept that communicates the key features of the product, service or design, ensuring originality and impact to set it apart from the work of competitors and other colleagues.
	2.5 Investigate the *legal and ethical constraints* for the proposed use of the concept.
	2.6 Use effective communication strategies to present the developed hair concept to relevant stakeholders encouraging feedback and offering clarification as required.
3. Plan and coordinate the hair design preparations for the media presentation.	3.1 Estimate production timeline, workflow and budget for the presentation of creative hair designs.
	3.2 Prepare an *operational plan* for the provision of *resources*, identifying steps, activities, sequence and incorporating appropriate *risk management strategies.*
	3.3 Identify or appoint assistant staff, clarifying team roles related to their contribution to the hair designs.
	3.4 Manage the communication of the operational plan to ensure timely and effective planning and implementation.
	3.5 Implement and monitor the plan for the completion of the hair designs for media, making adjustments as required.
4. Manage the	4.1 Manage the co-ordination of *model preparations* for the

completion of hair designs for the media presentation.	execution of hair designs.
	4.2 Manage the completion of hair designs, ensuring styling techniques and finishes used are appropriate for optimised presentation for the media to be used.
	4.3 Monitor the coordination of assistant staff supporting individuals in their roles and ensuring safe working practices.
	4.4 Provide assistance and support to production team as needed, including, using test shots of hair designs for shoot.
	4.5 Monitor production requirements and content implications of presentation to ensure required purpose is met.
	4.6 Co-ordinate the removal, disposal and return of hairdressing equipment, materials and products and clothing, ensuring minimal environmental impacts.
5. Evaluate professional work.	5.1 Seek and apply constructive criticism after the event to improve own performance.
	5.2 Assess own work to evaluate satisfaction and degree to which it met event objectives.
	5.3 Evaluate own work in the context of work by others in order to extend own practice.
	5.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes.

Required Skills and Knowledge

Required skills

- communication skills to:
  - collaborate with others as part of the creative process
  - discuss abstract ideas with others
- critical thinking and analytical skills to:
  - analyse event objectives
  - develop, evaluate and select hair design options for media presentations
  - reflect on complex issues and make judgements and decisions around those issues
  - evaluate own work performance in meeting media objectives
- learning skills to receive and integrate constructive criticism from others
- literacy skills to:
  - interpret unfamiliar and complex information or abstract ideas
  - develop detailed hair design specifications and complex operational plans
- numeracy skills to interpret budgetary constraints, and to calculate the size and number of resources required for the presentation of hair designs
- problem-solving skills to adjust to constraints, limitations and respond to contingencies
- self-management and planning skills to plan and coordinate the hair designs for the media presentation from initial concept to realisation.
- technical skills to apply and adapt specialists skills relative to the presentation of hair design for media

Required knowledge

- scope of research potential within and beyond traditional creative areas
- different critical and creative thinking techniques and how they work in the context of creative practice
- cultural, sociological, philosophical, aesthetic, political and commercial influences on hair design concepts in both an historic and contemporary context
- the characteristics and inter-relationships of the elements and principles of design, and their effects on the style and function of innovative hair designs for media presentation
- highly developed hairdressing technical skills appropriate for media presentations
- project management methodologies
- copyright, moral rights and intellectual property issues and legislations associated with the presentation of creative work
- presentation technologies relevant to presenting hair designs for the media
- the roles and responsibilities of different production personnel, including models, makeup artists, hair stylists, photographers and camera operators
- operational constraints for the hairdressing concept based on media presentation requirements
- a range of formats for and inclusions of operational plans produced to conceive, develop and realise the hairdressing concept for media presentations
- risk management issues to be considered for the preparation and realisation of the hair

designs for media presentations

- practices to reduce environmental impacts when preparing and developing hair designs

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • planning and developing innovative and creative hair designs concepts that reflects media objectives • realising hair designs, using styling techniques and finishes appropriate for optimised presentation for a variety of media presentations. • complying with legislative and ethical issues in relation to the presentation of creative work • applying appropriate cross-cultural communication skills and knowledge in preparing and monitoring the presentation of hair designs • monitoring and reviewing hair designs against production requirements to ensure required purpose is met.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of real work situations which includes involvement in other related activities relevant to this environment • comprehensive and sufficient information about the client brief to allow the candidate to fully develop hair design concepts and operational plans to meet the requirements • preparation and production sites on which the candidate can work • interaction with others to reflect the communication aspects of the unit • interaction with the client and production team to reflect the on-site management aspects of the unit • a fully equipped office environment using appropriate computers, software and information programs and publications to facilitate the processes involved in developing and documenting hair design concepts and operational plans. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate completing tasks during set-up, operation and post activities of the presentation of hair designs
- evaluation of innovative and creative hair designs on-site at the production site where the designs are managed by the candidate
- review of operational plans prepared by the candidate for preparation and monitoring of the presentation of hair designs
- case studies to assess ability to develop the hairdressing concepts and plans for different client briefs
- evaluation of reports prepared by the candidate detailing the planning processes undertaken for the presentation of work and highlighting particular challenges and issues
- written and verbal questioning or interview to test knowledge of presentation methodologies, hair design options and styles for different types of presentation methodologies, varying operational constraints, risk management issues and minimal impact practices
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
	- SIHHTLS804 Provide creative leadership to the hairdressing industry

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Key objective of the media presentation may include:	• product or brand marketing • individual or organisational promotion • education purposes • fashion shoot.
Media presentation may include:	• photo images • digital files • video files.
Stakeholders may include:	• client • product company • sponsors • suppliers and contractors • organising committees • colleagues.
Broad factors influencing the hair concept may include:	• media objective or purpose • target audience • market and competitors • media presentation to be used • number of hair designs • equipment and resources availability • overall budget estimate.
Creative thinking techniques may include:	• brainstorming • graphic organisers, such as visual maps • making associations • mind maps • visualisation.
Appropriate experts may include:	• photographers • camera operators • lighting technicians • set technicians.
Presentation methodologies to be used may include:	• CDs and DVDs • digital media presentations • digital and photo slide shows • digital media sequences with recorded sound • presentation cards, promotional folders

	• printed images • websites • interactive media.
Legal and ethical constraints may include:	• legislation • regulations • codes of practice • ethical principles • policies and guidelines • society's expectations • cultural expectations and influences • social responsibilities, e.g. protection of children, environmental issues.
Operational plan may include:	• costing of all resources and materials to be provided • purchasing of resources and materials to be used • timelines • model requirements • staff and volunteering requirements • staff and volunteering roles and responsibilities • choreography • rehearsals.
Resources may include:	• models • assistant hairdressers • hairdressing equipment, materials and products • makeup artists • clothing • make up • accessories.
Issues that may be addressed in *risk management strategies* may include:	• potential non-attendance of models, staff or volunteers • lack of experience of staff or volunteers • shoot preparations and impacts of preparation to meet timelines.
Model preparations may include:	• prestyling including colouring, hair in first pli • makeup application • garments and accessory fittings.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIHHTLS806 Conceive, develop and realise innovative hairdressing concepts for events

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conceive, develop and realise hairdressing concepts for events.

It requires the ability to develop the hairdressing design concepts based on the event objectives and to plan and realise the presentation of innovative hairdressing designs for the event.

Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as freelance session stylists and provide technical and creative leadership, training and support to colleagues and the industry at large.

In these roles, individuals play an important leadership role for the industry. They determine and lead the future hair designs that the industry will create through the development and realisation of the innovative hairdressing designs. These hair designs promote current and future hair fashions, products and techniques to hairdressing industry and consumer markets through a range of media. They are able to operate at a national or international level.

A person undertaking this role applies a range of specialised technical, creative, conceptual and team leadership competencies to plan, carry out, evaluate and take accountability for personal outputs and usually, those of a team.

They possess a substantial depth of theoretical knowledge of hairdressing design elements and principles and highly developed and specialised technical skills. They possess the research skills to gather and synthesise future trends and technologies in related creative industries such as fashion, graphic art and product design to design and create hair designs influenced by these trends.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify event objective and scope.	1.1 Clarify and agree on key objective of the *event* in consultation with *stakeholders.*
	1.2 Analyse *broad factors influencing the hair concept* and consult with stakeholders to determine overall approach.
2. Establish and develop the hair design concept for an event.	2.1 Research and analyse emerging trends that may influence the development of the hair design concept.
	2.2 Apply a range of *creative thinking techniques* to generate new ideas and thinking, incorporating creative elements into the hair concept based on event theme and format.
	2.3 Collaborate with *appropriate experts* about achieving the desired hair design effects based on *event requirements.*
	2.4 Develop the hair design concept ensuring originality and impact to set it apart from the work of other competitors and colleagues.
	2.5 Investigate *legal and ethical constraints* for the proposed use of the concept.
	2.6 Use effective communication strategies to present the developed hair concept in a format that facilitates understanding to the stakeholder, encouraging feedback and offering clarification as required.
	2.7 Provide assistance and support to marketing personnel related to promotional material.
3. Plan and co-ordinate the hair design preparations for the event.	3.1 Estimate production timeline, workflow and budget for the presentation of creative hair designs.
	3.2 Prepare an *operational plan* for the provision of *resources,* identifying steps, activities, sequence and incorporating appropriate *risk management strategies*.
	3.3 Identify and appoint assistant staff and or volunteers to be involved, clarifying team roles in relation to the hair show.
	3.4 Manage the communication of the operational plan to ensure timely and effective planning and implementation.
	3.5 Implement and monitor the plan for the completion of the hair designs for the event, making adjustments as required.

4. Manage the completion of the hair designs for the event.	4.1 Manage the coordination of *model preparations* for the show.
	4.2 Manage the completion of the hair designs, ensuring styling techniques and finishes are appropriate for optimised presentation for the event.
	4.3 Manage the coordination of assistant staff supporting individuals in their roles and ensure safe work practices.
	4.4 Provide assistance and support to staging and production teams as needed.
	4.5 Monitor compliance with relevant legislation, regulations and codes in relation to the provision and distribution of goods and information.
	4.6 Monitor, and facilitate where necessary, assistance and support to stakeholders during the event.
	4.7 Co-ordinate the removal, disposal and return of resources, ensuring minimal environmental impacts.
5. Evaluate professional work.	5.1 Seek and apply constructive criticism from others after the event to improve own performance.
	5.2 Assess own work to evaluate satisfaction and degree to which event objectives are met.
	5.3 Evaluate own work in the context of work by others in order to extend own practice.
	5.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes.

Required Skills and Knowledge

Required skills

- communication skills to:
  - collaborate with others as part of the creative process
  - discuss abstract ideas with others
- critical thinking and analytical skills to:
  - analyse event objectives
  - develop, evaluate and select hair design options for events
  - reflect on complex issues and make judgements and decisions around those issues
  - evaluate own work performance in meeting event objectives
- learning skills to receive and integrate constructive criticism from others
- literacy skills to:
  - interpret unfamiliar and complex information or abstract ideas
  - develop detailed hair design specifications and complex operational plans
- numeracy skills to interpret budgetary constraints, and to calculate the size and number of resources required for the presentation of hair designs
- problem-solving skills to adjust to constraints, limitations and respond to contingencies
- self-management and planning skills to plan and coordinate the hair designs for the event from initial concept to realisation
- technical skills to apply and adapt specialist skills relative to the presentation of hair design for events

Required knowledge

- scope of research potential within and beyond traditional creative areas
- different critical and creative thinking techniques and how they work in the context of creative practice
- cultural, sociological, philosophical, aesthetic, political and commercial influences on hair design concepts in both an historic and contemporary context
- the intricate characteristics and interrelationships of the elements and principles of design, and their effects on the style and function of innovative hair designs for event presentation
- highly developed hairdressing technical skills appropriate for event presentations
- project management methodologies
- copyright, moral rights and intellectual property issues and legislations associated with the presentation of creative work
- presentation technologies relevant to the presentation of the hair designs for the event
- the roles and responsibilities of different event personnel, including models, makeup artists, choreographers, hair stylists, staging team
- operational constraints for the hairdressing concept based on event requirements
- staffing and volunteering requirements for events
- a range of formats for and inclusions of operational plans produced to conceive, develop and realise the hairdressing concept for events
- risk management issues to be considered for the preparation and realisation of the hair

designs for events

- practices to reduce environmental impacts when preparing and developing hair designs

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • planning and developing innovative and creative hairdressing concept that reflects event objectives • realising hair designs, using styling techniques and finishes appropriate for optimised presentation for event presentations • complying with legislative and regulatory requirements in relation to facilitating the presentation of hair designs for an event • dealing with issues and challenges associated with planning and realising the hair show • applying appropriate cross-cultural communication skills and knowledge in preparing and monitoring the presentations of hair designs for the events • monitoring and reviewing hair designs against production requirements to ensure required purpose is met.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of real work situations which includes involvement in other related activities relevant to this environment • comprehensive and sufficient information about the events to allow the candidate to fully develop hair design concepts and operational plans to meet the event requirements • events and event venues on which the candidate can work • interaction with others to reflect the communication aspects of the unit • interaction with event and venue co-ordinators to reflect the on-site management aspects of the unit • a fully equipped office environment using appropriate computers, software and information programs and publications to facilitate the processes involved in developing and documenting hair design concepts and operational plans. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess

practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate completing tasks during set-up, operation and post activities of the events
- evaluation of innovative and creative hair designs on-site at the events where the designs are managed by the candidate
- review of operational plans prepared by the candidate for preparation and monitoring of the hair show
- case studies to assess ability to develop the hairdressing concepts and plans for different types of events
- evaluation of reports detailing the planning processes undertaken for the events and highlighting particular challenges and issues
- written and verbal questioning or interview to test knowledge of formats and features of different types of events, hair design options and styles for different types of events, varying operational constraints, risk management issues and minimal impact practices
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIHHTLS804 Provide creative leadership to the hairdressing industry
- SIHHTLS807 Plan and deliver professional hairdressing presentations

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Event may include:	• industry presentations • award presentations • trade shows • hairdressing competitions • product company promotional event or seminars • fashion shows.
Stakeholders may include:	• event organisers • sponsors • suppliers and contractors • venue staff and management • security contractors • caterers • organising committees • colleagues • entertainers.
Broad factors influencing the hair concept may include:	• event purpose • concept, style and theme • product or brand marketing • show duration • nature of venue or site • number of hair designs • audience profile • availability of equipment and resources • overall budget estimate.
Creative thinking techniques may include:	• brainstorming • graphic organisers, such as visual maps • making associations • mind maps • visualisation.
Appropriate experts may include:	• lighting technicians • set technicians • stage managers • sound technicians
Event requirements may include:	• concept, style and theme • client or sponsor preferences

	- products to be promoted - location of event and transportation requirements - parameters of the site including: - dimensions of runway - preparation area - consideration of negative environmental impacts and minimal impact practices for the event - off and on-site staff - volunteering requirements - liaison with others involved in the event.
Legal and ethical constraints may include:	- legislation - regulations - codes of practice - ethical principles - policies and guidelines - society's expectations - cultural expectations and influences - social responsibilities, e.g. protection of children, environmental issues.
Operational plan may include	- costing of all resources and materials to be provided - purchasing of resources and materials to be used - timelines - model requirements - staffing requirements, roles and responsibilities - volunteering requirements, roles and responsibilities - choreography - rehearsals.
Resources may include:	- models - styling team - hairdressing equipment, materials and products - makeup artists - choreographer - clothing - make up - accessories - music.
Issues that may be addressed in r*isk management strategies* may include:	- potential non-attendance of models, staff or volunteers - lack of experience of staff or volunteers - potential non-delivery of resources or products

	from suppliers
	• venue access and impacts of preparation to meet timelines.
Model preparations may include:	• pre-styling including colouring, hair in first pli
	• makeup application
	• garments and accessory fittings.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIHHTLS807 Plan and deliver professional hairdressing presentations

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and deliver professional hairdressing presentations.

It requires the ability to plan, conduct and review own performance of the hairdressing presentation.

Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry at large.

In these roles, these individuals play an important leadership role in promoting creative and fashionable hair designs, products and the continuing development of technical knowledge and skills for the hairdressing industry often at hair shows, technical seminars and training sessions. As such, the hairdressing practitioner will need to deliver a professional presentation that includes the demonstration of highly developed technical and creative skills.

A person undertaking this role applies a range of specialised technical, creative, conceptual and leadership competencies to plan, carry out, evaluate and take accountability for personal outputs and usually, those of others.

They possess a substantial depth of theoretical knowledge of hairdressing design elements and principles and highly developed and specialised technical skills. They possess the research skills to gather and synthesise future trends and technologies in related creative industries such as fashion, graphic art and product design to design and create hair designs influenced by these trends.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan and prepare hairdressing presentations.	1.1 Establish session objectives, *target audience*, and *presentation type, scale* and *presentation team.*
	1.2 Determine and evaluate *variables of the presentation environment* and make appropriate adjustments.
	1.3 Collaborate with relevant people to incorporate new ideas, approaches and style of presentation to ensure it fulfils session objectives.
	1.4 Determine and organise the physical and other specific resource requirements for the presentation.
	1.5 Confirm the overall design concepts with relevant people.
	1.6 Co-ordinate the roles of the presentation team members and support individuals in fulfilling all aspects of their roles.
	1.7 Evaluate possible constraints that may impact on the presentation and take action to address these.
2. Deliver hairdressing presentations.	2.1 Introduce and present models and information in a clear, logical and interesting manner, ensuring there is a good introduction and a strong conclusion.
	2.2 Incorporate effective *public speaking techniques* and appropriate *interpersonal skills*, including *visual and audio aids*, as required.
	2.3 Present technical information and processes in a clear and logical sequence, demonstrating techniques as required.
	2.4 Use effective interactive strategies to encourage audience participation where relevant.
	2.5 Monitor and assess audience reactions during the session and adjust presentation approach accordingly to ensure ongoing audience interest and engagement.
3. Evaluate hairdressing presentations.	3.1 Evaluate the planning and preparation of the presentation in terms of its efficiency and effectiveness.
	3.2 Reflect on and evaluate the presentation against planned outcome.
	3.3 Challenge, refine and adapt strengths and weaknesses of the presentation to inform subsequent demonstrations.

Required Skills and Knowledge

Required skills

- communication skills to:
    - collaborate with others as part of the creative process
    - lead the creative team
    - engage the audience
    - demonstrate and explain design concepts and technical information
- literacy skills to develop detailed hair design specifications and complex operational plans
- technical skills to:
    - apply and adapt specialist skills related to the presentation of hair designs
    - skills to operate audiovisual and technical equipment
- problem-solving skills to adjust to constraints, limitations and respond to contingencies
- management and planning skills to plan and co-ordinate the requirements and sequencing of the presentations
- reflection skills to identify areas for improvement and maintain personal skill development

Required knowledge

- cultural, sociological, philosophical, aesthetic, political and commercial influences on hair design concepts in both an historic and contemporary context
- the intricate characteristics and interrelationships of the elements and principles of design, and their effects on the style and function of innovative hair designs for presentation
- highly developed hairdressing technical skills appropriate for demonstration
- project management methodologies
- copyright, moral rights and intellectual property issues and legislations associated with the presentation of creative work
- the roles and responsibilities of different event personnel, including models, makeup artists, choreographers, hair stylists, staging team
- relevant occupational health and safety procedures
- operational constraints for the hairdressing presentations
- risk management issues to be considered for the preparation and presentations
- environmental impacts of preparing and developing the hair designs and minimal impact practices to reduce these

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • planning sessions to meet event aims and objectives • communicating and supporting presentation team members on session requirements and their roles and responsibilities • sourcing and organising physical and other resources required to deliver the presentation • presenting well-planned professional sessions, that communicate technical explanations and clearly answer audience questions regarding hairdressing techniques and designs, to live audiences • reviewing own performance to identify areas of improvement for sequential sessions.
Context of and specific resources for assessment	Assessment must ensure access to: • a platform production venue or event, such as a hairdressing show or competition • models for platform demonstrations • presentation teams, that may include audiovisual and sound technicians and assistants • library, Internet and film media research sources • a range of hairdressing products, equipment, hair accessories, props and audiovisual resources • relevant occupational health and safety and health regulations. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the candidate performing a range of tasks in hairdressing presentation settings, over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include: • researching and planning for a hair show or presentation and sourcing models, garments, props

and equipment and conducting rehearsals where required
- interacting with presentation team to communicate session objectives and the teams roles and responsibilities
- interacting with an audience to give technical explanations of work in progress or completed, and responding to their questions
- case studies that involve researching, planning, conducting and evaluating the presentation against the event aims and objectives
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector and job role is recommended, for example: • SIHHTLS804 Provide creative leadership to the hairdressing industry • SIHHTLS806 Conceive, develop and realise innovative hairdressing concepts for events

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Target audience may include:	• hairdressers • hairdressing educators • magazine readers • a live audience • a film audience • members of the general public representing a specific age or socioeconomic group • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
Presentation type may include:	• workshop • exhibition • seminar • 'look and learn'.
Scale may include:	• single model demonstration with technical explanation • multiple model demonstration with technical explanation • compered presentations with technical input from session stylists • choreographed parades.
Presentation team may include:	• other hairdressers and session stylists • fashion designers • makeup artists • choreographers • compere • audiovisual and sound technicians • assistants and stage hands.

Variables of the presentation environment may include:	• event venues, such as:
	  • stage or catwalk
	  • indoor or outdoor film sets
	  • salon
	  • training facility
	• backstage.

Public speaking techniques must include:	• pace of speech • tone of voice

	• inflection • accent • eye contact • volume.
Interpersonal skills must include:	• adjusting personal language to suit others' requirements • communicating clearly and effectively • engaging and motivating learners • maintaining appropriate body language • responding to audience appropriately • active listening.
Visual and audio aids may include:	• whiteboards • butcher's paper • sketch pads • PowerPoint • slides • film and video • music • sound, microphones, etc. • visual collages of design ideas.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIHHTLS808 Originate and refine hair design concepts

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to originate and refine hair design concepts for products, programs, or services to an operational level.

Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry at large.

In these roles, these individuals play an important leadership role in determining and leading future hair directions, and consequently supporting the development of innovative and creative thinking for the industry. They are able to operate at a national or international level.

A person undertaking this role would operate with a high degree of autonomy and at a senior level if working within an organisation. However, the process of generating concepts and ideas is collaborative in nature.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate and explore needs and opportunities.	1.1 Research and evaluate *existing information that informs new hair design concept development.*
	1.2 Expand the potential of new *ideas that are outside the boundaries of ordinary thinking.*
	1.3 Identify and analyse *factors* that could have an impact on ideas or concepts to be developed, including potential for commercialisation.
	1.4 Research and evaluate relevant ideas and approaches from other hairdressing practitioners with consideration of intellectual property, moral rights and copyright requirements.
	1.5 Develop preliminary ideas on innovative and different ways to address needs and opportunities.
	1.6 Evaluate and agree on broad parameters for developing ideas and concepts to meet market requirements in consultation with *relevant stakeholders.*
2. Develop a range of creative approaches for innovative hair designs.	2.1 Develop a range of *creative thinking techniques* to generate innovative and creative hair design concepts to address identified needs.
	2.2 Challenge, test and experiment with different concepts and ideas as part of a collaborative process.
	2.3 Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential.
	2.4 Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed.
	2.5 Identify and evaluate *resources* required to achieve desired creative and innovative outcomes.
	2.6 Evaluate the effectiveness of different strategies for achieving desired outcomes.
	2.7 Select concepts or approaches that achieve required outcomes in an innovative and feasible way.
	2.8 Present proposed concepts or approaches in an appropriate *format*.

3.	Refine hair design concepts.	3.1	Ensure concept development process is open to ongoing refinement and testing.
		3.2	Seek input and feedback on concepts from relevant stakeholders.
		3.3	Seek specialist advice on creative and technical aspects of proposals as required.
		3.4	Compare concepts with best practice examples of similar products, programs, processes or services.
		3.5	Use a range of *creative and practical criteria* to determine the advantages and disadvantages of different concepts.
		3.6	Evaluate *constraints* on the realisation of concepts or ideas.
		3.7	Refine proposals based on analysis and feedback.

Required Skills and Knowledge

Required skills

- communication and teamwork skills to:
    - provide innovative and creative leadership to encourage and develop others effectively
    - display personal and professional integrity in business and client relationships
- communication and teamwork skills to:
    - work collaboratively on ideas
    - articulate the rationale for concepts in ways that promote constructive discussion with others
- lateral thinking skills to:
    - generate a range of innovative concepts and ideas
    - take a visionary approach to developing concepts and ideas
- initiative and enterprise skills to pro-actively identify market requirements
- planning and organising skills to take account of practical issues for concept implementation
- self-management skills to meet deadlines

Required knowledge

- broad context in which concepts are being developed
- cultural, social and environmental issues and impacts to be considered in developing new concepts
- issues and requirements to commercialise the concept
- legal requirements that affect work in a given industry context
- practical and operational issues to be considered in a specific work or community context
- range of broad practical and operational issues that determine whether a concept can be implemented in any context
- techniques for generating creative ideas and solutions, and for translating these ideas into workable concepts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of hair design concepts, substantiated and supported with sufficient information to allow for implementation to occur • knowledge of legal requirements that affect work in a given industry context.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of real work situations which includes involvement in other related activities relevant to this environment • the full range of background information required to evaluate the operational factors that will affect the implementation of concepts • interaction with others to reflect the collaborative nature of the concept development process. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of concepts generated by the candidate, of the processes used to generate and test the ideas and the material developed to support the concept • debate and discussion with the candidate to assess knowledge of the operational context and the broader factors that impact on concept development • evaluation of presentation or 'pitch' made by the candidate in relation to a particular concept • verbal or written questioning to assess knowledge of cultural, social and environmental issues and impacts to be considered in developing new concepts.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
	• SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Existing information that informs new hair design concept development may include:	• creative brief • market research • organisational vision • personal vision and creative aspiration.
Ways to explore *ideas that are outside the boundaries of ordinary thinking* may include:	• challenging existing assumptions and preconceptions • considering radical change to the way things are done • exploring practice in a totally different industry context • investigating the use of new media • involving collaboration with professionals in different sectors • making connections between seemingly unrelated activities.
Factors may include:	• codes of practice • content • cost effectiveness • Indigenous laws and protocols • level of skill and understanding required for implementation • nature and size of target audience • organisational charter and policies • purpose, such as: • advertising or marketing • commercial • educational • entertainment • information • relevant legislation, such as: • copyright and intellectual property • privacy • results of market research • revenue raised by existing market share • technical feasibility.

Relevant stakeholders may include:	• hair product manufacturers and suppliers
	• event organisers
	• designers and other creative personnel
	• directors
	• external suppliers
	• information technology personnel
	• management
	• program producers
	• technical specialists
	• writers.
Creative thinking techniques may include:	• brainstorming:
	• bulletin board
	• buzz session
	• computer-aided
	• sequencing
	• stop and go
	• graphic organisers:
	• concept fans
	• visual maps
	• webbing
	• lateral thinking games
	• making associations
	• mind mapping
	• morphological analysis
	• sub-culture surfing
	• trigger words
	• use of metaphors and analogies
	• vision circles
	• visualisation.
Resources may include:	• facilities
	• printed material
	• specialist equipment
	• specialist staff
	• training.
Formats may include:	• concept maps
	• electronic presentations to promote the concept.
Creative and practical criteria may include:	• cost effectiveness
	• evaluation against competing priorities
	• fit with personal vision and aspirations
	• fit with strategic directions of

organisation
- fit with target market needs
- how innovative the concept is
- level of risk
- potential benefits
- technical feasibility
- time to realise the concept.

Constraints may include:
- availability of resources and equipment
- availability of skilled experts and personnel
- cost
- level of technical difficulty
- limited funding sources
- limited potential for commercialisation
- time.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIHHTLS809 Establish, negotiate and refine hair design concepts for briefs

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work pro-actively with a client or commissioning organisation to develop and negotiate hair design briefs for the promotion of product and services, and hair design directions for the hairdressing industry and consumer markets.

Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry at large.

In these roles, these individuals play an important leadership role for the industry. They determine and lead future hair designs through the development and realisation of innovative hairdressing designs. These hair designs promote current and future hair fashions, products and techniques to the hairdressing industry and consumer markets through a range of media. They are able to operate at a national or international level.

Establishment, negotiation and refinement of the hair design concepts for a brief requires the integration of highly developed creative thinking, communication and planning skills in a process that may not be linear. Adaptability and effective response to change and new ideas is crucial.

In practice, this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse the brief to establish hair design requirements.	1.1 Analyse the specifications of the brief.
	1.2 Establish and clarify the user or clients for the proposed product or service to inform hair design concept decisions.
	1.3 Identify and clarify specifications, parameters or constraints of the brief, including the *legal and ethical constraints* in consultation with client.
	1.4 Pro actively seek, review and act upon information needed to inform constructive communication with client.
	1.5 Build trust and respect between self and client through effective use of communication skills and demonstration of professional integrity.
2. Develop and refine the hair design brief.	2.1 Identify and source *information and references relevant to the development of the hair design concept.*
	2.2 Develop concepts and ideas that take account of *overall objectives and parameters.*
	2.3 Undertake *critical analysis* of concept and challenge ideas and approaches taken to ensure responsiveness to project needs.
	2.4 Present ideas in an *appropriate format or medium* and seek feedback from key stakeholders.
	2.5 Use effective communication techniques to generate discussion, debate and critical analysis.
	2.6 Re-evaluate and refine options based on own analysis and discourse with others.
	2.7 Establish and agree on final nature and scope of design brief with client and accurately document details.
3. Negotiate terms and conditions.	3.1 Negotiate and agree *terms and conditions* of the brief according to relevant *organisational and professional standards.*
	3.2 Clarify, agree and document roles and responsibilities of those involved in the project.
	3.3 Confirm agreements in writing, according to organisational requirements.
	3.4 Identify the need for and seek specialist advice in developing

formal agreements or contracts where appropriate.

Required Skills and Knowledge

Required skills

- communication, presentation and negotiation skills to work with clients to establish and refine hair design briefs
- creative thinking skills to generate and develop concepts and ideas for the hair design brief, including responses to situations where parameters may be quite broad and open or very restrictive
- literacy skills to research and evaluate a wide range of source materials for the development of ideas and concepts
- numeracy skills to develop realistic costings for realisation of the hair design concept
- planning and organisational skills to guide and coordinate the process of negotiating and finalising the hair design brief
- problem-solving skills to pro-actively identify and develop effective solutions to complex challenges of a varied and unpredictable nature
- self-management skills to take responsibility for driving and guiding the brief negotiation process

Required knowledge

- copyright, moral rights and intellectual property issues and legislation that impact on design relating to hairdressing fashion and media industries
- legal issues that affect negotiations and contracts relevant to the hairdressing, fashion and media industries
- scope, nature and potential variations within the hair design briefs
- sources of information that inform the development of hair design concepts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • effectively interpreting the brief to client's or commissioning organisational specifications • developing and refining hair design briefs for a hairdressing industry specific purpose • effective collaboration and communication skills to work with others to develop and refine the hair design brief • understanding the design process within the hairdressing industry context or design discipline.
Context of and specific resources for assessment	Assessment must ensure that competency is: • consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines • demonstrated in a range of work situations which includes involvement in other related activities relevant to this environment. Assessment must ensure access to: • appropriate equipment and media to communicate and present ideas and concepts • sources of information relevant to the industry context • interaction with and involvement of others to reflect the collaborative nature of the work, and the communication and negotiation skills required. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of a design brief in which the candidate has

       played a significant development role

- evaluation of reports detailing the processes undertaken for establishing and refining the design brief, including challenges faced and lessons learned for the future
- observation of discussions and negotiations with client and other stakeholders
- written or verbal questioning to assess knowledge of the process and issues surrounding legislation, industry context, sources of information
- evaluation of candidate response to different scenarios to assess ability to adapt approach to different client requirements and contexts.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Legal and ethical constraints may include:	- legislation - regulations - codes of practice - ethical principles - policies and guidelines - society's expectations - cultural expectations and influences - social responsibilities, e.g. protection of children, environmental issues.
Information and references relevant to the development of the hair design concept may include:	- creative specialists - other designers - others involved in the project - production teams - technical specialists - venue managers.
Overall objectives and parameters may include:	- audience - availability of materials, tools, equipment and human resources - budget constraints - conflicting competing demands - environmental sustainability - organisational vision - presentation venue or context - sponsorship - timeframe - triple bottom line (social, environmental, economic).
Critical analysis may include:	- considering how ideas may be adapted - considering how ideas may be challenged - drawing links between references and potential designs - evaluating work of other designers - making judgements about potential ideas in relation to the budget and available resources - making judgements about relevance of

	information and ideas.
Appropriate format or medium may include:	• digital presentation
	• drawings
	• electronic presentations
	• graphic formats
	• models
	• photographs
	• plans
	• prototypes
	• verbal description or presentation
	• visual diagrams.
Terms and conditions may relate to:	• conceptual parameters
	• contracts
	• deliverables
	• legal and financial issues such as processes to be used
	• ownership and copyright
	• reporting
	• technical requirements
	• time lines.
Organisational and professional standards may include:	• industry-accepted fee schedules
	• industry standards for written agreements
	• requirements for written agreements.

Unit Sector(s)

Hairdressing

Competency Field

Technical Leadership

SIBXCCS201A   Conduct financial transactions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate with clients and operate a range of point-of-sale equipment to perform sales transactions and reconcile takings. The unit describes the function of performing cash handling procedures and financial transactions relating to services or retail product sales in a personal services environment.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to a personal services environment that may include beauty salons, hairdressing salons, nail salons and spas. It applies to both beauty operators performing treatments who may also undertake reception duties and also to discrete reception area staff.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills   This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate point-of-sale equipment.	1.1 Operate *point-of-sale equipment* according to design specifications.
	1.2 Open and close point-of-sale terminal according to *workplace policies and procedures*.
	1.3 Clear point-of-sale terminal and transfer tender according to workplace policies and procedures.
	1.4 Conduct *cash handling* according to workplace security procedures.
	1.5 Maintain supplies of change and cash float in point-of-sale terminal according to workplace policies and procedures.
	1.6 Attend to active point-of-sale terminals according to

ELEMENT	PERFORMANCE CRITERIA

workplace policies and procedures.

1.7 Complete records of transaction errors according to workplace policies and procedures.

1.8 Maintain adequate supplies of dockets, vouchers and point-of-sale documents.

2 Perform point-of-sale transactions.

2.1 Complete *point-of-sale transactions* according to workplace policies and procedures and *relevant legislation*.

2.2 Identify and apply workplace procedures in respect to cash and non-cash transactions.

2.3 Identify and apply workplace policies and procedures in regard to exchanges and returns.

2.4 Enter information into point-of-sale equipment.

2.5 Verbally state total price and amount of cash received to *client*, and tender correct change.

3 Complete sales.

3.1 Complete relevant *client documentation*.

3.2 Process sales transactions in a timely manner or direct clients to point-of-sale terminals according to workplace policies and procedures.

4 Remove takings from register or terminal.

4.1 Balance register or terminal at designated times according to workplace policies and procedures.

4.2 Separate cash float from takings prior to balancing, and secure according to workplace policies and procedures.

4.3 Supply change to register or terminal according to workplace policy.

4.4 Determine register or terminal reading or print out.

4.5 Remove and transport cash and non-cash documents according to workplace security policies and procedures.

5 Reconcile takings.

5.1 Count cash and calculate non-cash documents.

5.2 Determine balance between register or terminal reading and sum of cash and non-cash

ELEMENT	PERFORMANCE CRITERIA
	transactions, and record takings.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to use point-of-sale equipment and apply procedures, including the following:
    - registers
    - calculators
    - EFTPOS
    - credit cards
    - electronic scanners
    - lay-by
    - credits and returns
    - customer refunds
- time-management skills to complete tasks in a set time frame
- verbal and non-verbal communication skills appropriate to a service environment
- numeracy skills to:
    - calculate a total price
    - count cash
    - balance point-of-sale terminal
    - tender correct change.

Required knowledge

The following knowledge must be assessed as part of this unit:

- cash handling procedures, including:
    - opening and closing point-of-sale terminal
    - clearing terminal and transferring tender
    - maintaining cash float
    - tendering change
    - counting cash
    - calculating non-cash documents
    - balancing point-of-sale terminal
    - recording takings
    - securing cash and non-cash transactions
    - determining change required and denominations of change
- relevant health and hygiene regulations and requirements
- relevant legislative requirements, including consumer law and occupational health

REQUIRED SKILLS AND KNOWLEDGE

and safety regulations
* workplace policies and procedures in regard to client service and point-of-sale techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying relevant legislation, including consumer law • operating point-of-sale equipment according to manufacturer instructions and workplace procedures • applying workplace policies and procedures in regard to cash handling and point-of-sale transactions in a personal services environment • using time effectively.

EVIDENCE GUIDE

Context of and specific resources for assessment	Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - a reception desk
  - telephone
  - a retail display area
  - a point-of-sale system, including credit card and EFTPOS
  - a computer with a salon software system
  - financial transactions dockets and slips
  - sample debit and credit card vouchers
  - recording and tally sheets
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - workplace policy and procedure manuals in regard to conducting financial transactions
- a range of clients with different transaction requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - handling cash transactions with clients according to workplace security procedures
    - recording transaction errors according to policies and procedures
    - balancing register or terminal at designated times
    - counting cash
    - recording takings
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of workplace financial procedures
- completion of workplace documentation relevant to conducting financial transactions
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXCCS202A Provide service to clients
- SIRXCOM001A Communicate in the workplace.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

RANGE STATEMENT

Point-of-sale equipment may include:	• manual:
	    • cash register
	    • credit card equipment
	• electronic:
	    • terminal and screen
	    • bar code scanner
	    • EFTPOS equipment.

Workplace policies and procedures may include:	• operation of point-of-sale equipment • cash handling security • sales transactions • staffing • health and hygiene requirements.
Cash handling may include:	• opening and closing point-of-sale terminal • clearing terminal and transferring tender • maintaining cash float • tendering change • counting cash • calculating non-cash documents • balancing point-of-sale terminal • ensuring security of cash and non-cash transactions • recording takings.
Point-of-sale transactions may include:	• EFTPOS • cheques • credit cards • smart cards • lay-by • credits and returns • customer refunds • gift vouchers.

RANGE STATEMENT

Relevant legislation may include:	• consumer legislation • privacy legislation • GST regulations • occupational health and safety legislation.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds with varying physical and mental abilities.
Client documentation may include:	• order forms • gift vouchers • invoices • receipts.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Client Services

SIBXCCS202A   Provide service to clients

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to deliver a complete customer service experience to clients in a personal services environment. It includes reception duties, scheduling client services, responding to client complaints, and identifying and responding to clients' special customer service needs.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit describes the function of performing a range of customer service tasks in personal services environments, such as beauty salons, hairdressing salons, nail salons and spas.
	Communication regarding client service needs may be face-to-face or by telephone.
	The unit applies to both beauty operators performing treatments who may also undertake reception duties, and also to reception area staff.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills   This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive clients.	1.1 *Communicate* with *clients* according to *workplace policies and procedures*.
	1.2 Meet client customer service needs and reasonable requests or refer to a supervisor according to workplace policies.
	1.3 Source *client records* and establish new cards as required.
	1.4 Enter *client information* in *record system* according to workplace policies and procedures and *relevant legislation and codes*.
	1.5 Direct client to designated area for specific beauty service.

ELEMENT	PERFORMANCE CRITERIA

2 Deliver customer service to clients.

2.1 Identify or anticipate possible *contingencies* and take action to maximise client satisfaction.

2.2 Recognise and act upon opportunities to deliver *additional levels of service* beyond client's immediate request.

2.3 Farewell clients according to *workplace policies and procedures*.

2.4 Use positive verbal and non-verbal communication to develop rapport and maintain contact with client during customer service delivery.

2.5 Encourage repeat custom by *promotion of appropriate services and products* according to workplace policies and procedures.

2.6 Process sales, returns and refunds according to workplace policies and procedures.

3 Schedule clients.

3.1 Schedule appointments according to the length of time required for services, availability of staff, and space and workplace policies and procedures.

3.2 Confirm appointments with client and record details on *appointment system*.

4 Respond to client complaints.

4.1 Establish *nature of complaint* by active listening and questioning and confirm with client.

4.2 Implement *complaint resolution procedures* when required according to workplace procedures.

4.3 Promptly refer unresolved complaints to supervisor.

4.4 Take opportunities to turn incidents of client dissatisfaction into a demonstration of high quality customer service in line with workplace policies and procedures.

4.5 Complete workplace *documentation* regarding client dissatisfaction or complaint.

4.6 Take follow-up action as necessary to ensure client satisfaction.

ELEMENT	PERFORMANCE CRITERIA
5 Identify clients' special customer service needs.	5.1 Promptly identify clients with ***special needs*** or requirements by observation and questioning.
	5.2 Verbally and non-verbally convey a willingness to assist clients.
	5.3 Promptly service client needs, or refer or redirect as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- customer service skills to sell products and beauty services
- communication skills to receive and schedule clients, make appointments and resolve complaints, including:
    - listening and questioning techniques
    - verbal and non-verbal communication skills
    - negotiation techniques
    - greeting and farewelling techniques
    - dealing with clients in a culturally appropriate manner
    - telephone techniques
- conflict-resolution skills, including techniques for dealing with difficult or abusive clients
- literacy skills to access, interpret and maintain client records
- numeracy skills to calculate service and appointment times.

Required knowledge

The following knowledge must be assessed as part of this unit:

- clients' special needs
- workplace policies and procedures in regard to personal presentation, record keeping, sales, returns and refunds, receiving and scheduling clients, and making appointments
- workplace features, including:
    - workplace product and service range
    - location of workplace areas and sections
    - function and use of workplace telephone and appointment system
    - messages taken in person or by telephone
    - client record system
    - written record of complaints.

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying workplace policies and procedures and safe work practices in regard to the provision of service to clients • effectively scheduling clients and making appointments • providing a consistently welcoming client environment by treating clients in a courteous, professional manner using culturally appropriate greetings and farewells • interpreting the nature of client complaints and taking appropriate action to resolve complaints • using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality • using time effectively.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - reception desk
    - telephone
    - retail display area
    - computer with a salon software system
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - workplace policy and procedure manuals, including customer service techniques, personal presentation, complaint handling and complaint resolution
- a range of clients with different service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - making appointments for clients
  - providing advice on services for clients
  - identifying client special needs
  - responding to client complaints
- role play, written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appointment planning
  - communication and problem solving
  - completion of workplace documentation relevant to the provision of service to clients
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS302A Advise on beauty services
- SIBXCCS201A Conduct financial transactions
- SIRXCOM001A Communicate in the workplace.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

RANGE STATEMENT

Communication must include:	• personal • telephone • verbal and non-verbal • culturally appropriate greetings and farewells.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds with varying physical and mental abilities.
Workplace policies and procedures may include:	• communicating with clients • customer service techniques • promoting products and services • handling complaints • personal presentation • record keeping • scheduling clients • sales and refunds • complaint resolution.
Client records may include:	• online data • paper-based cards.
Client information may include:	• type of treatments or services • special client needs or requirements • detailed treatment plans • products used • home-care products recommended and purchased • duration of treatment • date and time of treatment • charges and method of payment • name of staff providing treatment.

RANGE STATEMENT

Record system may include:	• online data • hard copy records.
Relevant legislation and codes may include:	• consumer law • privacy law • occupational health and safety regulations • anti-discrimination legislation • industry codes of practice.
Contingencies may include:	• delays • unavailability of products • dissatisfaction with a previous service or product.
Additional levels of service may include:	• extending the treatment period • offering complementary beauty treatments • offering home-care products • providing information on new products or services • offering hospitality.
Workplace policies and procedures may include:	• communicating with clients • customer service techniques • promoting products and services • handling complaints • personal presentation • record keeping • scheduling clients • complaint resolution.
Promotion of appropriate services and products may include:	• complimentary services, treatments and products • discounted services, treatments and products • special packages of services, treatments and products • seasonal offers of services, treatments and products • trial or sample products.

RANGE STATEMENT

Appointment system may include:	• online data • paper-based appointment records.
Nature of complaint may include:	• price • quality of service • timeliness of service • range of services.
Complaint resolution procedures may include:	• referral to manager • provide a fuller explanation of product or treatment • refund of charges • repetition of beauty service • replacement of product.
Documentation may be:	• electronic • paper-based.
Special needs may include:	• contraindications to products or services • mobility or other disability assistance • language needs and cultural understandings • payment arrangements.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Client Services

SIBXFAS202A   Design and apply make-up for photography

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and apply make-up for photographic shoots. The make-up artist must establish whether natural or artificial lighting is being used; if the planned photography is in colour, black and white, or both; and select and apply products that are appropriate to these in achieving the make-up design that will ensure optimum make-up photographic outcomes under these conditions.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Photographic make-ups are designed in response to a brief from an individual who will be photographed at a special event or from a stylist supporting an event or photo shoot. Depending on the nature of the job the operator may work alone or as part of a make-up design team.
	The unit applies to beauty operators and freelance make-up artists and involves known routines, methods and procedures where some level of discretion and judgement is required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills   This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare client.	1.1 Prepare *client* for service.
	1.2 Identify and explain *contraindications* to client and refer to an *appropriate professional* where required.
	1.3 Assess client's *skin type and condition* to determine appropriate product application techniques.
2 Cleanse face and neck.	2.1 Identify suitable *cleansing products* for client's skin type and different areas of face and neck.
	2.2 Thoroughly cleanse client's skin on face and neck area.

ELEMENT	**PERFORMANCE CRITERIA**
3 Analyse face.	3.1 Identify and note client's facial shape.
	3.2 Identify, note and advise client, photographer or stylist regarding facial areas requiring corrective or camouflage make-up.
	3.3 Assess facial areas requiring highlighting and shading and determine correct product application.
4 Analyse context.	4.1 Determine and confirm required *context* with client, photographer or stylist.
	4.2 Identify colour physics and apply to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day.
	4.3 Identify chemical reactions under given conditions for relevant products.
	4.4 Identify an image for black and white and colour photography.
	4.5 Identify digital photography *product outcomes* and their relationship to make-up design.
	4.6 Identify *lighting type*, position, reflectors and absorbers.
	4.7 Identify *print procedures*.
5 Apply make-up.	5.1 Develop *make-up plan* and confirm with client, photographer or stylist.
	5.2 Select *make-up products*, *tools and equipment*.
	5.3 Apply make-up products, tools and equipment sequentially and according to make-up plan, manufacturer recommendations, *relevant legislation and codes* and *workplace policies and procedures*.
	5.4 Check that final effect meets client and production requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - analyse client's face and create and refine make-up design concepts
  - select make-up according to the film stock to be used
  - apply a range of cleansing and make-up products and techniques
- communication and teamwork skills to:
  - deal with clients tactfully and respectfully
  - consult with clients and other production personnel to ensure that creative and technical requirements are met
  - relate to people from diverse backgrounds
- literacy skills to:
  - prepare and update make-up plans
  - interpret workplace documentation
- numeracy skills to:
  - estimate quantity of products required
  - use time effectively in the provision of service.

Required knowledge

The following knowledge must be assessed as part of this unit:

- well-developed understanding of the interrelationship between face and body shapes and the elements and principles of make-up application
- well-developed understanding of:
  - effects of natural and artificial lighting on make-up appearance
  - colour design principles
  - colour wheel
  - primary, secondary, complementary colours, and grey scale
  - tonal value, hue and shade
- cosmetic ingredients in relevant make-up products, particularly in regard to:
  - their likely effects on the skin
  - their appearance under different light sources and with digital photography
- techniques for determining the physical appearance of:
  - various skin types

REQUIRED SKILLS AND KNOWLEDGE

- normal skin
- abnormal skin
- minor skin blemishes
- effect of changes created by:
  - specific make-up products and colour application techniques
  - lighting and how make-up colours appear on the screen
- OHS requirements when applying make-up.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	
	- developing make-up plans that demonstrate an ability to:
	  - identify and deal with requirements of clients and colleagues
	  - select appropriate products and application techniques
	  - incorporate colour design principles into make-up designs
	  - take production environment into account when designing make-up
	  - meet production requirements
	- applying occupational health and safety practices in regard to the provision of make-up services
	- demonstrating correct make-up product application and removal techniques
	- demonstrating a collaborative approach to work where required
	- communicating effectively with clients, photographers and stylists in relation to make-up application.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - individual client workstation
    - adjustable make-up chair
    - make-up lighting at each workstation
    - trolley
    - magnifying mirror
    - client gown
    - apprppriate supply of small towels
    - disposable spatulas
    - tissues
    - professional skin care and make-up range
- relevant workplace documentation, such as:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and procedures manuals
- a range of clients with different make-up requirements.

EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of make-up plans prepared by the candidate to determine whether client or production requirements have been met, and correct procedures and make-up products have been identified and applied
- observation of the candidate applying make-up in a production context
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXFAS201A Design and apply make-up.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Clients may include:	- new or regular clients with routine or special needs - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities - male or female clients.

RANGE STATEMENT

Contraindications may include:	• bacterial, viral or fungal infections • acne • impetigo • scabies • rashes • boils and carbuncles • sunburn • candidiasis • trauma • bruises • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Skin types and conditions may include:	• normal, dry, oily or combination • sensitive • mature • pigmented • colour and tone.
Cleansing products may include:	• soaps • milks • creams.
Context may include:	• business or social • day or evening • wedding • glamour • drama • fashion • commercial • special occasion • catwalk.

RANGE STATEMENT

Product outcomes may include:	• black and white images • colour images.
Lighting type may include:	• artificial • natural.
Print procedures may include:	• types of print • chromatics • types of glass.

Make-up plan may include:	• areas requiring correction or camouflage
	• colour design
	• single appearance
	• location
	• dramatic considerations
	• lighting
	• camera angles and shots
	• continuity issues
	• face shape
	• highlighting and shading techniques
	• known allergies
	• location, such as:
	   • interior
	   • exterior
	   • studio
	• make-up products and equipment
	• product application procedures
	• testing arrangements.

RANGE STATEMENT

Make-up products may include:	• pre-make-up products and stabilisers • blushers • cleansers • concealers • eye shadows (matte/frosted) • fixative • foundation (liquid/solid) • lipsticks and lip glosses • mascaras (powder, liquid, wand or block) • moisturisers • pencils • powders • pre make-up products and stabilisers • protective gels and creams • sunscreen • toners.
Tools and equipment may include:	• airbrushes • artificial lashes • containers and trays • cotton buds • hairclips and bands • lash curlers • magnifying mirror • make-up box • make-up remover pads • moist towelettes • pallets or tiles • pencil sharpeners • powder puffs • protective bibs and smocks • spatulas • sponges, brushes and applicators • tissues • towels • tweezers.

RANGE STATEMENT

Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene procedures in a cosmetic environment
	• protective clothing and substances
	• environmental protection practices, such as:
	   • waste minimisation
	   • recycling
	   • reuse
	   • energy efficiency, e.g. electricity saving devices and practices
	   • waste disposal
	   • resource management
	   • water efficiency.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Facial Services

SIBXPSM501A Lead teams in a personal services environment

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve a personal services team culture and practice. The unit describes the function of ensuring the values and objectives of the organisation are communicated to, and constructively implemented with, workplace team members to improve overall personal services standards.

Application of the Unit

This unit applies to the full range of personal services industry sector environments and may include single or multiple outlet businesses.

Personal services managers may also be small business owners, and are required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan and organise the work of a personal services team	1.1 Develop and promote organisation's *personal services* values, goals, objectives and workplace procedures.
	1.2 Establish and communicate service procedures that reflect the organisation's personal service values, goals, objectives and workplace culture.
	1.3 Explain the role and importance of personal service within the organisation's strategic and business goals to the *workplace team.*
	1.4 Promote the importance of each team member's *role, responsibilities and accountabilities* in delivering effective personal service.
	1.5 Apply *techniques to engage team members* in planning and organising their personal services work.
	1.6 Allocate work to *utilise strengths and attributes* of the individuals that make up the team.
	1.7 Motivate team members to work together to raise their personal service performance.
2 Ensure delivery of quality personal service.	2.1 Give team members support and direction when they need help.
	2.2 Encourage team members to work together to improve personal service.
	2.3 Assist team members to overcome difficulty in meeting personal service standards, using leadership, supervision, coaching and mentoring.
	2.4 Identify and provide *information*, support and *resources* required by the team in order to provide quality customer service.
3 Review, adjust and improve personal service practice.	3.1 Develop and use *strategies* to monitor progress in achieving service targets.
	3.2 Develop and use strategies to achieve and interpret client feedback and share information with team members.
	3.3 Check that team members understand what action is required to improve their own approach to personal service and why that is important.
	3.4 Identify where personal service could be improved through staff

training and development.

3.5 Organise and monitor personal services team development and training activities.

3.6 Develop, procure and use resources effectively to provide quality personal services to clients.

3.7 Manage records, reports and recommendations within the organisation's systems and processes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication, coaching and mentoring skills to provide direction and support to team members
- literacy skills to:
    - develop and record organisational values, objectives and procedures
    - report on team performance
- resource planning skills to ensure adequate:
    - staff availability
    - products
    - workstations
    - equipment
    - technology
    - time
- contingency planning skills to predict factors that may affect resource availability
- problem-solving skills to address service breakdowns
- planning and organising skills to provide opportunities for staff to develop technical, team and service skills
- record-keeping skills to manage records, reports and recommendations in line with the organisation's systems and processes
- technology skills to use salon business software as a research, planning and evaluation tool.

Required knowledge

The following knowledge must be assessed as part of this unit:

- how to develop personal service goals, plans and objectives
- organisation's personal service goals, plans and objectives
- methods for building and maintaining a team oriented personal services environment, including:
    - supporting the team to develop mutual concern and camaraderie
    - affirming respect for individual behaviour and differences
    - applying techniques to resolve conflict within the team
    - facilitating team-building activities and behaviours
- methods for assessing the strengths and attributes of individuals, which may include:
    - discussion with the individual or the team to identify individual strengths or attributes

- direct observation of team or individual performance
- performance feedback from clients, colleagues or managers
- assessment of performance against organisational personal service indicators
- techniques for coordinating teams to achieve personal service goals
- techniques for identifying which aspects of the personal service process affect client satisfaction.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementing plans, policies and procedures for delivering quality personal services • implementing strategies to communicate with team members and facilitate improved personal services team delivery • maintaining, monitoring and evaluating service delivery • using strategies for solving team and system problems that lead to poor personal services delivery.
Context of and specific resources for assessment	Assessment must ensure: • that competency is consistently demonstrated over a period of time, over a range and variety of complex tasks/projects and situations and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines • that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace. Assessment must ensure access to: • appropriate documentation and resources normally used in the workplace, such as organisational policies and procedures, and relevant legislation • appropriate text and online resources • information regarding relevant business networks and experts • a personal services workplace team. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of learners performing a range of tasks in an actual or simulated personal services

environment, over sufficient time to demonstrate handling of a range of contingencies, including observing the person integrating and applying the skills and knowledge described in this unit in the workplace

- portfolio of evidence demonstrating the planning, implementation and evaluation of strategies designed to improve personal services levels, including the collection and analysis of customer feedback
- case studies related to specific personal services scenarios
- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Personal services may include:	• interacting with individual clients according to workplace service procedures • providing beauty treatments or services to the satisfaction of individual clients • providing hairdressing treatments or services to the satisfaction of individual clients.
Workplace teams may include:	• staff providing treatments and services • reception staff • retail sales staff • managers • full-time and part-time members • males and females • people from a range of social, cultural and ethnic backgrounds.

Role, responsibilities and accountabilities may include:	• obligation to follow relevant workplace personal service procedures applying to:
	  • performing client welcome and departure procedures
	  • performing face-to-face service interactions
	  • handling complaints from clients
	  • technical or practical skills, such as providing treatments and services to clients
	  • providing hospitality to clients
	  • performing telephone interactions
	  • making appointments for treatments or services
	  • performing e-commerce or email interactions
	  • selling or promoting products or services
	  • introducing products or services
	  • providing information on the organisation's products or services
	  • processing payments or transactions
	  • accessing and maintaining a customer database
	• obligation to assist other team members in the delivery of personal service to clients.

Techniques to engage team members may include:	• team meetings • email, intranet and other communication devices.
Utilising strengths and attributes may include:	• delegating specific duties • rostering team members to ensure a spread of competencies.
Information may include:	• product and service information • customer details • organisational personal service systems and procedures • techniques for interacting with clients • personnel contact details • changes or innovations in products, services or procedures.
Resources may include:	• staff • product range and levels • workstations • equipment • technology • time.
Strategies may include:	• feedback forms and other devices to enable feedback from clients • electronic feedback mechanisms using the intranet, internet and email • long-term or short-term plans for monitoring achievement and evaluating effectiveness • training and development activities.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

SIBXPSM502A   Manage treatment services and sales delivery

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and improve the delivery of treatment services and associated sales in a personal services environment. It describes the function of managing optimum staff treatment performance, product sales, and managing product and equipment development.

Application of the Unit

This unit applies to personal services businesses, such as beauty salons, hairdressing salons, nail salons and spas.

Personal services managers may also be small business owners, and are required to apply initiative and judgement across a broad range of management functions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Maintain and improve treatment services and sales delivery.	1.1 Communicate, implement and regularly review policies and procedures for treatment services and sales delivery. 1.2 Seek and use customer feedback to improve the provision of treatment services and sales delivery. 1.3 Plan and implement an adequate *resource allocation* for treatment service provision in line with salon policy. 1.4 Consult with and involve the workplace team in taking decisions to overcome problems and adjust treatment service provision.
2 Maintain and improve salon turnover and profit margin.	2.1 Set product and service pricing based on analysis of *client age demographic, hourly expenses, seat or treatment area time and target profit margin*. 2.2 Set, monitor and regularly review team and individual staff member's services and retail sales *target turnovers*. 2.3 Provide *feedback* to individual staff members on progress towards targets and general sales and treatment service performance. 2.4 Encourage staff members to take responsibility for meeting client requirements and increasing their average client bill. 2.5 Research and implement staff incentive and reward schemes to increase client re-booking as appropriate to the salon.
3 Manage contingencies.	3.1 Address and resolve *treatment and service-related complaints* that have been referred by staff according to salon policy. 3.2 Seek and use feedback on client satisfaction to improve future operations and services. 3.3 Monitor and evaluate corrective actions for effectiveness and use for future operational planning.
4 Coordinate staff training and support.	4.1 Negotiate staff product and treatment training with suppliers and educators to support the introduction of new equipment, products and services. 4.2 Recognise opportunities to increase the *sales, safety* and treatment service capabilities of members of the staff team and arrange relevant training.

		4.3	Allocate a **workplace mentor or supervisor** to staff undertaking training to ensure on-the-job and off-the-job training and practice occur according to a predetermined training plan.
5	Provide a harmonious and productive working environment.	5.1	Maintain sufficient supply of stock to support services and sales delivery and meet customer requirements.
		5.2	Regulate access to and use of professional products that minimise waste and support organisation's environmental sustainability targets.
		5.3	Maintain staff salaries and working conditions in line with current awards, legislation and salon policies.
		5.4	Encourage team members to assist each another in achieving optimum service levels according to workplace procedures.
		5.5	Establish, promote and maintain workplace programs for cleaning, storing and maintaining tools and equipment according to relevant legislative requirements and manufacturer specifications.
		5.6	Replace or repair faulty equipment as soon as practicable and with minimum disruption to the work of the team.
		5.7	Maintain **complete and accurate records** and provide access to authorised personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating communication techniques, including:
    - listening and questioning techniques
    - verbal and non-verbal communication skills
    - negotiation techniques
- literacy skills to:
    - research, analyse and interpret product and equipment information
    - prepare reports
    - document results
- numeracy skills to:
    - calculate fixed and variable costs
    - calculate team and individual target turnover
    - determine and monitor stock level requirements
    - interpret and maintain data
- record-keeping skills relating to:
    - product suppliers
    - stock
- technology skills to use salon business and marketing software as planning and evaluation tool
- contingency planning skills to:
    - service casual clients
    - evaluate corrective actions taken for effectiveness and apply to future service planning
- problem-solving skills to deal with unresolved treatment and service-related complaints that are referred on by team members
- planning and organising skills to:
    - train staff to:
- enhance staff existing treatment and service capabilities
- support the introduction of new equipment, products and services
    - keep records
    - plan resources to roster staff to service treatment booking
- technology skills to use salon business software for research, planning and evaluation.

Required knowledge

The following knowledge must be assessed as part of this unit:

- hourly expenses for the business
- seat or service area time and target profit margin as described in the range statement, in the context of the particular business
- range, availability and environmental impact of new products and services
- salon policies and procedures in regard to:
  - sales and service delivery
  - environmental sustainability
  - quality assurance and control
  - stock maintenance and control
  - pricing
  - rostering staff
- local health regulations
- legislative requirements relating to occupational health and safety.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	
	 • maintaining, monitoring and evaluating service and sales delivery
	 • communicating treatment service, and sales plans and targets, along with providing feedback on performance and outcomes to the team and individual members
	 • proactively implementing strategies to improve service and sales delivery and outcomes
	 • regularly and accurately maintaining records and interpreting data on service and sales delivery
	 • negotiating and arranging the ongoing supply of professional and retail products and goods according to workplace policy
	 • using systems for:
	     • maintaining, monitoring and evaluating the supply of stock
	     • monitoring and organising staff training and development.

Context of and specific resources for assessment	Assessment must ensure: • that competency is consistently demonstrated over a period of time, over a range and variety of complex tasks/projects and situations and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines • that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. Assessment must ensure access to: • multiple clients with a diverse range of beauty or hairdressing services requirements • information on professional and retail products and suppliers • appropriate text and online resources • electronic salon appointment, point-of-sale and client record system

- relevant workplace documentation, including:
  - awards
  - health regulations
  - occupational health and safety regulations
  - training agreements
  - workplace policies and procedures.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct observation of learners performing a range of tasks in an actual or simulated salon environment, over sufficient time to demonstrate handling of a range of contingencies, including observing the person integrating and applying the skills and knowledge described in this unit in the workplace - a portfolio of evidence demonstrating the planning, implementation and evaluation of workplace strategies designed to improve service and sales levels, including the collection and analysis of customer feedback - case studies related to specific service and sales scenarios - third-party reports from technical experts - written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - SIBXPSM501A Lead teams in a personal services environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Resource allocation may include:	• staff • stock range and levels • workstations • equipment • technology • financial resources.
Client age demographic may include:	• 18-25 • 25-35 • 35-45 • 45+.
Hourly expenses must include:	• variable expenses • fixed costs • hours that the business is open.
Seat or treatment area time and target profit margin must include:	• average time that a client occupies a seat or individual treatment area per hour in the service environment • the average seat or individual treatment area time required to cover hourly expenses and achieve an acceptable profit margin.
Target turnover may be measured:	• daily • weekly • monthly • according to individual salon policy.
Feedback may include:	• verbal feedback • written feedback • team turnover charts or graphs • access to online turnover statistics.
Treatment and service-related complaints may include:	• dissatisfaction with a service result • adverse treatment results • allergic reactions to product • damage to client apparel • dissatisfaction with waiting and/or service time duration • dissatisfaction with a retail product

	• cost-related complaints
	• dissatisfaction with an operator's treatment skills
	• dissatisfaction with an operator's attitude.
Sales may include:	• treatment services
	• retail sales.
Safety may include:	• operator safety
	• client safety
	• environmental safety practices.
Workplace mentor or supervisor may include:	• more experienced operator from the team
	• team or salon manager
	• salon owner/manager.
Complete and accurate records may include:	• electronic records
	• hard copy records.

Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

SIBXPSM503A   Promote a personal services business

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, to expand both the client base and business turnover.

The unit describes the function of regularly developing and integrating a full range of marketing strategies and tasks to expand and diversify the client base, maintain and improve client re-booking, and increase average client spending in a personal services environment. Ongoing monitoring and adjustment of marketing activities, along with evaluation of business performance, are also required to achieve ongoing business success.

Application of the Unit

This unit applies to the full range of personal services industry sector environments and may include single or multiple outlet businesses.

Personal services managers may also be small business owners, and are required to apply initiative and judgement across a broad range of management functions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Develop marketing strategies.	1.1 Analyse the business and its key services and products to determine the focus of marketing activities that support business objectives.
	1.2 Evaluate the *customer demographic* and *target market* for the business as a basis for marketing strategies.
	1.3 Determine *marketing* objectives and *strategies* in consultation with *relevant people* and according to the business plan.
2 Determine a marketing mix for the business.	2.1 Balance volumes and pricing of service and product mix to optimise turnover and profit.
	2.2 Evaluate costs and benefits of providing different *services* and *product ranges* and consider the results in determining the marketing mix of the business.
	2.3 Determine the marketing mix according to market and business needs, *legislation, codes and national standards relevant to the workplace.*
3 Implement marketing strategies.	3.1 Brief *persons involved in the marketing effort* on their roles and responsibilities to ensure the success of marketing strategies.
	3.2 Plan and implement *promotional activities* according to marketing objectives and budgetary requirements.
4 Monitor and improve marketing performance.	4.1 Regularly monitor marketing activities and evaluate business performance against targets.
	4.2 Analyse *performance gaps* and take corrective action or set new targets.
	4.3 Encourage relevant people to propose ways to improve marketing performance.
	4.4 Seek *customer reaction* to all aspects of the marketing mix, and analyse to improve targeting and outcomes.
	4.5 Conduct ongoing research of customer requirements to identify opportunities for change and improvement.
	4.6 Monitor changes in market opportunities and investigate new business opportunities that assist business development.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
- literacy skills to:
  - research, analyse and interpret marketing information
  - prepare reports
  - document results
- numeracy skills to:
  - calculate fixed and variable costs
  - calculate team and individual target turnover
  - determine and monitor stock level costs and turnover
  - evaluate business turnover and profit
  - interpret and maintain data
  - set and manage budgets for marketing and promotion
- problem-solving skills to identify performance gaps and take corrective action
- technology skills to use salon business and marketing software as a research, planning and evaluation tool
- record-keeping skills to:
  - organise marketing research
  - track progress towards the achievement of marketing goals.

Required knowledge

The following knowledge must be assessed as part of this unit:

- current and desired business demographic
- target market for the business
- risks and benefits of the marketing strategies outlined in the range statement in the context of the particular business
- risks and benefits of the promotional activities outlined in the range statement in the context of the particular business
- range and availability of new products and services
- sources of product supply
- valid methods for measuring and evaluating customer reaction to marketing and promotional strategies in the context of the particular business.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a mix of marketing and promotional strategies that complement the business • implementing and regularly monitoring and adjusting the marketing and promotional strategies to optimise the chances of business success • maintaining, monitoring and evaluating service and sales delivery • regularly and accurately maintaining records and interpreting data on service and sales delivery • applying research skills to investigate and evaluate market opportunities for the business.
Context of and specific resources for assessment	Assessment must ensure: • that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines • that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. Assessment must ensure access to: • relevant salon business software • appropriate text and online research resources • information regarding relevant business networks and experts • appropriate marketing and promotional documentation and resources normally used in personal services businesses, including sample organisational strategic and marketing plans • simulated data and information records from relevant previous marketing research activities in personal services businesses • direct marketing activity data • relevant industry codes of practice.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

appropriate for this unit:

- direct observation of the learner undertaking the marketing and promotional tasks in for an actual or simulated personal services business, over sufficient time to demonstrate handling of a range of contingencies, including:
    - developing and integrating a full range of marketing strategies to expand and diversify the client base
    - maintaining and improving client re-booking
    - increasing average client spending
    - evaluating the outcomes of strategies
- portfolio of evidence demonstrating the planning, implementation and evaluation of marketing and promotional strategies designed to improve business turnover, including the analysis and evaluation of customer reactions
- case studies related to specific salon marketing and promotional scenarios
- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB404A Undertake business planning
- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Customer demographic may include:	• residential and business location in relation to the business
	• age group categories, including:
	   • 18-25
	   • 25-35
	   • 35-45
	   • 45+
	• gender
	• socioeconomic groups.

Target market may include:	• being confined to:
	   • a particular age demographic
	   • a particular socioeconomic group
	• growth in low performing age-group categories
	• retail consumers
	• services consumers
	• groups and/or individuals.

Marketing strategies may include:	• increasing the average client bill through staff incentives • incentives to attract new clients • off-peak promotion ideas • incentive schemes to encourage re-booking by clients • pricing, presentation and display of products and services • promotion and advertising • changing the service and professional product range, retail range and/or mix • pursuing cost leadership and/or product differentiation within a specialist market segment • creating a very different product line or service so that the business becomes a class leader in the industry.
Relevant people may include:	• owner/operator partners • financial backers • accountants or other specialist services

	• family members
	• team members
	• regulatory bodies
	• suppliers.
Services may include:	• full range of hairdressing services
	• areas of hairdressing service specialisation
	• full range of beauty services
	• areas of beauty service specialisation
	• complementary services available from the same business.
Product ranges may include:	• professional hairdressing products
	• professional beauty products
	• retail hair care products
	• retail skin care products
	• sundry hair or beauty care equipment
	• other retail products stocked by the business.
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments
	• federal, state or territory, and local government legislative requirements affecting business operation, especially in regard to:
	• occupational health and safety and environmental issues
	• equal employment opportunity
	• industrial relations
	• anti-discrimination legislation
	• relevant industry codes of practice.
Persons involved in the marketing effort may include:	• team members
	• partners
	• advertising professionals
	• promotions professionals
	• graphic designers
	• photographers
	• printers
	• product suppliers.
Promotional activities may include:	• website
	• word of mouth, referrals and testimonials
	• professional and industry journals
	• advertising in newspapers, on radio or on television
	• mail drops
	• display posters

- telephone canvassing
- exhibitions and in-store promotions
- sponsorship
- development of networks and strategic alliances
- staff development programs to enhance customer service orientation
- staff incentives
- client incentives, including loyalty programs and discounting.

Performance gaps may include:

- level of customer service provided by team or individual staff member is below required standard
- average dollar value per client is below required level
- individual staff member down-time
- inefficient time management of treatment
- under-achievement of turnover targets by some team members
- profit margins being set too low
- insufficient allocation of funds to marketing.

Customer reaction may be determined through:

- survey or other feedback mechanisms
- informal discussion
- customer meetings and focus groups
- sales to contact ratio
- trend analysis.

Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

SIBXRES501A Investigate new products and services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to investigate, plan for and introduce new products and services. Personal services managers regularly investigate new products and services in order to change or enhance the business product or service range. They may be required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Application of the Unit

This unit applies to the full range of personal services environments and may include single or multiple outlet businesses. Personal services managers may also be small business owners.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Analyse market.	1.1 Identify workplace *marketing and merchandising policies.*
	1.2 Informally monitor *client requirements* in order to evaluate *market trends* and client needs.
	1.3 Monitor workplace *product and service range* to identify the demand for individual items and seasonal variations.
	1.4 Identify *opportunities to improve sales and services*.
	1.5 Research and identify potential *new products and services*, and evaluate *supplier claims*, and potential safety risks and benefits for clients.
	1.6 Identify *market competition*.
2 Plan product and service range.	2.1 Assess the salon product and service range against *workplace policies and procedures*, market analysis, sales performance, environmental impact and existing workplace skills and knowledge.
	2.2 Identify *new techniques* for sourcing service range based on research conducted.
	2.3 Identify workplace space requirements and optimum product or service mix according to the market analysis.
3 Maintain supplier relations.	3.1 Establish and maintain *relationships with suppliers*.
	3.2 Identify new and existing suppliers and update them according to *performance indicators* and workplace requirements.
4 Negotiate supply of goods.	4.1 Negotiate and implement arrangements with suppliers according to workplace policies and procedures.
	4.2 Monitor stock and supplier *records* for accuracy and legibility and take appropriate required remedial action.
	4.3 Convey records of negotiations and agreements to *appropriate personnel* within designated time frames.
	4.4 Take immediate corrective action where potential or actual problems with supply are indicated.
	4.5 Analyse, evaluate and amend product range and *source of supply* according to management, staff and client feedback.
5 Monitor quality	5.1 Establish merchandise quality standards with suppliers according

	control.		to **legal requirements**, minimal environmental impacts, client requirements and workplace policies and procedures.
		5.2	Monitor **merchandise quality** during supply and delivery process.
		5.3	Record stock return figures and analyse against target figures.
6	Introduce product range.	6.1	Inform staff of new product ranges and services, and implement relevant staff training.
		6.2	Demonstrate, promote and display new products and services to staff according to workplace merchandising plan.
7	Maximise profit.	7.1	Calculate or estimate individual product range contributions against budget targets.
		7.2	Develop product range assessment checks and implement against budget targets.
		7.3	Maximise profit margins in negotiation with suppliers.
		7.4	Determine workplace pricing policies for services and products according to stated net profit margin in workplace merchandising plan.
		7.5	Negotiate specifications for **terms of trade**.
8	Rationalise stock.	8.1	Update product range at regular intervals.
		8.2	Identify product lines to be deleted and take action to minimise adverse effects on profit.
		8.3	Consolidate stock as required to maximise sales potential.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- analytical skills to investigate products and services, including:
  - evaluation and analysis of market trends and projections
  - evaluation of supplier product claims
  - evaluation and analysis of sales figures and investment levels
  - evaluation and analysis of space requirements
- problem-solving skills to negotiate with suppliers
- planning and organising skills relevant to staff training
- literacy skills to research, source, read, comprehend and apply relevant information to evaluate products and equipment relevant to the range of services that may be offered by the business
- numeracy skills to cost and plan expenditure on new products and equipment
- technical skills to safely use new products and equipment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- workplace policies and procedures in regard to merchandising and marketing
- legislation and statutory requirements, including consumer law, in regard to merchandising and marketing
- policies and procedures in relation to investigation of products and services, including:
  - industry codes of practice
  - market needs
  - range of products and services available
  - methods for substantiating claims of product and equipment performance
  - legislative requirements for the safe application of new technologies
  - current and future stock levels
  - existing and possible new suppliers
  - salon quality control procedures and requirements
  - salon environmental control procedures and requirements
  - staff product training policies
  - profit requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying research skills to source, identify and evaluate new products, equipment and services, including: 　• product performance 　• organisational capability to use new technology 　• staff training costs 　• risks and benefits to clients 　• risks and benefits to the business • applying workplace policies and procedures in regard to: 　• market analysis 　• environmental impact controls 　• planning 　• procurement and rationalisation of product and service ranges • maintaining supplier relations, including: 　• negotiating supply of goods 　• rationalising stock 　• monitoring quality control • communicating product range information to team members.
Context of and specific resources for assessment	Assessment must ensure that: • that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines • that competency is demonstrated in the workplace or a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace. Assessment must ensure access to: • the internet • appropriate text and online resources • information on professional and retail products and suppliers

- information regarding new products and equipment from a professional services range
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and procedures manuals
- a range of clients with different product and service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - performing market analysis
    - negotiating supply of goods
    - rationalising stock
- research reports, case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of investigating new products and services, including:
    - market analysis
    - product and equipment evaluation
    - quality standards
    - profit margins
- completion of workplace documentation relevant to investigating new products and services procedures
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Marketing and merchandising policies may include:	• current market position • target markets • quality control policies and procedures • pricing, labelling and packaging requirements • net profit margin.
Client requirements may include:	• price • quality • range.
Market trends may include:	• popularity of new and emerging technologies • popularity of products with minimal environmental impact • increased demand for some products and services • decline of some services.
Product and service range may include:	• new or existing stock • new or existing services • new techniques.
Opportunities to improve sales and services may include:	• expansion of existing services • introduction of new services • increasing service capability through staff education and training • equipment upgrade • image update.

New products and services may include:	• new generation hair reduction equipment, including:
	  • intense pulsed light systems
	  • laser systems
	• skin care products and equipment
	• nail care products and equipment
	• massage services
	• relaxation services.

Supplier claims must include:	• substantiated *research*, *such as*:
	  • objective technical methods
	  • clinical testing
	  • sensory analysis by trained panels or by

consumers

- consumer or market research
- published and peer reviewed outcomes.

Market competition may include:	- salons - day spas - private operators.
Workplace policies and procedures may include:	- pricing/profit margins - product placement - supplier payment - client service - market analysis - planning, procurement and rationalisation of product and service ranges - maintenance of supplier relations - quality control - environmental impact controls.
New techniques may include:	- new equipment - new products.
Relationships with suppliers may include:	- face-to-face contact - correspondence - telephone or electronic contact.
Performance indicators may include:	- price - quality - performance - supply reliability - product range.
Records may include:	- hard copy - electronic.
Appropriate personnel may include:	- staff - salon/store owner.
Source of supply may include:	- local - interstate - overseas.
Legal requirements may include:	- consumer law - inclusion or exclusion of goods and services tax (GST).
Merchandise quality may depend on:	- damage - expiry date.
Terms of trade may include:	- special buys - payment terms

- promotional deals with suppliers
- partnership promotions.

Unit Sector(s)

Cross-Sector

Competency field

Client Services

BSBCRT601A Research and apply concepts and theories of creativity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research into different concepts and theories of creativity, and to apply those to a particular field of endeavour.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use sophisticated research and critical analysis skills in the exploration of creativity and its application to work and life practice. This research may be related specifically to fields of practice traditionally considered as 'creative', such as the arts, but may equally relate to much broader fields of human activity and endeavour.
	The scope of the research activity has both significant depth and breadth. A broader, more general approach to the ideas and history surrounding creativity is found in BSBCRT403A Explore the history and social impact of creativity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research concepts and theories of creativity	1.1. Use a range of *research techniques* to source information about creativity 1.2. Identify and explore potential *new*, *emerging and alternative sources of ideas and thinking* about creativity 1.3. Expand own knowledge and understanding of creativity through review and *critical analysis* of information 1.4. Analyse, compare and contrast a *range of theoretical perspectives and thinking* on creativity 1.5. Identify and explore the transmigration of creative thought to innovative output
2. Apply theories of creativity to practice	2.1. Evaluate the relevance and application of different theories and practices of creativity based on analysis of *own work and life experience* 2.2. Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice 2.3. Assess the ways in which theories, thinking and practices about creativity may be applied that provide *benefits to individuals*, *businesses and the community*
3. Develop, articulate and debate own perspectives theories and practices of creativity	3.1. Take a critical approach to different theories and reflect on own ideas and responses 3.2. Develop own *substantiated positions* in response to research and analysis 3.3. Articulate own positions in a manner which demonstrates *clarity of thought and conceptual understanding* of different theories and thinking 3.4. Debate own positions on creativity showing belief in own ideas and a willingness to remain open to new perspectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to analyse complex information and to develop and substantiate own positions and responses to theories and thinking around creativity
- communication skills to articulate and debate complex concepts
- literacy and problem solving skills to research information dealing with complex concepts and theories of creativity
- self-management skills to develop and substantiate own views and ideas.

Required knowledge

- different theories and concepts of creativity, including different historical perspectives and current and emerging thinking
- potential and actual benefits of creativity for individuals, businesses and communities
- relationship between theories of creativity and creativity in practice (in a particular work or broader social context).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - conduct of at least one research project into past, current and emerging theories of creativity - development of substantiated positions on creativity and its application in response to own analysis and research - knowledge of different theories and thinking on creativity and its application in different social and work contexts.
Context of and specific resources for assessment	Assessment must ensure: use of current and emerging sources of information and thinking on creativity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - evaluation of research undertaken by the candidate into theories and application of creativity - observation of the candidate participating in discourse and debate on theories of creativity and on the candidate's own positions and ideas.
Guidance information for assessment	

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Research techniques may include:	• analysis of consumer trends • desk research • finding style leaders • informal discussions • internet search • interviews • literature reviews • observation of creative workers processes and behaviours • personal experience • tracking trendsetters
New, ***emerging and alternative sources of ideas and thinking*** may include:	• component resourcing • consumer trends • current business theories • emerging government policy • emerging research • fashion/design trends • grazing hardware, electronics, junk, second hand goods etc. • individuals in any fields of endeavour • innovative organisations • international trends • new products and sub assembly components • social trends
Critical analysis may involve:	• adapting • analysing and evaluating actions and policies • challenging • clarifying issues, values and standards • comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • critical path process

RANGE STATEMENT

	• debate and discussion • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • ideational connecting of unrelated information • judging • leap of faith • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • obtuse connections • openness • questioning • reading and listening critically • reflecting
Range of theoretical perspectives and thinking may be:	• economic • environmental • geographic • heritage • historical • local, national, international • political • philosophical • social/cultural • style/design
Own work and life experience may include:	• evaluation of contexts in which creativity has flourished • observation of nature • observation of the man-made environment • observations of the ways people interrelate • reflection on own creative thinking and endeavours • reflection on own experience with any type of creative endeavour or creative thinking • workplace experience
Benefits to individuals, businesses and the community may include:	• adaptability • better individual and business relationships • capacity for innovation and invention

RANGE STATEMENT

	- curiosity - environmentally sustainable practices - greater social cohesion - high degree of value adding - improved productivity and profit - nimbleness of thought - psychological wellbeing of individuals and communities
Substantiated positions may be positions which are:	- grounded in appropriate research - result of rational and logical thought - supported by relevant information - subjected to the analysis of others (e.g. peer review)
Clarity of thought and conceptual understanding may be demonstrated by:	- ability to exchange and debate ideas with others - appropriate distillation of ideas to suit the required purpose - audience understanding - clear articulation of ideas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

BSBDES602A Research global design trends

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate global design trends.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who need to maintain a current and comprehensive knowledge of global design trends to inform their own professional practice. Often the individual would be a designer, but the unit may also be relevant to those who work in related management, marketing and production areas.
	The unit focuses on research and analysis of information and ideas at a complex level, plus the evaluation and extension of one's own professional skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research design trends	1.1. Analyse and select *formal and informal research strategies* to source *information on global design trends* 1.2. Identify and explore *new and alternative sources* 1.3. Evaluate the credibility of information gathered and ensure research scope is sufficiently broad
2. Analyse design trends to inform own practice	2.1. Use information to challenge and extend own perspectives and ways of thinking 2.2. Examine and assess the implications and consequences of design trends on own work 2.3. Use *critical analysis* to identify creative or commercial opportunities presented by emerging trends and technologies 2.4. Develop systems to identify and respond to future opportunities
3. Develop and articulate positions and ideas	3.1. Develop *substantiated positions and ideas* in relation to global design trends 3.2. Generate informed discussion, debate and critical analysis with peers and colleagues 3.3. Use debate and feedback as a way of challenging and refining own positions
4. Extend own design skills	4.1. Pro-actively identify and use opportunities presented by research to extend own design skills 4.2. Re-evaluate and refine approaches to work in the context of current and emerging trends 4.3. Use practice, discussion and ongoing evaluation to continuously improve skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate and debate conceptual or technical ideas
- critical thinking skills to distil and synthesise information from varied sources and to develop own positions and ideas on a complex range of issues
- literacy skills to research complex, varied and unfamiliar information sources
- planning and organisational skills to undertake the research process.

Required knowledge

- broad global design trends that apply to all design disciplines
- business implications/consequences of adopting trends and emergent technologies
- copyright/moral/intellectual property issues associated with research and with design more broadly
- design industry networks and professional development opportunities - local, national and international
- research methodologies and options
- sources of information on global design, design trends and broader references that may inform emerging and innovative design practice
- specific current and emerging design technologies and trends (at a global level) in at least one area of design.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - conducting research on a complex range of design issues, trends and ideas - analysing, critiquing and synthesising complex sources to develop own positions and ideas - design research - knowledge of copyright/moral/intellectual property issues associated with research and with design more broadly.
Context of and specific resources for assessment	Assessment must ensure: use of a current and varied range of familiar and unfamiliar information sources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - evaluation of research undertaken by the candidate in terms of scope, depth and the level of critical thinking applied - direct observation of candidate debating issues arising from research into global design trends - oral or written questioning to assess knowledge of global design trends in terms of depth and complexity.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Formal and informal research strategies may include:	• formal study • participating actively in relevant industry associations • participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals • participating in professional development and other learning opportunities • reading current literature, including specialist journals and industry magazines • web research
Information on global design trends may relate to:	• best practice examples • emerging and future technology • history • philosophy • role of design in the broader social, economic and political environment • sustainability

New and alternative sources may include:	• inspirations from nature
	• work from other areas of community or business activity for example:
	   • artists
	   • authors
	   • business people
	   • entertainers
	   • film makers
	   • historians
	   • philosophers
	   • photographers
	   • scientists

Critical analysis may include:	• analysing and evaluating actions and policies • clarifying issues, values and standards

RANGE STATEMENT

	• comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • reading and listening critically
Substantiated positions and ideas may be those which are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES701A Research and apply design theory

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and apply different theories of design.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use sophisticated research and critical analysis skills in the exploration of design, design theory and its application to professional design practice.
	The scope of the research activity has both significant depth and breadth. A broader, more general approach to the history and theory of design is covered by BSBDES305A Source and apply information on the history and theory of design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research design theory	1.1. Use a range of *research techniques* to source information about design theory 1.2. Identify and explore *new*, *emerging and alternative sources of ideas and thinking* about design 1.3. Expand own knowledge and understanding of design through review and *critical analysis* of information 1.4. Analyse, compare and contrast a range of *theoretical perspectives and thinking* on design
2. Apply theories of design to professional practice	2.1. Evaluate the relevance and application of different theories of design based on analysis of *own professional and personal experience* 2.2. Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice 2.3. Assess the ways in which theories and thinking about design may be applied in ways that provide *benefits to individuals*, *businesses and communities*
3. Develop, articulate and debate own perspectives on theories of design	3.1. Take a critical approach to different theories and reflect on own ideas and responses 3.2. Develop own *substantiated positions* in response to research and analysis 3.3. Articulate own positions in a manner which demonstrates *clarity of thought and conceptual understanding* of different theories and thinking 3.4. Debate own positions on design showing belief in own and ideas and a willingness to remain open to new perspectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate and debate complex concepts
- critical thinking skills to analyse complex information, and to develop and substantiate own positions and responses to theories and thinking around design
- literacy skills to research information dealing with complex concepts and theories
- self-management skills to develop and substantiate own views and ideas.

Required knowledge

- different theories of design, including different historical perspectives and current and emerging thinking
- relationship between theories of design and design in practice (in a particular work or broader social context)
- relationships, similarities and differences at a conceptual and practical level between the concepts of design, innovation and creativity
- systemic impacts on design - social, economic, political and environmental.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research into past, current and emerging theories of design • development of substantiated positions on design and its application in response to own analysis and research • knowledge of different theories and thinking on design and its application in different social and work contexts.
Context of and specific resources for assessment	Assessment must ensure: • use of current and emerging sources of information and thinking on design.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of research undertaken by the candidate into design theory and its application • evaluation of candidate's participation in discussion and debate on theories of design
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Research techniques may include:	• desk research • informal discussions • internet • interviews • literature reviews
New, *emerging and alternative sources of ideas and thinking* may include:	• current business theories • government policy • individual in any field of endeavour • innovative organisations • international trends
Critical analysis may involve:	• adapting • analysing and evaluating actions and policies • challenging • clarifying issues, values and standards • comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • debating and discussing • judging • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • questioning • reading and listening critically • reflecting
Theoretical perspectives and	• economic

RANGE STATEMENT

thinking may be:	• environmental • historical • local, national and international • political • social/cultural
Own professional and personal experience may include:	• evaluation of contexts in which creativity has flourished • evaluation of different attitudes to design and the role of designers • observations of the ways people interrelate with the design process, of the ways people use and adapt designs in daily life • reflection on current political, social and cultural trends • reflection on own experience with any type design process • workplace experience
Benefits to individuals, *businesses and communities* may include:	• better individual and business relationships • capacity for innovation and invention • greater social cohesion • improved productivity and profit • psychological wellbeing of individuals and communities
Substantiated positions may be positions which are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information
Clarity of thought and conceptual understanding may be demonstrated by:	• ability to exchange and debate ideas with others • appropriate distillation of ideas to suit the required purpose • audience understanding • clear articulation of ideas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBFRA401B Manage compliance with franchisee obligations and legislative requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to comply with obligations set out in the franchising agreement and with relevant legislative requirements specific to the type of franchise.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees who require a broad knowledge of franchisee obligations and legislative requirements and who use this knowledge to develop compliance strategies.
	Franchisors will have their needs met in this area by BSBFRA501B Establish a franchise operation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine franchisee obligations and legislative requirements	1.1. Identify *obligations under franchising agreement* 1.2. Identify relevant *legislative requirements* 1.3. Access codes of practice and material that interprets and explains obligations and legislative requirements 1.4. Clarify obligations and legislative requirements with franchisor and relevant *government* and licensing agencies
2. Develop strategies for compliance with franchisee obligations and legislative requirements	2.1. Analyse available information on obligations and legislative requirements to develop *strategies* for compliance 2.2. Check strategies with franchisor to determine suitability to operate franchise within obligations and legislative requirements 2.3. Use strategies to develop regular, cyclical *compliance checks* 2.4. Complete *training* to facilitate compliance requirements
3. Undertake scheduled compliance checks	3.1. Communicate compliance requirements to staff 3.2. Delegate compliance checks to relevant staff and provide training and support for staff to carry out these checks 3.3. Record timing and outcomes of compliance checks according to organisational requirements 3.4. Identify instances of non-compliance from compliance checks
4. Act on identified instances of non compliance with franchisee obligations and legislative requirements	4.1. Determine courses of action to address instances of non-compliance 4.2. Seek assistance of franchisor or other relevant parties to address non-compliance 4.3. Take action to address non-compliance 4.4. Make checks to ensure non-compliance has been addressed 4.5. Monitor compliance in a specific area to ensure continuing compliance 4.6. Analyse reasons for non-compliance to guide future compliance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to establish franchisee obligations
- problem-solving skills to address non-compliance
- research skills to access necessary information.

Required knowledge

- occupational health and safety (OHS) requirements:
    - specific to nature and type of franchise
    - generic to all workplaces
- other relevant legislation, codes of practice and national standards, for example:
    - legislation covering fire safety, employment of staff and anti-discrimination, dangerous goods, liquor licensing, food safety
    - Franchising Code of Conduct
- franchise specific obligations:
    - as per franchise agreement
    - as per updates and amendments to agreement over time
- auditing requirements
- penalties for non-compliance and context for franchisee obligations and legislative requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • schedule of checks being undertaken associated with a broad statement of strategies to ensure compliance • compliance check schedule and examples of checks made • documented actions to address instances of non-compliance • demonstrated support to staff to assist with compliance • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of real franchisee agreements and related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action taken to address non-compliance • oral or written questioning to assess knowledge of franchisee arrangements • evaluation of strategies developed for compliance • review of documentation recording timing and outcomes of compliance checks.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Obligations under franchising agreement may include:	- area of operations or limits to region or territory - fees and pricing structures - fees paid to franchisor - financial controls - franchise corporate image requirements and branding - limits on trading of other products and services that are outside franchise operations - merchandising requirements - quality assurance requirements - reporting of income, sales or turnover - stock control and inventory requirements, and reporting of this information
Legislative requirements may include:	- Australian Taxation Office requirements, including requirements to register as a business and obtain an (Australian Business Number) ABN - Dangerous Goods Act requirements - fire regulations - food safety requirements - Liquor Licensing Act requirements - local government planning and land use zoning regulations - OHS requirements - other legislative requirements specific to the nature and type of franchise - relevant permits, licences and completion of training programs such as in safe food handling - requirements under employment legislation
Government may include:	- commonwealth - local government - state/territory

RANGE STATEMENT	
Strategies may be:	• broad statements of requirements for compliance • used to develop specific work procedures and compliance checks
Compliance checks may be:	• continuous, daily, weekly, monthly as required to ensure compliance • logged in specific logbook or checked against checklists and filed as required • undertaken by franchisee or staff delegated with specific tasks
Training may include:	• a cyclical schedule (such as yearly refresher courses and product knowledge workshops) • legislative requirements such as first aid, OHS, food handling • specifications in the initial franchise agreement

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBFRA402B Establish a franchise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to potential franchisees who will operate under formal franchising agreements and focuses on the planning aspects of the establishment of a franchise.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for establishing a franchise	1.1. Research and identify franchising opportunities
	1.2. Determine own interests and skills to assess suitability for identified opportunities
	1.3. Determine *requirements for establishing a specific franchise*
	1.4. Research and check viability and business record of franchisor in prospective franchise
	1.5. Enter into *negotiations* with a franchisor to establish a franchise
2. Complete business plan	2.1. Access business plan proforma, as appropriate
	2.2. Consult franchisor and *others* in process of developing business planning documents
	2.3. Research and determine *financing options*
	2.4. Finalise financial planning for franchise
	2.5. Undertake market analysis for franchise opportunity and complete marketing plan
	2.6. Research and determine needs for premises in appropriate area
	2.7. Compile relevant information into business plan
3. Identify and address learning needs	3.1. Determine required skills and knowledge to manage a franchise, and identify gaps for self and others
	3.2. Seek assistance to assess and address learning needs and document these in the form of a learning plan
	3.3. Determine training required by franchisor of a franchisee
	3.4. Undertake learning plan and required training programs
4. Finalise agreements	4.1. Complete finance agreements
	4.2. Access legal advice as required
	4.3. Finalise and sign off franchising agreement
	4.4. Obtain required *permits* for franchise operation
	4.5. Finalise *contracts and agreements* with *third parties*
5. Prepare for opening of franchise	5.1. Obtain physical and human resources required to manage franchise
	5.2. Undertake marketing activities associated with opening the franchise
	5.3. Open the franchise for business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- research and analysis skills to conduct and plan market research
- planning skills to meet learning needs
- problem-solving skills to address issues which may arise during franchise establishment.

Required knowledge

- occupational health and safety (OHS) requirements:
    - specific to nature and type of franchise
    - generic to all workplaces
    - specific to own safety such as manual handling
- legislation, codes of practice and national standards, for example:
    - Franchising Code of Conduct
    - legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading
    - required permits (under commonwealth, state/territory and local government regulations and legislation)
- franchisee specific obligations as per franchise agreement.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determining own suitability for the franchise • completing a business plan • identifying and planing learning needs • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of real franchisee agreements and related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of business plan • analysis of responses to case studies and scenarios • evaluation of documented learning plan • observation of presentations on financing options • oral or written questioning to assess knowledge of franchisee arrangements • observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Requirements for establishing a specific franchise may include:	• availability of finance • availability of franchise opportunity • franchisor specific requirements • own skills and knowledge
Negotiations may include:	• fee structure for franchise operation • financing options • franchisee obligations • franchisor requirements and expectations • reasonable adjustments to workplace, equipment or processes to facilitate operation of the franchise • site selection for franchise
Others may include:	• accountant • family members • franchisor staff • legal advisor • other franchisees already operating franchises • own network • personal research
Financing options may include:	• arrangements with franchisor or third party interest • loan from family members • loan from financial institution • mortgage of existing property or sale of assets
Permits may include:	• dangerous goods • fire safety and OHS • local government permits • other commonwealth, state/territory legislation • specific business operations such as liquor licence
Contracts and agreements may include:	• lease or purchase of premises • motor vehicles

RANGE STATEMENT	
	• industry specific tools, plant and equipment • IT and office equipment
Third parties may include:	• property owner of site separate to franchisor • silent partners or commercial backers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBFRA403B Manage relationship with franchisor

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the business relationship with the franchisor and oneself as the franchisee.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees who need to develop good working relationships with their franchisor within the Franchising Code of Conduct.
	BSBFRA504B Manage relationships with franchisees, is the relevant unit for franchisors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationship with franchisor	1.1. Identify the *franchisor's representative/s or liaison person/s*
	1.2. Identify *communication channels* with the franchisor's representative/s or liaison person/s
	1.3. Establish *schedule of contact* with the franchisor's representative/s or liaison person/
	1.4. Hold initial meeting with the franchisor's representative/s or liaison person/s to initiate ongoing relationship
	1.5. Ensure participation in the franchisee advisory council meetings and relevant activities
2. Determine services available from franchisor	2.1. Consult with the franchisor's representative/s or liaison person/s to determine the range of *services available through the franchisor*
	2.2. Establish schedule for accessing services of the franchisor
	2.3. Access services available through the franchisor according to schedule and as needs arise in the course of business operations
	2.4. Maintain currency of information relating to services available through the franchisor
3. Implement strategies for meeting franchisor financial obligations	3.1. Identify *franchisee financial obligations* to the franchisor
	3.2. Develop and implement strategies and procedures to meet franchisee financial obligations
	3.3. Undertaken planning to facilitate *ongoing management of franchise*
4. Resolve disputes with franchisor	4.1. Identify disputes with the franchisor and enter into negotiations with the franchisor's representative/s or liaison person/s in line with complaints handling procedure as described in the Franchising Code of Conduct
	4.2. Seek assistance of third parties or mediators to facilitate resolution of disputes arising with the franchisor and in line with the complaints handling procedure
	4.3. Resolve disputes and document courses of agreed action
	4.4. Implement agreed courses of action to resolve disputes

ELEMENT	PERFORMANCE CRITERIA
	4.5. Use lessons learned from disputes to guide future business operations and to facilitate positive relationships with the franchisor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to resolve disputes
- problem-solving skills to address disputes arising in the course of business operations.

Required knowledge

- occupational health and safety (OHS) requirements:
    - specific to nature and type of franchise
    - generic to all workplaces
    - specific to own safety such as manual handling
- legislation, codes of practice and national standards, for example:
    - Franchising Code of Conduct
    - legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading
    - required permits (under commonwealth, state/territory and local government regulations and legislation)
- franchise specific obligations as per franchise agreement, specifically financial obligations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - implementing processes to manage the relationship between franchisor and self - identifying and resolving disputes - financial planning to meet franchisor requirements - knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: - access to business documentation - access to feedback from franchisor - access to an actual workplace or simulated environment - access to equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - evaluation of strategies and procedures implemented to meet franchisee financial obligations - analysis of responses to case studies and scenarios - observation of presentations - oral or written questioning to assess knowledge of franchising arrangements - review of documented courses of agreed action taken to resolve disputes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Franchisor's representative/s or liaison person/s may include:	• franchisor's appointed representative • specialist personnel within franchisor organisation including financial advisers, training personnel and marketing advisers
Communication channels may include:	• email address • meeting schedules • mobile and office based telephone numbers • other emergency contact channels • pager number • workshops for franchisees
Schedule of contact may include:	• occasional visits • regular meetings • training schedules and franchisee network meetings • visits by representative/s
Services available through the franchisor may include:	• equipment repair and replacement • financial advise • IT support • market intelligence • marketing and promotional activities • product updates • purchasing of stock • training programs
Franchisee financial obligations may include:	• payment schedules • fixed price • percentage of turnover • percentage of income
Ongoing management of franchise may include:	• planning for life of agreement • planning for extinction of agreement

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBFRA404B Manage a multiple site franchise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a multiple site franchise.
	A multiple site franchise refers to an agreement between a franchisor and a franchisee for the operation of the franchise across more than one site or region.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees operating under formal franchising agreements over multiple sites.
	The unit BSBFRA502B Manage a franchise operation applies to franchisors managing multiple franchisees.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for managing multiple site franchise	1.1. Determine strategies for managing multiple site franchise operations in consultation with the franchisor and within the franchisor's multiple site policy
	1.2. Document policies and procedures to support strategies for managing a multiple site franchise
	1.3. Determine and obtain *physical resources* to manage a multiple site franchise
	1.4. Determine and document *practices* to manage a multiple site franchise
	1.5. Design duplicate management systems for each site of operation under a multiple site operation
2. Appoint staff for multiple site franchise	2.1. Select and recruit staff for a multiple site franchise
	2.2. Determine and communicate to all *relevant parties*, responsibilities and roles of supervisor or manager of site
	2.3. Determine, document as an action plan and implement learning needs of supervisors or managers
3. Implement plan for managing multiple site franchise	3.1. Communicate and clarify policies, procedures and practices to manage a multiple site franchise with supervisors or managers
	3.2. Develop a monitoring plan for management of a multiple site franchise
	3.3. Delegate tasks to supervisors or managers and follow-up to ensure completion
	3.4. Develop networks with other franchisees and multiple site operators to inform best practice for multiple site operation
	3.5. Develop a review process for evaluating effectiveness and efficiency of management of a multiple site franchise
	3.6. Design and implement *schedule of activities* to manage a multiple site franchise
4. Monitor multiple site franchise	4.1. Monitor and implement plan for managing a multiple site franchise
	4.2. Seek feedback from franchisor on effectiveness and efficiency of management of a multiple site franchise
	4.3. Identify and act upon required *interventions* from monitoring process
	4.4. Provide feedback to managers or supervisors to

ELEMENT	PERFORMANCE CRITERIA
	guide efficient and effective management of franchise sites
	4.5.Identify ongoing training needs for managers or supervisors and facilitate required training
5. Review management of multiple site franchise	5.1.Implement review process for evaluating effectiveness and efficiency of management of a multiple site franchise
	5.2.Seek feedback and information from franchiser to inform review process
	5.3.Identify improvements in management of sites from review process
	5.4.Identify, communicate and implement improvements to managers or supervisors
	5.5.Monitor effectiveness of improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to resolve disputes
- problem-solving skills to address disputes arising in the course of business operations
- planning skills to manage multiple sites.

Required knowledge

- occupational health and safety (OHS) requirements:
    - specific to nature and type of franchise
    - generic to all workplaces
    - specific to own safety such as manual handling
- legislation, codes of practice and national standards, for example:
    - Franchising Code of Conduct
    - legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading
    - required permits (under commonwealth, state/territory and local government regulations and legislation)
- franchise specific obligations as per franchise agreement.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementing and reviewing strategy for all sites • documenting and monitoring plans for all sites • documenting interventions for all sites • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to business documentation • access to feedback from franchisor and managers or supervisors • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of franchising arrangements • review of documentation outlining practices used to manage a multiple site franchise • evaluation of documented training needs for managers or supervisors.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Physical resources may include:	• access to email • courier systems • other physical resources that facilitate communication between sites and central operations unit • phone, fax and other electronic communication equipment
Practices may include:	• meeting schedules • programmed visits • regular reporting via paper • using electronic bulletin boards and other means of communication for reporting purposes • workshops, product knowledge seminars, conferences and professional development programs
Relevant parties may include:	• employed staff • franchisor representatives • managers or supervisors
Schedule of activities may include:	• business activity • human resource information • problems arising during course of business operations • quality assurance issues, and test sampling and results • regular and cyclical reporting • stock levels and inventory control • training activity • turnover, income or expenses and other financial information
Interventions may include:	• discipline of managers or supervisors • increased physical and human resources • information provided

RANGE STATEMENT	
	• seeking support from franchisor and accessing services available through franchisor • temporary assistance • training

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.
	At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create learning opportunities	1.1. Identify potential formal and informal *learning opportunities*
	1.2. Identify *learning needs* of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities
	1.3. Develop and implement *learning plans* as an integral part of individual and team performance plans
	1.4. Develop strategies to ensure that learning plans reflect the *diversity of needs*
	1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities
	1.6. Ensure effective liaison occurs with *training and development specialists* and contributes to learning opportunities which enhance individual, team and organisational performance
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to *encourage a learning culture* within the team
	2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes
	2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs
	2.4. Share the benefits of learning with others in the team and organisation
	2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues
	3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements
	3.3. Make adjustments, negotiated with training and

ELEMENT	PERFORMANCE CRITERIA
	development specialists, for improvements to the efficiency and effectiveness of learning
	3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - deal with people openly and fairly
  - encourage colleagues to share their knowledge and skills
  - gain the trust and confidence of colleagues
  - use consultation skills effectively
- literacy skills to access and use workplace information
- planning and organisational skills to facilitate, promote and monitor learning by:
  - developing learning plans
  - establishing a workplace which is conducive to learning
  - evaluating the effectiveness of learning
  - identifying learning needs
  - negotiating learning arrangements with training and development specialists
  - selecting and using work activities to create learning opportunities
  - using coaching and mentoring to support learning.

Required knowledge

- management of relationships to achieve a learning environment
- principles and techniques involved in the management and organisation of:
  - adult learning
  - coaching and mentoring
  - consultation and communication
  - improvement strategies
  - leadership
  - learning environment and learning culture
  - monitoring and reviewing workplace learning
  - problem identification and resolution
  - record keeping and management methods
  - structured learning
  - work-based learning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

EVIDENCE GUIDE	
	• other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Learning opportunities may include:	• structured learning activities conducted outside and within the workplace such as:
	   • accredited training through an independent organisation such as a state/territory OHS authority
	   • action learning
	   • short courses
	   • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
	   • workshops
	• workplace learning activities, that may also contribute to a recognised credential, such as:
	   • coaching
	   • exchange/rotation
	   • induction
	   • mentoring
	   • shadowing

Learning needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
Learning plans may include:	• codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies

RANGE STATEMENT	
	• team roles and responsibilities • work outputs and processes
Diversity of needs may include:	• learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
Training and development specialists may be:	• internal • external
Encourage a learning culture may refer to:	• encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT401A Show leadership in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non routine methods and procedures which require the exercise of some discretion and judgement.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline management provides the first level of leadership within the organisation. This unit applies to people who are making the transition from being a team member, to taking responsibility for the work and performance of others.
	Frontline managers have a strong influence on the work culture, values and ethics of the teams they supervise. As such it is important that frontline mangers model good practice, professionalism and confidently represent their organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1.Ensure management performance and behaviour meets the organisation's requirements 1.2.Ensure management performance and behaviour serves as a positive role model for others 1.3.Develop and implement performance plans in accordance with organisation's goals and objectives 1.4.Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1.Use **organisation's standards and values** in conducting business 2.2.Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3.Ensure personal performance contributes to developing an organisation which has integrity and credibility
3. Make informed decisions	3.1.Gather and organise information relevant to the issue/s under consideration 3.2.Facilitate individuals and teams active participation in decision making processes 3.3.Examine options and assess associated risks to determine preferred course/s of action 3.4.Ensure decisions are timely and communicate them clearly to individuals and teams 3.5.Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6.Use **feedback processes** effectively to monitor the implementation and impact of decisions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and presentation skills to represent the organisation, to explain its work to others and to model professionalism   • decision making skills to demonstrate good judgement and follow through.
Required knowledge
• basic theory of group behaviour   • leadership styles and concepts.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • articulation of organisational values and expectations of behaviour • instances where leadership and decision making have been demonstrated and which have led to positive changes in the workplace • knowledge of leadership styles and concepts.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of performance plans • oral or written questioning to assess knowledge of leadership styles • evaluation of communication of expectations, roles and responsibilities • review of documentation examining options and assessing associated risks to determine preferred course/s of action.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Organisation's standards and values will be:	• stated or implied by the way the organisation conducts its business
Feedback processes may be:	• formal or informal • from internal or external sources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.
	The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.
	This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available
	1.2. Develop work plans in accordance with operational plans
	1.3. Allocate work in a way that is efficient, cost effective and outcome focussed
	1.4. Confirm *performance standards*, *Code of Conduct* and work outputs with relevant teams and individuals
	1.5. Develop and agree *performance indicators* with relevant staff prior to commencement of work
	1.6. Conduct *risk analysis* in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design *performance management* and review processes to ensure consistency with organisational objectives and policies
	2.2. Train participants in the performance management and review process
	2.3. Conduct performance management in accordance with organisational protocols and time lines
	2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis
	3.2. Advise relevant people where there is poor performance and take necessary actions
	3.3. Provide on-the-job coaching when necessary to improve performance and to confirm *excellence in performance*
	3.4. Document performance in accordance with the organisational performance management system
	3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies
	4.2. Seek assistance from human resources specialists where appropriate
	4.3. Reinforce excellence in performance through recognition and continuous feedback

ELEMENT	PERFORMANCE CRITERIA
	4.4. Monitor and coach individuals with poor performance
	4.5. Provide support services where necessary
	4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary
	4.7. ***Terminate*** staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development   • risk management skills to analyse, identify and develop mitigation strategies for identified risks   • planning and organisation skills to ensure a planned and objective approach to the performance management system.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination   • relevant awards and certified agreements   • performance measurement systems utilised within the organisation   • unlawful dismissal rules and due process   • staff development options and information.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented performance indicators and a critical description and analysis of performance management system from the workplace • techniques in providing feedback and coaching for improvement in performance • knowledge of relevant awards and certified agreements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis, performance management and review processes, performance improvement and development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Performance standards mean:	• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct means:	• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Performance indicators mean:	• measures against which performance outcomes are gauged
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Performance management means:	• in accordance with relevant industrial agreements • process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
Excellence in performance means:	• regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
Termination means:	• cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Identify and assess *promotional activities* to ensure compatibility with *organisational requirements* 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with *designated individuals and groups* 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure *personnel and resources* to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree *roles and responsibilities* for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use *networks* to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1. Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect *feedback* and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing, sales or public relations units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Designated individuals and groups may include:	• colleagues • committees • customers • external organisations • line management • supervisor
Personnel and resources may include:	• management • marketing funds • organisational personnel • promotional products

RANGE STATEMENT

	• samples • technology • time • venue
Roles and responsibilities may include:	• Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks may include:	• company • customer • internal • media and promotional • professional • social
Feedback may include:	• customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability.
	Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.
	The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document *costs* associated with the production and delivery of the business' products/services
	1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products
	1.3. Calculate break-even sales point to establish business viability and profit margins
	1.4. Identify appropriate *pricing strategies* in relation to market conditions to meet business profit targets
	1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set *profit targets*/*goals* to reflect owner's desired returns
	2.2. Identify working capital requirements necessary to attain profit projections
	2.3. Identify non-current asset requirements and consider alternative asset management strategies
	2.4. Prepare *cash flow projections* to enable business operation in accordance with business plan and *legal requirements*
	2.5. Identify capital investment requirements accurately for each operational period
	2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget
	3.2. Identify *sources of finance*, including potential *financial backers*, to provide required liquidity for the business to complement business goals and objectives
	3.3. Investigate cost of securing finance on optimal terms
	3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to secure finance
- literacy skills to develop a financial plan and to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information
- research skills to identify costs and sources of finance.

Required knowledge

- break-even analysis
- costing for the business, including margin/mark-up, hourly charge out rates and unit costs
- financial decision making relevant to the business
- methods and relative costs of obtaining finance
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts
- principles for preparation of profit and loss statements
- purpose of financial reports
- relevant accounting terminology
- working capital cycles.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance • knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial plan and records • review of projected profit statement prepared to supplement the business plan • review of cash flow projections • oral or written questioning to asses knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB404A Undertake small business planning • BSBSMB405A Monitor and manage small business operations • BSBSMB406A Manage small business finances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Costs may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
Pricing strategies may include:	• competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

RANGE STATEMENT

	materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
Profit targets/goals may include:	• break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
Cash flow projections may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Legal requirements may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
Sources of finance may include:	• personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	

Service Skills Australia

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.
	This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan
	1.2. Evaluate the customer base and target market for the small business as a basis for the *marketing objectives and strategies*
	1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with *relevant people* and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit
	2.2. Evaluate the costs and benefits of using different *distribution channels* and/or providing different *levels of customer service* and consider the results in determining the *marketing mix*
	2.3. Determine promotional activities to suit the target market
	2.4. Consider customer needs and preferences in determining the marketing mix
	2.5. Determine the marketing mix according to market and business needs
3. Implement marketing strategies	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success of marketing strategies
	3.2. Plan and implement *promotional activities*, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan
	4.2. Analyse *performance gaps* and take corrective action or set new targets
	4.3. Encourage all relevant people to propose ways to improve marketing performance
	4.4. Seek and analyse *customer reaction* to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes
	4.5. Conduct ongoing research of customer requirements to identify opportunities for change and

ELEMENT	PERFORMANCE CRITERIA
	improvement
	4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • literacy and numeracy skills to research information, to analyse data and to interpret market data.
Required knowledge
• industry market trends • methods of analysing costs and benefits of marketing strategies • methods of developing marketing objectives and marketing mix • methods of monitoring customer satisfaction • relevant market analysis and research • relevant marketing concepts and methods.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan - implementing and monitoring the marketing strategy/plan to optimise the chances of small business success - knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	Assessment must ensure: - access to relevant documentation - candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - portfolio of evidence including marketing strategy and monitoring of marketing performance - oral or written questioning to assess knowledge of industry market trends - review of analysis of performance gaps and corrective action taken or new targets set - review of promotional activities implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Marketing objectives and strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Relevant people may include:	• accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
Distribution channels may include:	• dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
Levels of customer service may include:	• after sales service • one-on-one personal service • sales assistance for problems/queries only
Marketing mix may include:	• distribution • level of service • pricing

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	• promotion • quality, range • safety features • technical features, design
Promotional activities may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

         Service Skills Australia

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.
	Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.
	This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the ***business plan*** 1.2. Identify and review the essential components of the business plan 1.3. Identify and document ***business goals and objectives*** as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to ***occupational health and safety*** (***OHS***), in accordance with business goals and objectives 2.2. Research market needs, and market size and potential 2.3. Identify sources and costs of finance, from the ***financial plan***, to provide required liquidity and profitability for the business 2.4. Identify methods, from the ***marketing strategies***, to promote the market exposure of the business 2.5. Identify methods/means of production/operation from the ***production/operations plan*** to conform with business goals and objectives 2.6. Identify ***staffing requirements*** to effectively produce/deliver products/services 2.7. Identify ***specialist services*** and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of ***relevant people*** and seek and confirm their support of the planned business direction 3.2. Identify and develop ***risk management strategies*** according to business goals and objectives, and relevant legal requirements 3.3. Develop ***contingency plan*** to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to assess business performance • literacy skills to enable interpretation of business information • numeracy skills to analyse data.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • methods of evaluation • OHS responsibilities and procedures for identifying hazards relevant to the business • planning processes • preparation of a business plan • principles of risk management relevant to business planning • reasons for and benefits of, business planning • relevant industry codes of practice • setting goals and objectives • types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

Service Skills Australia

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Business plan may include:	• business opportunities, which may be influenced by:
	  • amount and types of finance available
	  • expected financial viability
	  • skills of operator
	• details of ownership/management
	• finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
	• level of risk involved, risk assessment and management
	• market focus of the business
	• marketing requirements
	• need to raise finance and requirements of lenders
	• organisation/operational arrangements
	• proposed size and scale of the business
	• recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
	• resources required and available
	• sources of funding
	• specialist services and sources of advice that may be required
	• staffing
	• stages in the business development

Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits

RANGE STATEMENT	
	- financial projections - goals, objectives, plans, systems and processes - lifestyle issues - market focus of the business - proposed size and scale of the business - short-, medium- or long-term goals - social responsibility
Occupational health and safety issues must include:	- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances - management of the organisation and operation of OHS as part of the business plan - procedures for managing hazards in the workplace (identify, assess and control) - provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	- analysis of sales by product/service, identifying where they were sold and to whom - cash flow estimates for each forward period - current financial state of the enterprise (or owner/operator) - estimates of profit and loss projections for each forward period - financial performance to date (if applicable) - likely return on investment - monthly, quarterly or annual returns - non-recurrent assets calculations - profit, turnover, capital and equity targets - projected profit targets, pricing strategies, margins - projections of likely financial results (budgeting) - projections, which may vary depending on the importance of such information and the stage in the life of the business - resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) - review of financial inputs required (sources

RANGE STATEMENT	
	and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Production/operations plan may include:	• customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
Staffing requirements may include:	• full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
Specialist services may include:	• accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

RANGE STATEMENT	
	• online gateways
Relevant people may include:	• clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
Risk management strategies may include:	• breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
Risk management strategies must include:	• OHS requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

Service Skills Australia

BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business.
	Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.
	The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Service Skills Australia

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	1.1. Identify *financial information* requirements and obtain *specialist services*, as required, to profitably operate and extend the business in accordance with the business plan
	1.2. Produce financial budgets/projections, including *cash flow* estimates, as required for each forward period, and distribute to *relevant people* in accordance with legal requirements
	1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of *financial backers*
	1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements
	1.5. Develop, monitor and maintain client *credit policies*, including contingencies for debtors in default, to maximise cash flow
	1.6. Select key performance indicators to enable ongoing monitoring of financial performance
	1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the extent to which the *financial plan* has been met
	2.2. Monitor marketing and operational strategies for their effects on the financial plan
	2.3. Calculate and evaluate *financial ratios* according to own/industry benchmarks
	2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:	• accrual of staff leave/entitlements
	• asset management strategies which may include:
	   • owning, leasing, sharing, syndicating
	   • maintaining and deploying assets
	• asset registers
	• balance sheets
	• bookkeeping/accounting/stock/job costing records

RANGE STATEMENT

	• business activity statements • business capital • cash book • cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references

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	• debt collection • payment options • proof of Indigenous identity • trading terms
Financial ratios may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB408B Manage personal, family, cultural and business obligations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to examine the impact that personal, family and cultural obligations have on business operations, and to develop and implement strategies to improve business success.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify personal and business commitments/obligations within family, cultural and community contexts	1.1. Identify the personal, family, cultural and/or community *contexts* in which the business operates 1.2. Identify the personal, family, cultural and/or community *commitments/obligations* that impact on the business 1.3. Consider *strategies* to address and minimise the negative impact these commitments/obligations may have on the business 1.4. Prepare workable *plans* to address and minimise the impact of these issues
2. Develop ethical work practices within family, cultural and community contexts	2.1. Develop a *culturally appropriate work ethic* in terms of personal, family and community obligations, and cultural requirements 2.2. Identify and implement strategies to reinforce a culturally appropriate work ethic in the business 2.3. Prepare contingency plans for when alternative action is required due to changes within the business, family, cultural and/or community environments
3. Review work practices within family, cultural and community contexts	3.1. Monitor personal, family, cultural and/or community commitments/obligations to identify any changes that might impact on the business 3.2. *Review* plans and strategies to ensure that negative impacts of any commitments/obligations are being addressed and implement any necessary changes 3.3. Monitor implementation of the culturally appropriate work ethic to ensure that it is supported and maintained in the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify own obligations
- communication skills to clarify needs and to articulate business ideas to a range of family/community members
- interpersonal skills to negotiate/mediate with sensitivity towards family and/or cross-cultural issues.

Required knowledge

- characteristics of small business and its environment
- community and family expectations and dynamics
- cultural and family relationships
- historical/cultural/ceremonial/religious/family issues that are relevant to specific communities
- life/work balances particularly relating to health
- local community and relevant organisations and persons within the community
- relevant legislation, codes and national standards from all levels of government which may effect business operation, such as:
  - award and enterprise agreements and relevant industrial instruments
  - anti-discrimination
  - equal opportunity
  - OHS
  - relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • completeness in terms of scope and detail of analysis of the implications of family, cultural and community obligations/commitments on self, staff and the business • clarification of a culturally appropriate work ethic and the workability of plans and strategies for maintaining this ethic • plans and strategies to address the negative impact obligations/commitments may have on the business • knowledge of characteristics of small business and its environment.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including the analysis of the implications of obligations/commitments and plans/strategies to address any negative impacts these may have on the business • oral or written questioning to assess knowledge of community and family expectations and dynamics • analysis of review of plans and strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB409A Build and maintain relationships with small business stakeholders.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Contexts in which the business operates may include relationships within:	• business community • culturally and linguistically diverse communities • family groups • Indigenous communities • non-Indigenous communities • professional community • religious and/or spiritual communities • specific target groups
Commitments/*obligations* may relate to:	• community • family • self • staff
Commitments/*obligations* may include:	• business commitments and community/family responsibilities • personal principles • personal work/life balances and priorities e.g. health considerations such as exercise, stress • professional commitments • resource commitments to community e.g. contributions to social goals, Community Development Employment Program (CEDP) staff responsibilities, community centres, mentoring, community projects • resource commitments to cultural life e.g. cultural maintenance programs, language maintenance • resource commitments to immediate and extended family members e.g. money obligations, skills and resource contributions to family projects • time commitments to community activities e.g. participation in community events, ceremonies and activities, school committees,

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	sporting associations
	• time commitments to immediate and extended family members e.g. child care and aged care responsibilities, emotional support obligations for family issues
	• time commitments to cultural life e.g. National Aboriginal and Torres Strait Islander Day of Celebration (NAIDOC) activities, National Sorry Day activities, National Reconciliation Week activities, religious activities, national days, ceremonies, funerals and related mourning business

Strategies may include:	• communication strategies
	• consulting with other small businesses to identify successful strategies used
	• developing clear guidelines for staff, such as:
	  • codes of conduct
	  • customer/client charters
	  • family/community charters
	  • job descriptions
	  • organisational trees
	• developing clear processes for staff
	• developing plans to address unanticipated events
	• developing plans to include health considerations for self and staff
	• personal vision/values
	• using diaries/calendars to timetable known obligations

Plans may relate to:	• communication • contingency • OHS • performance appraisal • personal and staff development • succession arrangements • time management
Culturally appropriate work ethic may include:	• impact on and within the community • impact on and within the family • impact on and within the wider community • impact on self

RANGE STATEMENT	
	• relevance of the business to the community • relevance of work to the individual • role development and clarification processes • skills to perform the work
Reviewing plans and strategies may include:	• 360° feedback • applying qualitative and/or quantitative measures to business performance • applying qualitative and/or quantitative measures to individual performance • family or community consultation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB409A Build and maintain relationships with small business stakeholders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop relationships with small business key stakeholders, and roles and responsibilities in the small business.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and develop communication and appropriate relationships with key stakeholders	1.1. Establish *specific practices for communication* with *key stakeholders*, in accordance with codes of practice, cultural protocols and agreed roles and responsibilities
	1.2. Maintain specific ways of dealing with *issues in communication* with key stakeholders that adhere to codes of practice, cultural protocols and agreed roles and responsibilities
	1.3. Identify and implement methods of working in culturally appropriate ways
	1.4. Identify and implement plans to deal with changes in circumstances and behaviours, as required
2. Establish and develop roles and responsibilities in the small business	2.1. Clearly and accurately clarify *roles and responsibilities in the business* in accordance with *organisational structure and lines of authority*, *codes of practice* and *job documentation*
	2.2. Identify and apply specific practices and behaviours from the codes of practice, that contribute to successful working relationships
	2.3. Clearly communicate responsibilities and practices to key stakeholders
3. Review relationships with key stakeholders	3.1. Review communication practices used with key stakeholders and implement any necessary improvement strategies
	3.2. Monitor and evaluate relationships with key stakeholders and develop action plan/s needed to enhance relationships
	3.3. Evaluate roles and responsibilities in the business and undertake any revisions necessary to improve successful working relationships

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to assess situations for the core issues
- communication skills to consult with various stakeholders, adjusting one's language to meet the language of stakeholders; to negotiate constructively to achieve outcomes; to work cooperatively with a diverse range of people with different needs
- literacy skills to locate relevant information, and to develop job outlines and codes of practice for the business
- problem-solving skills to deal with stakeholder issues.

Required knowledge

- business ethics
- codes of practice for the business
- organisational structures and their legal implications.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ways of working and communicating with key stakeholders based on the roles and responsibilities, codes of practice and cultural protocols for the business • development and communication of roles, responsibilities, duties and tasks of small business personnel to key stakeholders • process for reviewing relationships with key stakeholders • knowledge of organisational structures and their legal implications.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including review of communication and relationships with key stakeholders • oral or written questioning to assess knowledge of business ethics • review of how methods of working in culturally appropriate ways were implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBREL401A Establish networks • BSBSMB408A Manage personal, family, cultural and business obligations.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Specific practices for communication with key stakeholders may include:	• contingency plans for changes • informal face-to-face/telephone networking • regular formal meetings • use of formats suited to people with specific support needs, where appropriate, such as large print, interpreters, telephone typewriter (TTY), material in community language/s, Auslan (Australian Sign Language) • written processes
Key stakeholders may include:	• business partners • community members, Elders, traditional owners • community organisations • customers • family members • franchise owner • funding agencies and financial institutions • government agencies • shareholders • staff • suppliers
Issues in communication may include:	• communication protocols for Indigenous, non-Indigenous, and culturally and linguistically diverse peoples • cross-cultural misunderstandings • dealing with difficult clients • expectations of Indigenous and culturally and linguistically diverse peoples • family obligations of Indigenous, and culturally and linguistically diverse peoples • negotiating with stakeholders • processing complaints • respect for others

RANGE STATEMENT

Roles and responsibilities in the business may include:	• differences between roles and duties • role overlap conflicts with other staff and self, with other key stakeholders e.g. management committee members, contractors, accountants etc. and self and staff • scope of responsibilities within the job • types of duties to be performed
Organisational structure and lines of authority may include:	• cooperative/incorporated association structures • corporate structure and corporate governance • government owned enterprise • location of business within the community • nature of reporting • partnerships • power structures and relationships • reporting processes • sole traders
Codes of practice for the business may include:	• business operations standards • cultural considerations and principles for operating • ethical considerations and principles for operating • guidelines for operations • legal considerations and principles for operating • policies • quality assurance practices and principles
Job documentation may include:	• background to the business • competencies required for positions • details of responsibilities • details of specific duties or tasks to be carried out • duty statement • level of wage or salary • job/position description • outline of the job to be performed • reporting relationship • selection criteria • special provisions

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.
	This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines.
	While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers:
	efficient resource use
	potential environmental hazards
	regulatory compliance
	improving environmental performance (within the scope of competency, authority and own level of responsibility).
	It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use	1.1. Identify workplace *environmental and resource efficiency issues* 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using *appropriate techniques* 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure *compliance* 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow *organisational plans* to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make *suggestions* for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills
- analytical skills to comply with all relevant legislation associated with job specifications and procedures   - communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency   - communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation   - literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use   - technology skills to select and use technology appropriate for a task.

Required knowledge
- environmental and resource hazards/risks   - environmental or sustainability legislation, regulations and codes of practice applicable to own work role   - OHS issues and requirements   - organisational structure, and reporting channels and procedures   - relevant environmental and resource efficiency systems and procedures   - sustainability in the workplace   - terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace

EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Environmental and resource efficiency issues may include:	• maximising opportunities to improve business environmental performance • minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may	• documented policies and procedures • work plans to minimise waste or to increase

RANGE STATEMENT	
include:	efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.
	This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.
	While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy.
	This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes:
	• communicating with relevant stakeholders
	• developing and monitoring policies
	• reviewing and improving policies.
	A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.
	The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define *scope* of sustainability policy 1.2. Gather information from a range of *sources* to plan and develop policy 1.3. Identify and consult *stakeholders* as a key component of the policy development process 1.4. Include appropriate *strategies* in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational polices, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both

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	formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic

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	plans
	• BSBMGT617A Develop and implement a business plan
	• BSBRSK501A Manage risk.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

| *Scope* of workplace sustainability policy may include: | • addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
   • ecological foot printing
   • Energy Efficiency Opportunities Bill 2005l
   • Global Reporting Initiative
   • green office program
   • green purchasing
   • Greenhouse Challenge Plus (Australian government initiative)
   • ISO 14001:1996 Environmental management systems life cycle analyses
   • life cycle analyses
   • product stewardship
   • supply chain management
   • sustainability covenants/compacts
   • triple bottom line reporting
 • integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
 • investigating particular business and market context of the industry/organisation
 • meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
   • international
   • commonwealth
   • state/territory
   • industry |

RANGE STATEMENT

	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	   • customers
	   • employees at all levels of the organisation
	   • government
	   • investors
	   • local community
	   • other organisations
	   • regulators
	   • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBWOR501A Manage personal work priorities and professional development

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation
	1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and *own responsibilities and accountabilities*
	1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives
	2.2. Use *technology* efficiently and effectively to manage work priorities and commitments
	2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against *competency standards* to determine development needs, priorities and plans
	3.2. Seek feedback from employees, *clients and colleagues* and use this feedback to identify and develop ways to improve competence
	3.3. Identify, evaluate, select and use *development opportunities* suitable to personal learning style/s to develop competence
	3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships
	3.5. Identify and develop new skills to achieve and maintain a competitive edge

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
    - performance measurement
    - personal behaviour, self-awareness and personality traits identification
    - personal development plan
    - personal goal setting
    - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Management and Leadership - Management

SIRXCOM001A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

Application of the Unit

Application of the unit	This unit relates to frontline service staff and supervisors. It requires the team member to demonstrate the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish contact with customers.	1.1 Maintain a welcoming *customer* environment.
	1.2 Greet customer warmly according to *store policy and procedures*.
	1.3 Create effective service environment through *verbal and non-verbal interaction* according to store policy and procedures.
	1.4 Use *questioning* and active listening to determine customer needs.
	1.5 Demonstrate confidentiality and tact.
2 Process information.	2.1 Answer telephone according to store procedures.
	2.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements.

ELEMENT	PERFORMANCE CRITERIA
	2.3 Use telephone system functions according to instructions.
	2.4 Record and promptly pass on messages or *information*.
	2.5 Inform customer of any problems and relevant action being taken.
	2.6 Perform follow-up action as necessary.
3 Communicate with customers and colleagues from diverse backgrounds.	3.1 Value and treat with respect and sensitivity customers and *colleagues* from different cultural groups.
	3.2 Consider cultural differences in all *verbal and non-verbal communication*.
	3.3 Use gestures or simple words to communicate where language barriers exist.
	3.4 Obtain assistance from colleagues or supervisors when required.
4 Work in a team.	4.1 Demonstrate a courteous and helpful manner at all times.
	4.2 Complete allocated tasks willingly according to set timeframes.
	4.3 Actively seek or provide assistance by approaching other *team* members when difficulties arise.
	4.4 Identify lines of communication with supervisors and peers according to store policy.
	4.5 Encourage, acknowledge and act upon constructive feedback provided by other team members.
	4.6 Use questioning to minimise misunderstandings.
	4.7 Identify and avoid signs of potential workplace conflict wherever possible.
	4.8 Demonstrate participation in team *problem solving*.
5 Read and interpret retail documents.	5.1 List and describe a range of *retail documents*.
	5.2 Read and interpret information from a range of retail documents.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- demonstrated use of positive and inclusive language
- questioning and listening
- resolving conflict
- negotiating
- managing stress
- demonstrating self-esteem
- literacy skills in regard to reading and understanding workplace documentation, such as store policies and procedures and retail documents.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
    - internal and external customer contact
    - verbal and non-verbal presentation
    - code of conduct
    - allocated duties and responsibilities
- goods and services provided by the store
- location of store departments
- functions and procedures for operating telephones and other communication equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

- provides a consistently welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information accurately according to store policy and procedures
- consistently follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
    - stock, inventory or price lists
    - lay-by, credit and product return slips
    - store policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the

EVIDENCE GUIDE

industry sector, workplace and job role is recommended, for example:

- SIRXIND001A Work effectively in a retail environment
- SIRXOHS001A Apply safe working practices
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology.

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification. |

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the performance criteria is detailed below.

Customers may include:	- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

RANGE STATEMENT

Store policy and procedures may relate to:	• contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • induction process.
Verbal and non-verbal interaction may occur with:	• external customers • internal contacts, including management and other team members.
Questioning may involve the following communication techniques:	• using open and inclusive language • speaking clearly and concisely • using appropriate language • non-verbal communication.
Information may include:	• telephone • written • electronic media such as email • verbal feedback • observation.
Colleagues may include:	• management • other staff members • full-time, part-time, casual or contract staff
Verbal and non-verbal communication may include:	• speaking and listening • reading and writing • body language • facial expression.
Teams may include:	• small work teams • store team • corporate team.

RANGE STATEMENT

Problem solving may be affected by:	• store policy and procedures • resource implications.
Retail documents may include:	• stock sheets • planograms • timetables, staff record forms • lay-by slips • credit slips • product return slips • manufacturer instructions • telephone message pads.

Unit Sector(s)

Sector	Cross-Sector

Competency field

Competency field	Communication

SIRXHRM001A Administer human resources policy

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and manage human resources.

Application of the Unit

This unit applies to managers responsible for administering the organisation's human resources policy. It involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement staffing levels.	1.1. Maintain and monitor *store policy and procedures* in regard to *staffing levels*.
	1.2. Maintain store staffing plans involving total store operation.
	1.3. Ensure store staffing plan is comprehensive, concise and easily understood by *staff and management*.
	1.4. Base all staffing figures on accurate and current information.
	1.5. Develop *contingency plans* to cope with extreme situations.
	1.6. Identify, analyse and rectify staff turnover problems as required by store policy.
2. Monitor staff performance.	2.1. Analyse, monitor and maintain store policy and procedures in regard to staff performance requirements.
	2.2. Conduct performance appraisal and counselling interviews as required according to store policy.
	2.3. Give clear, constructive *feedback* on performance at a level and pace appropriate to the team member.
	2.4. Recognise performance and achievement and encourage individuals to contribute to their own assessment.
	2.5. Encourage individuals to contribute to improving policy and procedures.
	2.6. Discipline and counsel staff as required according to store policy and *statutory requirements*.
	2.7. Implement staff dismissals according to store policy and procedures and statutory requirements.
	2.8. Conduct terminal and exit interviews, according to store policy and procedures and statutory requirements.
	2.9. Accurately and completely record details of all procedures and made available to authorised personnel.
3. Identify and minimise potential industrial relations problems.	3.1. Develop and implement strategies in regard to *interpersonal conflict* and dispute resolution, according to store policy and procedures.
	3.2. Actively encourage consultation and cooperation within team.
	3.3. Provide constructive support to resolve problems where

interpersonal conflict arises.

3.4. Accurately *communicate* current dispute resolution and grievance procedures to team members.

3.5. Concisely and accurately record details of proceedings and make available to authorised personnel.

3.6. Treat team members with integrity, respect and compassion.

| 4. Develop and implement training plans. | 4.1. Develop *training objectives and activities* based on considered assessment of existing individual and team competencies, potential competency and career aspirations according to store policy. |

4.2. Regularly review, update and improve training plans in consultation with staff and management.

4.3. Ensure training plans contain clear, realistic *objectives*.

4.4. Encourage and assist individuals to evaluate their own development and training needs and to contribute to development planning and review.

4.5. Plan training activities to optimise the use of available resources.

4.6. Identify training needs using accurate and current information.

4.7. Clearly define training requirements relating to specific competencies necessary to perform a specified role or function.

4.8. Provide ongoing training information to all staff.

4.9. Delegate responsibility for training to *specific staff*.

4.10. Document planned training needs and specified outcomes.

4.11. Monitor and maintain budget in regard to training and assessment of staff according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
    - conduct performance appraisal and counselling and terminal and exit interviews
    - give feedback and provide information
    - encourage individual contribution and evaluation of training and development needs
    - discipline and counsel staff and resolve conflicts
    - encourage consultation and cooperation in the team through clear and direct communication
    - ask questions to identify and confirm requirements,
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- analysing training needs
- monitoring staff performance
- conducting performance appraisal
- negotiating
- literacy skills in regard to:
    - researching, analysing and interpreting a broad range of written material
    - preparing reports
    - documenting results
    - numeracy skills in regard to interpreting and maintaining data.

Required knowledge

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
    - staffing
    - performance appraisal
    - employee relations
    - staff development
- relevant statutory, legal and industrial relations requirements in regard to:
    - monitoring staff performance
    - counselling
    - disciplinary procedures
    - dismissal procedures
    - agreements, awards and wages and conditions
    - anti-discrimination

- - equal opportunity
  - sexual harassment
  - WHS
- a range of responsibilities and job descriptions
- Australian apprenticeship legislation
- Training Packages and competency standards
- store staffing plan
- staff levels and turnover
- existing competencies
- resources available for training
- principles and techniques in training and development.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	- maintains and monitors optimum staff levels according to store policy and procedures by: - maintaining staffing plans - communicating with staff and management - developing contingency plans - analysing and rectifying staff turnover problems - maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by: - monitoring and analysing performance - identifying performance and skill gaps - applying on the job training and coaching processes to develop employees - developing performance improvement plans - conducting performance appraisal interviews - demonstrating discipline and counselling processes - demonstrating dismissal processes - accurately records and maintains details of staff performance procedures, taking into account privacy requirements - communicates with team members to minimise potential industrial relations problems - develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.
Context of and specific resources for assessment	Assessment must ensure access to:
	- a retail work environment - relevant documentation, such as: - store policy and procedures on employee relations and staff development - legislative requirements - store staffing plan - job descriptions - statutes, awards and agreements relating to: - monitoring staff performance

- performance appraisal
- counselling
- disciplinary procedures.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • research report • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	- employee relations and staff development - systems for recording employee relations information.
Staffing levels may vary according to:	- peak trading times - special events - promotion - stocktakes - refurbishment.
Staff and management may include:	- full-time, part-time, casual or contract staff - people with varying degrees of language and literacy - people from a range of cultural, social and ethnic backgrounds - people with a range of responsibilities and job descriptions.
Contingency plans may include:	- unpredicted staff shortages - unpredicted customer demand - accidents or emergencies.
Techniques for providing ***feedback*** may include:	- using open and inclusive language - speaking clearly and concisely - using appropriate language - non-verbal communication.
Statutory requirements and legislation may include:	- equal employment opportunity (EEO) - Australian apprenticeships - disciplinary procedures - awards and agreements - wages and conditions - anti-discrimination - sexual harassment - WHS - privacy.
Interpersonal conflict:	- may occur with or between: - individuals - teams - customers - management - may be minimised:

- formally
- informally
- is minimised to:
  - promote effective working relationships
  - prevent disciplinary or grievance procedures becoming necessary.

Methods to *communicate* information may include:	- verbal - written, including email.
Training objectives and activities may relate to:	- existing staff competencies - level of competencies required by staff - budget allocation for staff training.
Objectives may apply to:	- individuals - teams - managers.
Specific staff responsible for training may include:	- supervisor and manager - training coordinator - external consultant.

Unit Sector(s)

Cross-Sector

Competency field

Human Resources Management

SIRXHRM002A Recruit and select personnel

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recruit and select personnel.

Application of the Unit

This unit applies to managers responsible for recruiting and selecting personnel. It involves defining future personnel requirements, determining job specifications, evaluating and selecting applicants, and recruiting staff.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Define future personnel requirements.	1.1. Accurately identify *store policy and procedures* in regard to *staffing levels*.
	1.2. Access and utilise accurate and current *information* to define personnel requirements.
	1.3. Clearly identify competencies and attitudes required of *staff members* and *teams*.
	1.4. Consult *relevant personnel* as required.
	1.5. Support estimates of *staffing requirements* with *appropriate calculations* where necessary.
2. Determine job specifications.	2.1. Ensure *job specifications* accurately reflect the role that the appointee will play in relation to the team as a whole.
	2.2. Take into account the views and requirements of all relevant personnel prior to completing the specification.
	2.3. Write clear and concise job specifications according to *relevant legislation*.
	2.4. Confirm specifications with relevant personnel prior to recruitment action according to store policy.
3. Recruit staff.	3.1. Maintain and monitor *staff recruitment procedures*.
	3.2. Advertise employment vacancies internally and externally according to store policy.
	3.3. Conduct job interviews and *employment appraisal tests* according to store policy.
	3.4. Enact staff selection policy and procedures to comply with equal opportunity and equal employment opportunity legislation.
	3.5. Ensure wages and conditions comply with relevant awards and agreements and store policy.
4 Assess and select applicants.	4.1. Conduct assessment and selection process according to store policy and procedures and legal requirements.
	4.2. Judge information obtained from each candidate against specified selection criteria, and note any additional influencing factors.
	4.3. Promptly seek advice from relevant personnel where difficulty in

interpreting the selection criteria exists, or there appears to be a conflict of criteria.

4.4. Identify and correct unintended deviations from agreed procedures before making selection decisions.

4.5. Maintain complete, accurate and clear *records* of assessment and selection processes.

4.6. Ensure selection recommendations are communicated to authorised personnel only.

4.7. Promptly and accurately inform all candidates of selection decisions following each stage of the selection process.

4.8. Promptly communicate recommendations for improvements to any aspect of the selection process to appropriate personnel.

4.9. Ensure that assessment and selection processes used and evidence gained justify the selection choice.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
    - consult personnel
    - confirm specifications
    - seek advice and communicate recommendations
    - conduct interviews and inform candidates of results through clear and direct communication
    - ask questions to identify and confirm requirements
    - obtain information from candidates at interview
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- analytical skills to:
    - evaluate information from resumes, letters, references, interviews and aptitude tests against criteria
    - check references, security clearances and personal documentation
- literacy skills to:
    - research, analyse and interpret a broad range of written material
    - write clear accurate job descriptions and specifications
    - prepare reports
    - record details of processes
    - document results

Required knowledge

- store policy and procedures in regard to:
    - job role and responsibilities
    - personnel planning, including current and projected staff numbers
    - recruitment, assessment and selection of candidates
- relevant legislation and statutory requirements, including:
    - equal opportunity and Equal Employment Opportunity (EEO) legislation
    - awards and agreements
    - anti-discrimination
    - recruitment sourcing methods
    - government subsidies and support functions for traineeships
    - Australian Apprenticeships
- Training Packages and competency standards
- principles and techniques in:

- interpersonal communication
- identifying competency requirements in relation to work demands
- identifying, defining and assessing competency of individuals
- consultation
- interviewing
- knowledge of special needs in relation to recruitment and selection, including reasonable adjustments for interviews, interview techniques and provision of appropriate documentation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - identifies existing and required competencies and attitudes of individuals and teams - develops job specifications to effectively meet the needs of the store and company - recruits suitable staff according to: - relevant store policy and procedures - relevant legislation - relevant awards and agreements - assesses and selects candidates according to store policy and procedures and legal requirements - accurately records selection processes.
Context of and specific resources for assessment	Assessment must ensure access to: - a retail work environment - relevant documentation, such as: - store policy and procedures on personnel planning, selection and recruitment - equal opportunity and equal employment opportunity (EEO) legislation - awards and agreements - job descriptions and specifications.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - a role play - third-party reports from a supervisor - written or verbal questioning to assess knowledge and understanding - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• personnel planning • selection and recruitment • maintaining records.
Staffing levels may vary according to:	• peak trading cycles • special events • promotion • stocktakes • market trends.
Sources of accurate and current ***information*** may include:	• colleagues, supervisors and managers • store records • personal observation and experience • store policy and procedures documents • unions • industry associations.
Staff members may include:	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Teams may include:	• small work teams • store team • corporate team.
Relevant personnel may include:	• internal or external consultants • employees • supervisors • human resources personnel • store and area manager.
Staffing requirements may include:	• permanent • temporary • full-time • part-time • casual • contract.
Appropriate calculations may include:	• financial considerations • current and projected staff numbers • current staff competencies and estimation of

	competencies required
	• succession planning
	• personnel forecasts
	• business plan and strategic directions.
Job specifications should include:	• job title and purpose of position
	• responsibilities
	• competencies required.
Relevant legislation may include:	• equal employment opportunity (EEO)
	• anti-discrimination
	• awards and agreements
	• confidentiality laws.
Staff recruitment procedures may be delegated to:	• individuals
	• specialist personnel.
Employment appraisal tests may include:	• assessment of relevant competencies
	• personality profiling.
Records may be:	• manual
	• electronic
	• access restricted.

Unit Sector(s)

Cross-Sector

Competency field

Human Resources Management

SIRXIND001A Work effectively in a retail environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.

Application of the Unit

Application of the unit	This unit may apply to all service personnel. It requires the team member to demonstrate an understanding of workplace policies and legislation regarding work availability and rosters, work duties, and relevant awards or agreements. Demonstrated understanding of workplace culture, inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete tasks under instruction are also required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units   Nil

Employability Skills Information

Employability skills   The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Act responsibly.	1.1 Provide notification of shift availability, or non-attendance for shift, according to set time frames and according to ***store policy and procedures***.
	1.2 Interpret staff rosters accurately.
	1.3 Recognise and describe ***organisational culture***.

ELEMENT	PERFORMANCE CRITERIA
2 Act in a non-discriminatory manner.	2.1 Display **non-discriminatory attitudes** when interacting with **customers**, **staff or management**.
	2.2 Use non-discriminatory language.
3 Develop retail industry knowledge.	3.1 Identify and access **sources of information** on the retail industry.
	3.2 Obtain **information** to assist with effective work performance and career planning within the retail industry.
	3.3 Identify and interpret relevant awards and agreements.
	3.4 Identify and analyse role of employee and employer associations in industrial relations system.
4 Maintain personal presentation.	4.1 Maintain personal dress and presentation in a neat and tidy manner.
	4.2 Maintain personal hygiene according to store policy and **legislation**.
5 Follow routine instructions.	5.1 Receive and act upon instructions.
	5.2 Use effective questioning to elicit information.
	5.3 Assess, comprehend and act upon **store information** relevant to the particular task.
	5.4 Plan and organise **daily work routine** within the scope of the job role.
	5.5 Prioritise and complete **tasks** according to required timeframes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
    - follow routine instructions through clear and direct communication
    - ask questions to identify and confirm requirements
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- ability to follow store policy and procedures
- maintaining personal presentation
- interpersonal communication skills, including:
    - non-discriminatory verbal and non-verbal communication
    - listening, questioning and observation
- literacy skills in reading and interpreting workplace documents.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
    - workplace ethics
    - shift availability or non-attendance
    - staff rosters
    - interpersonal conflict
    - dealing with grievances
    - personal animosity
    - discriminatory behaviour
    - harassment
    - staff counselling and disciplinary procedures
    - equal opportunity issues
    - part-time, casual, full-time work, contract employment
    - hygiene and self-presentation
- store organisational structure
- structure of the retail industry
- rights and responsibilities of employers and employees in retail workplace
- responsibilities under an Australian apprenticeship contract of training (if applicable)
- major changes affecting retail workplaces
- following set routines and procedures

REQUIRED SKILLS AND KNOWLEDGE

- relevant legislation and statutory requirements, such as:
  - equal opportunity legislation
  - equal employment opportunity (EEO) legislation
  - anti-discrimination legislation
  - workplace relations
  - industry awards and agreements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	- responsibly applies store policy and procedures in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description
	- recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals
	- applies store policy and procedures and legislative requirements in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes
	- knows employee's own rights and responsibilities in regard to awards and agreements
	- identifies and describes the role of various parties, including employer and employee associations
	- applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct
	- consistently meets store scheduling routines and uses time effectively.

EVIDENCE GUIDE

Context of and specific resources for assessment	Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
    - store or sample policy and procedures in regard to workplace ethics
    - store or sample job descriptions and organisational charts
    - store or sample documentation regarding mission and goals for the company
    - store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace
    - awards and agreements
    - government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination
    - store or sample policies on OHS.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- research projects or case studies
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example this unit can be assessed with the following units:

- SIRXCOM001A Communicate in the workplace
- SIRXOHS001A Apply safe working practices
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology

EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.
	Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:	• workplace ethics • modes of communication • store hours of operation • completing work out of hours • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • OHS.
Organisational culture may include:	• organisational structure, including own position and role within the structure • chain of command • workplace policy and procedures • organisational values • mission statement • workplace goals.

RANGE STATEMENT

Non-discriminatory attitudes may include:	• age • race • colour • national or ethnic origin • sex • pregnancy or marital status • disability • religion • sexual preference.
Customers may include:	• new or repeat contacts • internal and external contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Staff or management may:	• come from a range of social, cultural and ethnic backgrounds • have varying degrees of language and literacy levels.
Sources of information may include:	• media • reference books • libraries • unions • industry associations • industry publications • internet • information services • personal observation and experience • colleagues, supervisors and managers • industry contacts, mentors and advisers.

RANGE STATEMENT

Information may include:	• industry working conditions • employee and employer rights and responsibilities • environmental issues and requirements • industrial relations issues and major organisation • career opportunities within the industry • the work ethic required to work in the industry • industry expectations of staff • quality assurance • new products and services.
Legislation may include:	• federal, state or territory and local legislation • food safety • OHS.

Store information may:	• be written or verbal
	• relate to store policy and procedures, including:
	   • contact with customers
	   • job descriptions and responsibilities
	   • interaction with other team members
	   • interaction with supervision and management.

Daily work routine may include:	• interacting with customers • interacting with supervisors and other staff members • handling telephone enquiries • organising and maintaining work areas • maintaining merchandise and displays • preparing goods for delivery • observing scheduled breaks • assisting other team members • working within required timelines.
Tasks may be:	• routine • rostered • non-routine.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Working in Industry

SIRXINV001A Perform stock control procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Application of the Unit

Application of the unit	This unit requires the consistent application of store policy and relevant legislation, including safe working practices in the handling and moving of stock, to ensure efficient stock control in a retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive and process incoming goods.	1.1 Maintain cleanliness and orderliness in receiving bay according to *store policy and procedures*.
	1.2 Unpack goods using correct *handling techniques* and *equipment* according to store policy.
	1.3 Remove and promptly dispose of packing materials according to store policy and relevant *legislative requirements*.
	1.4 Check incoming stock and validate against purchase orders and delivery documentation according to store policy and relevant legislative requirements.
	1.5 Inspect items received for damage, quality, use-by dates, breakage or discrepancies and record according to store policy.
	1.6 Record stock levels on store *stock systems* according to store policy.
	1.7 Rotate and store stock according to the first in first out (FIFO) principle.

ELEMENT	PERFORMANCE CRITERIA
	1.8 Dispatch stock to appropriate area or department.
	1.9 Apply stock price and code labels when required according to store policy.
2 Rotate stock.	2.1 Carry out stock rotation procedures according to store routine and policy.
	2.2 Perform store code checking and reporting procedures, including recording of waste and markdowns.
	2.3 Place merchandise to achieve a balanced, fully-stocked display appearance and promote sales.
	2.4 Place excess stock in storage or dispose of according to store policy and legislative requirements.
	2.5 Maintain safe lifting, shifting and carrying techniques according to store OHS policy and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- following set routines and procedures
- using electronic labelling and ticketing equipment
- literacy and numeracy skills in regard to:
  - stock records and delivery documentation
  - reporting problems.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out-of-date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
- reporting faults and problems
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control • consistently applies safe working practices in the manual handling and moving of stock according to OHS legislation and store policy • interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment • receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures • rotates stock and performs out-of-code checking and reporting according to store policy and procedures • interprets and processes information accurately and responsibly.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a retail work environment
	• relevant equipment, including:
	   • stock moving equipment
	   • manual and electronic labelling and ticketing equipment
	• computers and stock recording equipment
	• relevant documentation, such as:
	   • invoices, packing slips, dispatch documents and order forms
	   • recording and tally sheets
	   • store policy and procedures manuals
	   • OHS regulations
	   • relevant legislation and statutory requirements
	   • industry codes of practice.

EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft
- SIRXCCS002A Interact with customers
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Store policy and procedures may relate to:	• stock control • reception and dispatch • OHS • food safety.
Handling techniques may vary according to:	• stock characteristics • industry codes of practice • legislative requirements.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers • trolley return equipment • portable data entry • cutting equipment • protective clothing.
Legislative requirements may include:	• OHS • hazardous substances and dangerous goods • labelling of workplace substances • waste removal and environmental protection • transport, storage and handling of goods.
Stock systems may be:	• manual • electronic.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Inventory

SIRXMER001A Merchandise products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling and pricing stock.

Application of the Unit

Application of the unit	This unit applies to frontline retail personnel. It requires the team member to demonstrate the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storage of stock, including application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, relevant legislation, government regulations, and industry codes of practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Service Skills Australia

Employability Skills Information

Employability skills   The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Place and arrange merchandise.	1.1 Unpack *merchandise* according to *store policy and procedures* and *legislative requirements*.
	1.2 Place merchandise on floor, fixtures and shelves in determined locations according to OHS and other relevant legislative requirements.
	1.3 *Display* merchandise to achieve a balanced, fully-stocked appearance and promote sales.
	1.4 Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedure.
	1.5 Place stock range to conform with fixtures, ticketing, prices or bar codes.
	1.6 Rotate stock according to stock requirements and store procedure.

ELEMENT	PERFORMANCE CRITERIA
	1.7 Ensure stock presentation conforms to special *handling techniques* and other *safety requirements*.
2 Prepare display labels and tickets.	2.1 Prepare *labels and tickets* for window, wall or floor displays according to store policy.
	2.2 Prepare tickets using electronic equipment or neatly by hand according to store procedures.
	2.3 Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
	2.4 Use and maintain electronic ticketing and labelling equipment according to design specifications.
	2.5 Store ticketing equipment in a secure location.
3 Place, arrange and display price labels and tickets.	3.1 Place labels and tickets visibly and correctly on merchandise.
	3.2 Replace labels and tickets according to store policy.
	3.3 Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements.
4 Maintain displays.	4.1 Reset and dismantle *special promotion areas*.
	4.2 Assist supervisor in selection of merchandise for display.
	4.3 Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.
	4.4 Identify, reset or remove unsuitable or out-of-date displays as directed.
	4.5 Identify optimum stock levels and replenish stock according to store policy.
	4.6 Maintain display areas in a clean and tidy condition.
	4.7 Remove excess packaging from display areas.

ELEMENT	**PERFORMANCE CRITERIA**
5 Protect merchandise.	5.1 Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- use and maintenance of manual and electronic labelling and ticketing equipment
- completing tasks in a set timeframe
- literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels and tickets
  - reading and understanding manufacturer instructions.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling and ticketing equipment and materials
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant OHS regulations, including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances
  - labelling of workplace substances
- relevant legislation and statutory requirements
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock - displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements - prepares display labels and price tickets for merchandise with regard to store policies and procedures - operates, maintains and stores a range of ticketing equipment according to: - store policy and procedures - industry codes of practice - manufacturer instructions and design specifications - arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements - identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements - maintains display areas and replenishes stock as required according to store procedures and legislative requirements - performs correct manual handling, storage and display techniques according to: - stock characteristics - industry codes of practice - OHS legislation and codes of practice.

EVIDENCE GUIDE

Context of and specific resources for assessment	Assessment must ensure access to:

- a retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and OHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services
- SIRXSLS002A Advise on products and services.

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Merchandise may be characterised by:	• type • brand • size • customer needs • colour • price.
Store policy and procedures in regard to:	• merchandising of stock • preparing and displaying labels and tickets • maintaining displays.
Legislative requirements may include:	• pricing requirements, including GST requirements • industry codes of practice • discounted items • Trade Practices and Fair Trading Acts.
Display may include:	• setting new displays • maintaining existing displays.
Handling techniques may vary according to:	• stock characteristics • store policy • legislative requirements • industry codes of practice.

RANGE STATEMENT

Safety requirements may relate to:	• transport, storage and handling of goods • hazardous substances • labelling of workplace substances.
Preparation of ***labels and tickets*** may involve:	• pricing gun • shelf tickets • shelf talkers • written labels • swing ticketing • bar coding • price boards • header boards.
Special promotion areas may be:	• permanent or temporary • interior or exterior • publicly accessible • windows • shelves • wall fixtures • on floor.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Merchandising

SIRXMGT001A Coordinate work teams

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

Application of the Unit

Application of the unit	This unit requires the team member to consistently and responsibly apply store policy and procedures and local statutory requirements in regard to the induction, rostering, coordination, coaching and motivation of work teams. It requires strong interpersonal communication skills. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor and organise staffing levels.	1.1 Maintain *staffing levels* and rosters in designated areas within budget and according to *store policy and procedures* and *legislative requirements*.
	1.2 Roster *team* according to anticipated sales peaks and *statutory requirements*.
	1.3 Inform team members of individual rosters according to store policy and procedures.
	1.4 Take corrective action as needed according to staff availability.
2 Inform team members.	2.1 Inform team of expected standards of *work* and behaviour required by store policy in a manner and at a level and pace appropriate to the individual.
	2.2 Implement staff *communication* and motivation programs

ELEMENT	PERFORMANCE CRITERIA

according to store policy.

2.3 Compare store targets to individual and team results.

2.4 Conduct staff meetings to address issues within area of authority according to store policy.

2.5 Perform **staff induction** into teams according to store policy.

3 Coach on the job.	3.1 Identify opportunities to **coach** team members who are unfamiliar with specific **procedures**.

3.2 Make team members aware of the work application of the competency or job being taught.

3.3 Use a systematic approach, including explanation and demonstration where appropriate.

3.4 Encourage trainees by positive **comments and feedback**.

3.5 Design feedback during instruction to help trainees learn from their mistakes.

3.6 Encourage and guide trainees to evaluate their own performance and diagnose it for improvement.

3.7 **Evaluate** trainees' performance according to store policy and procedures.

4 Motivate the team.	4.1 Identify strengths and weaknesses of team against current and anticipated work requirements.

4.2 Encourage individuals within the team to contribute to discussion and planning of team objectives and goals.

4.3 Update and review team objectives and goals on a regular basis in consultation with **relevant personnel**.

4.4 Develop positive and constructive relationships with and between team members.

4.5 Treat all team members fairly, equally and with respect.

4.6 Accept responsibility for developing own competencies and identify realistic objectives.

5 Maintain staffing records.	5.1 Maintain **staff records** as required according to store policy and relevant awards and agreements.

ELEMENT	PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
- inform team members of rosters
- conduct staff meetings
- coach team members, including explaining and demonstrating
- provide feedback and encouragement through clear and direct communication
- ask questions to identify and confirm requirements
- give instructions and provide constructive feedback
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
  - literacy skills in regard to:
- reading and interpreting workplace documents
- reporting procedures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
- workplace ethics
- work teams
- staffing rosters
- personnel records
- trainee assessment
- supervising new apprentices
- staff counselling and disciplinary procedures
- work and overtime periods
- meetings
- housekeeping
  - store organisational structure
  - rights and responsibilities of employers and employees in retail workplace
  - award and agreement requirements, including employment classifications, such as full-time, part-time and casual
  - forms of work in retail
  - major changes affecting retail workplaces

REQUIRED SKILLS AND KNOWLEDGE

- principles and techniques in interpersonal communication
- relevant legislation and statutory requirements, such as:
- equal employment opportunity (EEO) legislation
- anti-discrimination legislation
- industry awards and agreements
- relevant OHS regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently and responsibly applies store policy and procedures and ethical behaviour in regard to the coordination of staff • consistently applies store policies and procedures in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff • consistently and responsibly applies store policy and procedures in regard to the induction of new staff. • consistently and responsibly applies store policy and procedures in regard to maintaining staffing levels and coordinating work teams within budgetary constraints • consistently applies state and local statutory requirements and regulations, including relevant industry awards and agreements • consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities • reports suggestions for improvements in procedures to management.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment relevant documentation, such as: • legislation and statutory requirements • awards and agreements • job descriptions and responsibilities • training programs • store policy and procedures manuals rostering and recording systems a work team.

EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXMGT002A Maintain employee relations.

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Staffing levels may vary according to:	• peak trading times • special events • promotion • stocktakes • refurbishment.
Store policy and procedures may relate to:	• staffing requirements • on the job training • maintaining staffing records • housekeeping.
Legislative requirements may include:	• OHS • equal opportunity • anti-discrimination • workplace relations • industry awards and agreements.
Team may include:	• full-time, part-time or casual staff • staff under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Statutory requirements may include:	• minimum and maximum hours of work • meal and other breaks • leave entitlements • remuneration scales • penalty rates • relevant industry awards and agreements.

RANGE STATEMENT

Work may include:	• selling • merchandising • housekeeping • rostering • maintaining equipment • stocktaking.
Communication with team may be:	• face-to-face • written • in languages other than English, Indigenous languages or visual languages, such as sign language • individually or in groups.
Staff induction may include:	• formal training program • one-to-one coaching.
Coaching may be done:	• frequently or infrequently • formally or informally.
Procedures may relate to:	• modes of communication • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • OHS.
Techniques for providing *comments and feedback* may include:	• using appropriate, open and inclusive language • speaking clearly and concisely • using languages other than English, including Indigenous languages and visual languages, such as sign language • non-verbal communication.

RANGE STATEMENT

Methods of *evaluation* may include:	- observation - third-party reports - customer feedback - questioning.
Relevant personnel may include:	- team members - supervisors - managers.
Staff records:	- systems may be: - manual - electronic - may relate to: - attendance - leave entitlements - training - discipline.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Management and Leadership

SIRXMGT003A Lead and manage people

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage teams.

Application of the Unit

Application of the unit	This unit involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans and targets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills

The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Lead the team.	1.1 Ensure leadership style reflects the *store image and culture*.
	1.2 Create an environment in which *team members* are motivated to achieve high standards of performance.
	1.3 Analyse and evaluate personal leadership style in terms of effects on motivation and performance of team members.
2 Lead by example.	2.1 Demonstrate high standards of personal performance.
	2.2 Demonstrate willingness to confront *difficult situations and problems*.
	2.3 Use honest, open consultation to facilitate *communication* with team members.
	2.4 Deal with difficult situations fairly, openly and promptly according to *store policy and procedures*.

ELEMENT		PERFORMANCE CRITERIA	
3	Develop and communicate team objectives.	3.1	Develop clear, accurate and relevant team objectives, including expected performance standards.
		3.2	Ensure objectives are achievable within designated time limits and according to *resources* available.
		3.3	Explain objectives clearly and at a level and pace appropriate to team members.
		3.4	Regularly review objectives according to team or store policy changes.
		3.5	Encourage team members to provide *feedback* on objectives and to clarify areas of uncertainty.
4	Establish, develop and improve teams.	4.1	Access *relevant information* to develop plans based on accurate assessment of current *competencies* and career aspirations according to current and future store requirements.
		4.2	Assist and encourage individuals to take responsibility for their self-development.
		4.3	Ensure team building and development plans contain clear, realistic objectives.
		4.4	Minimise unproductive friction between team members.
		4.5	Take collaborative approach with team members, colleagues and management to establish constructive relationships.
		4.6	Encourage team members to offer ideas, views or suggestions.
		4.7	Recognise suggestions offered by team members, and provide explanations if proposals rejected.
		4.8	Recognise outstanding achievements.
		4.9	Ensure promises and undertakings to team are realistic and honoured.
		4.10	Give team members appropriate support in areas that may affect work performance and morale.

ELEMENT	PERFORMANCE CRITERIA

5 Develop self.

5.1 Identify own current competencies and development needs according to current position description and future career aspirations.

5.2 Develop realistic, achievable and challenging objectives and regularly review them.

5.3 Accept responsibility for achieving self-development objectives.

5.4 Regularly review own progress and performance with *appropriate personnel*.

5.5 Use feedback received to improve future performance.

6 Delegate responsibility and authority.

6.1 Clearly define team and individual responsibilities and limits of responsibility according to store policy.

6.2 Provide information in a manner and at a pace appropriate for the individual.

6.3 Ensure delegation is unambiguous, explicit and able to be carried out within a designated timeframe.

6.4 Negotiate resources and implementation methods effectively with team members.

6.5 Ensure support and resources available are accessible and sufficient for the needs of the operation.

6.6 Review delegation regularly and revise as required.

7 Consult with team.

7.1 Clearly and concisely communicate policies, plans, problems and solutions to team according to store policy.

7.2 Demonstrate active and clear communication to team on store policy and operational issues.

7.3 Clearly establish meeting purposes.

7.4 Present information clearly.

7.5 Encourage positive contributions from all members of group.

7.6 Allocate discussion time to items according to importance, urgency or complexity.

7.7 Ensure leadership style is appropriate for purpose and

ELEMENT	PERFORMANCE CRITERIA

		membership of group.
	7.8	***Record*** decisions accurately and act upon them as required.
	7.9	Perform written and verbal communication in a clear and concise manner according to store policy.
8 Support the team.	8.1	Actively support staff, colleagues and management within store policy guidelines in situations involving store policies or operations.
	8.2	Actively support team members in achievement of realistic goals.
	8.3	Actively focus team members towards store plans and targets.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- presenting information
- conflict resolution
- leadership skills
- interpersonal communication skills to:
- consult with team members
- deal with difficult situations
- develop and communicate team objectives including encouraging feedback
- encourage ideas, views or suggestions from team members
- review own progress and performance with appropriate personnel
- provide information on responsibilities
- negotiate resources and implementation methods through clear and direct communication
- ask questions to identify and confirm requirements
- give instructions and constructive feedback
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
  - literacy skills in regard to communicating ideas and information.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
- job role and responsibilities
- people management
- staff development
- leadership
- team and company objectives
  - principles and techniques in interpersonal communication skills, including:
- conflict resolution
- negotiation
- consultation
- team building
- training and mentoring
- delegation

REQUIRED SKILLS AND KNOWLEDGE

- Training Packages and competency standards
- relevant legislation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishes effective and collaborative teams to achieve common objectives • manages teams to perform effectively and collaboratively by: • using a leadership style that supports store image, culture and business strategic direction • creating an environment to achieve high standards • maintaining effective communication with staff • leading by example • consulting honestly and openly • dealing with difficult situations fairly, openly and promptly • evaluates, analyses and enhances own leadership style • evaluates and improves the effective performance of teams • leads teams in an effective, open, consultative and supportive manner • delegates appropriate responsibility and authority to team members.

EVIDENCE GUIDE

Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant documentation, such as: • store policy and procedures on people management and staff development • team and company objectives • a team.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

RANGE STATEMENT

environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store image and culture may relate to:	- range of products and services - personal and store presentation - organisational structure, including own position and role within the structure - chain of command - workplace policy and procedures - organisational values - mission statement - workplace goals.
Team members may:	- come from a variety of social, cultural or ethnic backgrounds - vary in literacy and numeracy skills - vary in competencies.
Difficult situations and problems may include:	- unsafe work practices - dealing with difficult customers - dealing with customer complaints - resolving staff conflict - managing emergency situations.
Communication may include:	- verbal - individuals or groups - formal or informal meetings - written correspondence, memos - email, fax, telephone - use of languages other than English including local community languages, Indigenous languages and visual languages such as sign language.

RANGE STATEMENT

Store policy and procedures in regard to:	• staff development, people management and leadership style
	• conflict resolution and grievance procedures.
	•
Resources may include:	• training materials
	• equipment
	• relevant information.
Feedback may be sought and given:	• verbally
	• in languages other than English including local community languages, Indigenous languages and visual languages such as sign language
	• in writing
	• in groups
	• individually.
Sources of ***relevant information*** may include:	• personal observation and experience
	• colleagues, supervisors and managers
	• personnel documentation and files
	• unions
	• industry associations
	• industry publications
	• internet
	• information services
	• industry contacts, mentors and advisers.
Competencies may include:	• customer service skills
	• communication skills
	• conflict resolution skills
	• team building skills
	• industry specific skills.

RANGE STATEMENT

Appropriate personnel may include:	• supervisor and manager • team members.
Methods used to *record* decisions may include:	• manual • digital • allocated proformas.

Unit Sector(s)

Sector	Cross-Sector

Competency field

Competency field	Management and Leadership

SIRXOHS003A Provide a safe working environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement policies and procedures relating to OHS issues. It is based on the National Occupational Health and Safety Commission (NOHSC) guidelines.

Application of the Unit

Application of the unit	This unit involves consulting with staff, assessing and controlling risks, establishing and maintaining record systems and evaluating policies and procedures. Senior management personnel are responsible for this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills   The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop policies to establish and maintain a safe working environment.	1.1 Develop *store policy and procedures* based upon a commitment to OHS and with regard to *relevant legislation*.
	1.2 Clearly define and allocate OHS responsibilities and duties, and include in job descriptions and duty statements for all relevant positions.
	1.3 Promptly and consistently identify, seek or provide financial and human resources for the operation of the OHS system.
	1.4 Ensure information on the OHS system is readily accessible and clearly explained to *staff*.
	1.5 Establish procedures to identify existing and potential *hazards*.
	1.6 Establish and maintain *procedures* to facilitate the reporting of all safety-related incidents.
	1.7 Develop control measures according to the *hierarchy of control*.

ELEMENT	PERFORMANCE CRITERIA

| | 1.8 | Establish systems to encourage staff members to identify and report matters likely to affect workplace safety. |

2 Consult with staff.

	2.1	Establish and maintain appropriate *consultation processes* in consultation with staff according to OHS legislation and store policy.
	2.2	Promptly deal with and resolve issues raised through consultation according to store policy.
	2.3	Clearly and promptly provide information to staff on outcomes of consultation.

3 Establish and maintain a safe working environment.

	3.1	Establish and maintain policy and procedures to facilitate identification and prevention of hazards.
	3.2	Establish and maintain procedures to ensure safe handling and storage of *hazardous goods*.
	3.3	Establish and maintain procedures to ensure *equipment* is maintained and stored safely according to store policy.
	3.4	Establish and maintain procedures to ensure safe lifting or shifting and manual handling techniques are employed by staff.
	3.5	Establish and maintain store *emergency procedures*.

4 Assess risks.

	4.1	Assess risks presented by identified hazards according to OHS legislation and codes of practice.
	4.2	Develop procedure for ongoing *risk assessment* and integrate with systems of work and procedures.
	4.3	Monitor staff activities to ensure risk assessment procedure is adopted effectively.
	4.4	Address risk identification and assessment at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.

5 Control risks.

| | 5.1 | Develop measures to control assessed risks according to the hierarchy of control and implement according to store policy, OHS legislation and codes of practice. |
| | 5.2 | Establish and implement interim or contingency measures when control measures are not immediately |

ELEMENT	PERFORMANCE CRITERIA
	practicable, until permanent control measures are implemented.
6 Establish and maintain policies for hazardous events.	6.1 Identify potentially hazardous events.
	6.2 Develop procedures to control risks associated with hazardous events and meet legislative requirements, in consultation with appropriate emergency services.
	6.3 Provide appropriate information and training to all employees to enable implementation of the correct procedures in all relevant circumstances.
7 Train staff.	7.1 Develop and implement OHS *training* program to ensure all staff are trained in *OHS issues*.
8 Establish and maintain record system.	8.1 Establish and monitor system for maintaining OHS *records* to facilitate identification of patterns of occupational injury and disease according to store policy.
9 Evaluate policies and procedures.	9.1 Assess effectiveness of the OHS system and related policies, procedures and programs according to store policy.
	9.2 Develop and implement improvements to the OHS system to ensure more effective achievement of store policy.
	9.3 Assess compliance with OHS legislation and codes of practice to ensure that legal OHS standards are maintained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
- define and allocate OHS responsibilities and duties
- explain information on the OHS system and provide information and training for staff through clear and direct communication
- ask questions to identify and confirm requirements
- share information
- give instructions
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
    - consultation processes
    - identifying and preventing safety hazards, including fire, chemical and electrical hazards
    - negotiation skills
    - using safety alarms, fire extinguishers and emergency exits
    - developing processes and procedures
    - literacy skills in regard to:
- researching, analysing and interpreting a broad range of written material
- preparing reports
- documenting results
    - numeracy skills in relation to:
- finance and risk assessment.

The following knowledge must be assessed as part of this unit:

- store policy and procedures, in regard to:
- OHS and emergency procedures, taking into account state and local government regulations and codes of practice
- emergency evacuation of store
- events likely to endanger staff or customers
- hierarchy of control in emergency situations
- place of consultative committees
- recording system for accidents, illness and incidents
    - relevant legislation and statutory requirements, including OHS legislation and codes of

REQUIRED SKILLS AND KNOWLEDGE

practice
- relevant industry codes of practice
- first aid procedures
- handling and storage procedures for hazardous and non-hazardous goods and equipment
- procedures for spills, leakage of materials, accidents and sickness
- safe lifting and manual handling procedures
- waste disposal methods, including hazardous substances.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintains, manages and applies safe working practices, including necessary resources, control measures and risk assessments, in all areas of the store, according to relevant legislation • maintains, manages and applies emergency procedures according to store policy and procedures • develops and manages store policy and procedures in regard to the consistent application by staff members of safe working practices, for the provision of services and safe use of products • establishes and maintains consultative processes in regard to OHS • allocates and manages staff responsibility for OHS guidelines • develops and implements staff training programs that relate to OHS, and health and hygiene legislation and industry codes of practice • establishes and maintains systems for maintaining OHS records • evaluates, reviews and makes recommendations for improvements with regard to store policy and procedures in OHS and store emergency procedures.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • relevant documentation, such as: • OHS legislation and codes of practice • store policy and procedures manuals • industry codes of practice • enterprise agreements in regard to consultative committees • staff members • emergency equipment.

EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXHRM001A Administer human resources policy
- SIRXHRM002A Recruit and select personnel.

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification. |

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the performance criteria is detailed below.

RANGE STATEMENT

Store policy and procedures may relate to:	- OHS - emergency procedures - use of technology - job roles and responsibilities - delegation.
Relevant legislation may include:	- OHS regulations - privacy legislation - Work Care or Work Cover regulations - federal, state and local health and hygiene.
Staff may include:	- new or existing staff - full-time, part-time, casual or contract - people with varying levels of language and literacy - people from a range of cultural, social and ethnic backgrounds - people with a range of job roles and responsibilities.
Hazards may include:	- unguarded equipment - electricity and water - fires - chemical spills - sharp cutting tools and instruments - broken or damaged equipment or technology - damaged packing material or containers - manual handling - stress.
Reporting *procedures* may be:	- manual - digital or electronic - scheduled - standardised.

RANGE STATEMENT

Hierarchy of control may include:	• elimination of hazards • substitution • isolating hazards • use of engineering controls • use of administrative controls • appropriate use of personal protective clothing and equipment.
Consultation processes may involve:	• minutes from health and safety meetings • suggestions for improvements put forward by employees • staff meetings, management meetings.
Hazardous goods may include:	• electrical equipment • chemicals • flammable goods • waste.

Equipment may include:	• manual handling equipment
	• steps and ladders
	• electrical equipment including:
	• retail technology
	• cleaning equipment
	• food storage equipment
	• food warming and preparation equipment
	• electrical tools
	  • hand tools
	  • knives and scissors
	  • manual cleaning equipment.

RANGE STATEMENT

Emergency procedures may relate to:	- locating and using alarms - events likely to endanger staff or customers - sickness - accidents - fire - store evacuation - chemical spills - bomb threat - armed robbery.
Risk assessment may include:	- conducting regular reviews of injury or accident registers - consultation processes, including discussions with employees - assessment of individual tasks and job design.
Training may include:	- on-the-job, off-the job training or a combination of both - induction training - training for specific hazards identified in the industry - fire and emergency evacuation training - ongoing professional development training, including OHS implications.

RANGE STATEMENT

OHS issues may include:	- customers and staff, equipment, premises and stock - sickness and accident reporting procedures - storage and use of flammable materials - safe lifting and manual handling procedures - store evacuation - chemical containment - first aid procedures - range of responsibilities or job description, including general duty of care of employees and employers - workplace inspection and safety audits - checking equipment prior to and during work - reporting process for and issues resolution, injury or accidents.
Records may include:	- workplace inspection and audit reports - training records for new employees - training records for existing employees - manufacturer instructions, including MSDS maintenance records - revision of policies and procedures to ensure relevance through audits against state and territory legislation and regulations.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Occupational Health and Safety

SIRXQUA002A Lead a team to foster innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead a workplace team in ways that foster innovative work practices.

Application of the Unit

Application of the unit	This unit covers the skills needed by individuals leading work teams on individual projects or for work in general. The skills encompass the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor progress, how to ensure the team members have the information and skills they need and how to apply innovative work skills to the leadership role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills   The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT		PERFORMANCE CRITERIA	
1	Organise team to maximise innovation.	1.1	Analyse the performance requirements for the ***team***.
		1.2	Gather ***information*** about ***team members***.
		1.3	Acknowledge strengths and weaknesses of individual team members.
		1.4	Assign team roles to ensure a match between work requirements and individual team members' capacities.
		1.5	Select team members to foster cross-fertilisation of ideas.
2	Organise work assignments within team to facilitate innovative work practices.	2.1	Structure and organise work to enable innovation.
		2.2	***Communicate*** work assignments to team members in ways that ***encourage and reinforce*** team-based innovation.
		2.3	Allocate tasks and activities to ensure the best use of team skills.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Ensure work assignments include timelines that allow for innovation.
3 Provide guidance and coaching to team members on innovation in the workplace.	3.1 Encourage team members to work collaboratively on work assignments.
	3.2 Encourage team members to share work information, knowledge and experiences in their day-to-day work.
	3.3 Encourage team members to seek *external stimuli and knowledge* and to set up and maintain networks.
	3.4 Provide appropriate *guidance* to team members on the use of innovation in the workplace.
	3.5 Coach team members to ensure they have the enabling skills to implement innovation in the workplace.
4 Provide a model of innovative work practice.	4.1 Share case studies and examples of the use and benefits of innovative work practices within teams with team members.
	4.2 Ensure examples of the way innovative skills can be applied in the workplace are provided by the team leader.
	4.3 Demonstrate the *qualities of an effective team member*, as team leader in working with the team.
	4.4 Promote and reinforce the value placed by the organisation on innovation.
5 Monitor the team's ongoing use of innovative work practices.	5.1 Actively encourage team members to reflect on team activities and opportunities for improvement and innovation.
	5.2 Evaluate team activities based on *feedback* from team members, management, *clients* and other interested people.
	5.3 Receive *suggestions for work improvements* in a positive manner, and act on them where appropriate.
	5.4 Review and record *evidence* of the application of innovative work skills, and present findings as appropriate.
	5.5 Review the innovation process and discuss and

ELEMENT	PERFORMANCE CRITERIA
	constructively analyse both positive and negative outcomes.
6 Provide feedback on the use of innovative work skills.	6.1 Debrief team members after work and ***training and evaluation*** exercises.
	6.2 Discuss feedback from review processes within the team and use it to inform future planning.
	6.3 Celebrate successful innovations and ***reward*** the team appropriately.
	6.4 Discuss problems in the use of innovation in a constructive way.

ELEMENT	PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to apply innovative work skills in own work
- interpersonal communication skills to:
- communicate work assignments
- provide guidance and coaching and provide feedback through clear and direct communication
- ask questions to identify and confirm requirements
- share information
- give instructions
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
  - leadership skills
  - motivational skills
  - counselling and consoling skills
  - conflict resolution skills
  - evaluation skills
  - matching staff competencies to task requirements.

The following knowledge must be assessed as part of this unit:

- innovative work skills
- leadership principles
- techniques for evaluating team performance
- an understanding of group dynamics in a team
- coaching and learning principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment

EVIDENCE GUIDE

Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

- organises team to maximise innovation, including gathering information on team members, assigning team roles and selecting team members
- organises work assignments within team to foster innovation
- provides guidance and coaching to team members on innovation in the workplace
- provides a model of innovative work practice
- monitors the team's ongoing use of innovative work practice.

Context of and specific resources for assessment	Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as store policy and procedures manuals
- a range of communication equipment
- a team.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.
	Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the performance criteria is detailed below.

Team may include:	• small work team • store team • corporate team.
Information may include:	• work preferences • past jobs • interests • working styles • lifestyle preferences.
Team members may:	• come from a variety of social, cultural or ethnic backgrounds • vary in literacy and numeracy skills • vary in competencies.

RANGE STATEMENT

Methods used to *communicate* may include:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
Ways to *encourage and reinforce* team-based innovation may include:	• supportive communication • allowing follow-through with ideas • providing enough but not too much guidance and structure • providing training and learning opportunities.
External stimuli and knowledge may come from:	• technical experts • other organisations • journals • the internet • networks.
Guidance may include:	• coaching • mentoring • counselling • skills training • modelling.
Qualities of an effective team member may include capacity to be:	• fair • responsible • collaborative • reflective • sympathetic • equitable • hardworking.

RANGE STATEMENT

Feedback may be sought and given:	• verbally • in writing • through presentations • at informal and formal meetings.
Clients may include:	• new and existing clients • internal or external clients • customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities • customers with routine or special needs.
Evidence may include:	• feedback from team members or other staff • feedback from clients or work-based managers • work-related statistics and reports.
Suggestions for work improvements may be received from:	• supervisors • team members • peers • clients • the learners • subject experts.
Training and evaluation may:	• relate to: existing staff competencies level of competencies required by staff • be supervised by: • supervisor or manager • training coordinator • external consultant.

RANGE STATEMENT

Rewards and promotion of innovation may include:	• positive feedback presentation to peers and higher management • prizes • certificates • positive reinforcement through articles in newsletters.

Unit Sector(s)

Sector	Cross-Sector

Competency field

Competency field	Quality and Innovation

SIRXRPK002A Recommend hair, beauty and cosmetic products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on hair, beauty and cosmetic products and services to customers.

Application of the Unit

Application of the unit	This unit involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on hair, beauty and cosmetic products. It requires sales and service team members to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills   The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research store product range.	1.1 Develop and maintain **product knowledge** by accessing appropriate **sources of information**.
	1.2 Research and apply **comparisons between products and services** according to product information.
2 Identify hair, beauty and cosmetic products.	2.1 Identify store **product range** according to product information.
	2.2 Convey product information to **customers** and other **staff members** as required.
3 Recommend hair, beauty and cosmetic products and services.	3.1 Use questioning and active listening to identify **customer requirements**.
	3.2 Evaluate products and **services** according to customer requirements and product information.
	3.3 Demonstrate features and benefits of products to customer

ELEMENT	PERFORMANCE CRITERIA

to create a buying environment.

3.4 Apply detailed specialised product knowledge to provide accurate advice to customers regarding product performance according to manufacturer information and *legislative requirements*.

3.5 Explain and demonstrate products according to *store policy and procedures* and legislative requirements.

3.6 Identify and utilise opportunities to advise on or demonstrate and apply products to customers who are unfamiliar with aspects of product use.

3.7 *Follow up* with customer, where required, according to store policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
- develop and maintain product knowledge
- recommend hair, beauty and cosmetic products through clear and direct communication
- ask questions to identify and confirm requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- handle customers with special needs, including difficult customers
  - literacy skills in the following areas:
- reading and understanding product information
- reading and understanding store policy and procedures
- numerical skills in regard to estimating quantities.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
- sales and customer service
- methods of dealing with special needs and requests of customers
- customer complaints
- store services and procedures
  - store product range, including product types, properties, features, benefits and ingredients
  - design principles, common face and body shapes and their application to store product range
  - fashion trends relating to store product range
  - store range of complementary products
  - application methods for store product range
  - relevant legislation and statutory requirements
  - relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • continually updates and applies product knowledge to provide comprehensive advice to customers and staff • consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures • advises customers and informs sales team members of skin and hair care essentials • advises customers on the use and application of hair, beauty and cosmetic products, including hair, skin and nail care advice, colour coordination for hair and make-up products and advice on current fashion trends and design elements • consistently advises on product performance and features and benefits of products according to store policy and procedures.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant sources of product information • relevant documentation, such as: • store policy and procedures manuals • industry codes of practice and relevant legislation • an appropriate range of hair, beauty and cosmetic products • a range of customers with different requirements.

EVIDENCE GUIDE

| Methods of assessment | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: |

- observation of performance in the workplace
- third-party reports from a supervisor
- a role play
- customer feedback
- written or verbal answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Product knowledge may include:	• brand options • application procedures and techniques • benefits and effects of various products • method of production • guarantees • price • ingredients • elements of design such as: • line, direction, focal points, balance • camouflage of skin or hair faults.
Sources of information may include:	• store or supplier product leaflets and manuals • fashion magazines • manufacturer representatives • product labels • hair and beauty shows • internet • customer feedback • designated staff members.
Comparisons between products and services may relate to:	• features and effects of products and services • method of application • price • storage requirements and shelf life.

RANGE STATEMENT

Product range may include:	• hair products such as:
	• hair colour
	• shampoos and conditioners
	• styling aids such as mousses, gels and hairsprays
	• hair ornaments
	• brushes, combs
	• blow dryers
	  • beauty products such as:
	• skin care products for face and body
	• home care skin treatments
	• home care remedial products
	• sunscreen and tanning products
	• nail, hand and foot care products
	  • cosmetic products such as:
	• face and body make-up, pre-make-up products and stabilisers
	• brushes, sponges
	• applicators
	• pallets
	• lash curlers, artificial lashes, tweezers
	• magnifying mirrors
	• containers and trays, make-up boxes
	• pencil sharpeners.

Customers may include:	• people with routine or special requests • people with special needs • regular and new customers • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Staff members may include:	• new or existing staff • full-time, part-time or casual • people with varying levels of language and literacy • people from a range of cultural, social and ethnic backgrounds.

RANGE STATEMENT

Customer requirements may include:	• occasion (e.g. casual, professional, day or evening) • colour preferences and style • durability, function and usage • cost • lifestyle • physical characteristics, including allergic reactions • product preferences, including desire to use natural products • culture and ethnicity.
Services may include:	• product advice for home care treatments • hair, skin and nail care advice • hair, skin and nail care treatments • colour coordination for hair and make-up products • advice on current fashion trends and basic design elements.
Legislative requirements may include:	• consumer law • environmental protection • hazardous substances and dangerous goods • Trade Practices and Fair Trading Acts • Therapeutic Goods Act • OHS • industry codes of practice • waste disposal • pricing procedures, including GST requirements.
Store policy and procedures in regard to:	• selling hair, beauty and cosmetic products • interacting with customers • product demonstration.
Follow-up may include:	• contact by store representative • return appointments for the customer.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Retail Product Knowledge

Service Skills Australia

SIRXSLS001A Sell products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Application of the Unit

Application of the unit	This competency applies to frontline sales personnel. It requires the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales. Personal evaluation is utilised to maximise sales in accordance with industry codes of practice, relevant legislation and store policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Service Skills Australia

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply product knowledge.	1.1 Demonstrate knowledge of the use and application of relevant products and services according to *store policy* and *legislative requirements*.
	1.2 Develop *product knowledge* by accessing *relevant sources of information*.
2 Approach customer.	2.1 Determine and apply timing of *customer* approach.
	2.2 Identify and apply effective *sales* approach.
	2.3 Convey a positive impression to arouse customer interest.
	2.4 Demonstrate knowledge of customer buying behaviour.

ELEMENT	PERFORMANCE CRITERIA

3 Gather information.

3.1 Apply questioning techniques to determine customer buying motives.

3.2 Use listening skills to determine customer requirements.

3.3 Interpret and clarify non-verbal communication cues.

3.4 Identify customers by name where possible.

3.5 Direct customer to specific merchandise.

4 Sell benefits.

4.1 Match customer needs to appropriate products and services.

4.2 Communicate knowledge of products features and benefits clearly to customers.

4.3 Describe product use and safety requirements to customers.

4.4 Refer customers to appropriate product specialist as required.

4.5 Answer *routine customer questions* about merchandise accurately and honestly or refer to senior sales staff.

5 Overcome objections.

5.1 Identify and accept customer objections.

5.2 Categorise objections into price, time and merchandise characteristics.

5.3 Offer solutions according to store policy.

5.4 Apply *problem solving* to overcome customer objections.

6 Close sale.

6.1 Monitor, identify and respond appropriately to customer buying signals.

6.2 Encourage customer to make purchase decisions.

6.3 Select and apply appropriate method of closing sale.

ELEMENT	PERFORMANCE CRITERIA
7 Maximise sales opportunities.	7.1 Recognise and apply opportunities for making additional sales.
	7.2 Advise customer of complementary products or services according to customer's identified need.
	7.3 Review personal sales outcomes to maximise future sales.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
- opening techniques
- recognising buying signals
- strategies to focus customer on specific merchandise
- add-ons and complementary sales
- overcoming customer objections
- closing techniques
  - verbal and non-verbal communication skills
  - handling difficult customers
  - negotiation skills
  - sales performance appreciation
  - questioning, listening and observation
  - literacy skills in regard to:
- reading and understanding product information
- reading and understanding store policies and procedures
- recording information
  - numeracy skills in regard to:
- handling payment for goods
- weighing and measuring goods.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
- selling products and services
- allocated duties and responsibilities
  - store merchandise and service range
  - specific product knowledge for area or section
  - relevant legislation and statutory requirements
  - relevant industry codes of practice
  - customer types and needs, including:
- customer buying motives
- customer behaviour and cues

REQUIRED SKILLS AND KNOWLEDGE

- individual and cultural differences
- demographics, lifestyle and income
- types of customer needs, e.g. functional, psychological.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales - uses questioning, listening and observation skills to determine customer requirements - consistently applies store policies and procedures in regard to selling products and services - maximises sales opportunities according to store policies and procedures - consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services - evaluates personal sales performance to maximise future sales.

EVIDENCE GUIDE

Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as policy and procedures manuals
	• a range of customers with different requirements
	• a range of merchandise and products appropriate to the retail workplace
	• product labels and sources of product information.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• observation of the candidate in the workplace
	• third-party reports from a supervisor
	• customer feedback
	• answers to questions about specific skills and knowledge
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance.
	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.
	Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Product knowledge may include:	• warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • price.

RANGE STATEMENT

Relevant sources of information may include:	• internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels • store tours.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Sales transactions may be completed:	• face to face • over the telephone • online.
Routine customer questions may relate to:	• price and price reductions • quality • availability • features and benefits.
Problem solving may be affected by:	• store policies and procedures • resource implications.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Sales

SIRXSLS002A Advise on products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

Application of the unit	This unit requires the team member to develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Service Skills Australia

Employability Skills Information

Employability skills
The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop product and service knowledge.	1.1 Develop and maintain ***product knowledge*** according to ***store policy*** and ***legislative requirements***.
	1.2 Convey product knowledge to other ***staff*** as required.
	1.3 Research and apply comparisons between products and services.
	1.4 Demonstrate knowledge of competitors' product and service range and ***pricing structure***.
2 Recommend specialised products or services.	2.1 Evaluate merchandise according to ***customer requirements***.
	2.2 Demonstrate features and benefits of products and services to ***customer*** to create a buying environment.
	2.3 Apply detailed specialised knowledge of product to provide accurate advice to customers.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
- convey product knowledge to staff
- apply knowledge to provide advice to customers
- handle difficult customers through clear and direct communication
- ask questions to identify and confirm requirements
- share information
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
    - using a range of communication and electronic equipment
    - accessing relevant product and service information
    - literacy skills in regard to:
- reading and understanding product information
- reading and understanding store policies and procedures
- recording information
    - numerical skills in regard to:
- estimating and calculating costs relevant to pricing products.

The following knowledge must be assessed as part of this unit:

- specialised product knowledge, including:
- warranties
- benefits and features
- shelf life and use-by date
- storage requirements
- ingredients or materials contained in product
- product and ingredient origins
- care and handling of products
- corresponding or complementary products and services
- stock availability
    - store and industry manuals and documentation
    - stock and merchandise range
    - service range

REQUIRED SKILLS AND KNOWLEDGE

- procedures for taking orders
- pricing procedures, including GST requirements
- other relevant policies and procedures
- relevant legislation and statutory requirements
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	 • a retail work environment
	 • a range of stock and merchandise
	
	 relevant documentation, such as:
	
	 • price lists
	 • policy and procedures manuals
	     • a range of customers with different requirements
	     • a range of communication equipment.

EVIDENCE GUIDE

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.
	Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **_Bold italicised_** wording in the performance criteria is detailed below.

RANGE STATEMENT

Product knowledge may include:	• brand options • product features and benefits • warranties • safety features • use-by dates • handling and storage requirements • stock availability • price.
Product knowledge may be developed and maintained by:	• accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and pamphlets.
Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.

         Service Skills Australia

RANGE STATEMENT

Staff may include:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Customer requirements may include:	• specific brand • sizing • quality • quantity • price range • usage.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Pricing structure may include:	• sales reductions • pricing procedures, including GST requirements • mark-downs.

Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Sales

TAEASS401A Plan assessment activities and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

Application of the unit	This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.
	The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine assessment approach	1.1. Identify candidate and confirm **purposes and context of assessment/RPL** with relevant people according to **legal**, **organisational and ethical requirements**
	1.2. Identify and access **benchmarks for assessment/RPL** and any specific assessment guidelines
2. Prepare the assessment plan	2.1. Determine evidence and **types of evidence** needed to demonstrate competence, according to the **rules of evidence**
	2.2. Select **assessment methods** which will support the collection of defined evidence, taking into account the context in which the assessment will take place
	2.3. Document all aspects of the **assessment plan** and confirm with relevant personnel
3. Develop assessment instruments	3.1. Develop **simple assessment instruments** to meet target group needs
	3.2. Analyse **available assessment instruments** for their suitability for use and modify as required
	3.3. **Map assessment** instruments against unit or course requirements
	3.4. Write clear instructions for candidate about the use of the instruments
	3.5. Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material relating to reasonable adjustment
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment, including RPL
  - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
  - obtain competency standards, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
  - demonstrate sensitivity to access and equity considerations and candidate diversity
  - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes

Required knowledge

- ethical and legal requirements of an assessor
- competency-based assessment, including:
  - work-focused
  - criterion-referenced
  - standards-based
  - evidence-based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process

REQUIRED SKILLS AND KNOWLEDGE

- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence-gathering opportunities

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the selected assessment tools, where required
	  • incorporation of reasonable adjustment strategies
	  • development of simple assessment instruments for use in the process
	  • organisational arrangements.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.

Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace
	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational, legal and ethical requirements may include:	• assessment system policies and procedures • assessment strategy requirements • reporting, recording and retrieval systems for assessment, including RPL • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative and partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards, and enterprise agreements • Australian Quality Training Framework

RANGE STATEMENT

	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	   • anti-discrimination
	   • equal employment opportunity
	   • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	   • ensuring OHS requirements are adhered to during the assessment process
	   • identifying and reporting OHS hazards and concerns to relevant personnel.

Benchmarks for assessment/*RPL* may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be:
	   • competency standard/unit of competency
	   • assessment criteria of course curricula
	   • performance specifications of an enterprise or industry
	   • product specifications.

Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • reliable.

Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example:
	   • real work/real time activities at the workplace
	   • work activities in a simulated workplace environment
	• structured activities, for example:
	   • simulation exercises and role-plays
	   • projects
	   • presentations
	   • activity sheets
	• questioning, for example:
	   • written questions, e.g. on a computer
	   • interviews

RANGE STATEMENT

	- self-assessment - verbal questioning - questionnaires - oral or written examinations (applicable at higher AQF levels) - portfolios of evidence, for example: - collection of work samples compiled by candidate - product with supporting documentation - historical evidence - journal or log book - information about life experience - review of products, for example: - testimonials and reports from employers and supervisors - evidence of training - authenticated prior achievements - interview with employer, supervisor, or peer.
Assessment plan may include:	- overall planning document describing: - what is to be assessed - when assessment is to take place - where assessment is to take place - how assessment is to take place.
Simple assessment instruments may include:	- instruments developed by an assessor as part of formative or summative assessment activities, including: - profiles of acceptable performance measures - templates and proformas - specific questions or activities - evidence and observation checklists - checklists for the evaluation of work samples - recognition portfolios - candidate self-assessment materials - instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	- commercially available instruments - those created by others inside the registered training organisation.

RANGE STATEMENT	
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEASS402A Assess competence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

Application of the unit	This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for assessment	1.1. Interpret *assessment plan* and confirm organisational, legal and ethical requirements for conducting assessment with relevant people
	1.2. Access and interpret relevant *benchmarks for assessment* and nominated *assessment tools* to confirm the requirements for evidence to be collected
	1.3. Arrange identified material and physical resource requirements according to assessment system policies and procedures
	1.4. Organise *specialist support* required for assessment
	1.5. Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1. Use agreed *assessment methods* and tools to gather, organise and document evidence in a format suitable for determining competence
	2.2. Apply the principles of assessment and rules of evidence in gathering quality evidence
	2.3. Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel
	2.4. Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1. Guide candidates in gathering their own evidence to support recognition of prior learning (RPL)
	3.2. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to *individual differences* and enables two-way *feedback*
	3.3. Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics
	3.4. Access required specialist support in accordance with the assessment plan
	3.5. Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1. Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence
	4.2. Use judgement to infer whether competence has

ELEMENT	PERFORMANCE CRITERIA
	been demonstrated, based on the available evidence
	4.3. Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan
	4.4. Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1. Record assessment outcomes promptly and accurately
	5.2. Complete and process an assessment report according to agreed assessment procedures
	5.3. Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1. Review the assessment process in *consultation* with relevant people to improve own future practice
	6.2. Document and record the review according to relevant assessment system policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning
  - make a decision on a candidate's competence
- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
  - explain the assessment, including RPL process
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback
  - discuss assessment outcome

REQUIRED SKILLS AND KNOWLEDGE

- use language appropriate to candidate and assessment environment
- establish a working relationship with candidate

Required knowledge

- competency-based assessment, including:
  - vocational education and training as a competency-based system
  - criterion-referenced assessment as distinct from norm-referenced assessment
  - competency standards as the basis of qualifications
  - structure and application of competency standards
  - principles of assessment and how they are applied
  - rules of evidence and how they are applied
  - range of assessment purposes and assessment contexts, including RPL
  - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
  - reasonable adjustments and when they are applicable
  - types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  - potential barriers and processes relating to assessment tools and methods
  - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - training packages and competency standards
  - licensing requirements
  - industry and workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:

REQUIRED SKILLS AND KNOWLEDGE

- requirements for reporting hazards and incidents
- emergency procedures
- procedures for use of relevant personal protective equipment
- safe use and maintenance of relevant equipment
- sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	
	• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	   • the application of different assessment methods and tools involving a range of assessment activities and events
	   • two-way communication and feedback
	   • how judgement was exercised in making the assessment decision
	   • how and when assessment outcomes were recorded and reported
	   • assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements
	   • how the assessment process was reviewed.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Assessment plan may include:	• overall planning, describing:
	   • what is to be assessed
	   • when assessment is to take place
	   • where assessment is to take place
	   • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.

Assessment tools may include:	• both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods
	• instruments to be used for gathering evidence, such as:
	   • profile of acceptable performance measures
	   • templates and proformas
	   • specific questions or activities
	   • evidence and observation checklists
	   • checklists for evaluating work samples
	   • candidate self-assessment materials
	• procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.

Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.

RANGE STATEMENT	

Assessment methods include:	• particular techniques used to gather different types of evidence, such as:
	   • direct observation
	   • structured activities
	   • oral or written questioning
	   • portfolios of evidence
	   • review of products
	   • third-party feedback.

Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Unit sector	Assessment

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about *learner characteristics* and learning needs
	1.2. Confirm a *safe learning environment*
	1.3. Gather and check *instruction and demonstration objectives* and seek assistance if required
	1.4. Access and review relevant *learning resources* and *learning materials* for suitability and relevance, and seek assistance to interpret the contextual application
	1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration
	1.6. Notify learners of *details* regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment
	2.2. Follow the learning program and/or delivery plan to cover all learning objectives
	2.3. Brief learners on any *OHS procedures* and requirements prior to and during training
	2.4. Use *delivery techniques* to structure, pace and enhance learning
	2.5. Apply *coaching* techniques to assist learning
	2.6. Use communication skills to provide information, instruct learners and demonstrate relevant work skills
	2.7. Provide opportunities for practice during instruction and through work activities
	2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use *measures* to ensure learners are acquiring and can use new technical and generic skills and knowledge
	3.2. Monitor learner progress and outcomes in consultation with learner
	3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement
	4.2. Maintain, store and secure learner records according

ELEMENT	PERFORMANCE CRITERIA
	to organisational and legal requirements

Service Skills Australia

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbal and non-verbal communication techniques, such as:
    - asking relevant and appropriate questions
    - providing explanations
    - demonstrating
    - using listening skills
    - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
    - identify hazards
    - conduct prestart-up checks if required
    - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:
    - ensure all learning objectives are covered
    - pace learning
- reflection skills in order to:
    - identify areas for improvement
    - maintain personal skill development
- literacy skills to:
    - complete and maintain documentation
    - read and follow learning programs and plans
    - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
    - engage, motivate and connect with learners
    - provide constructive feedback
    - maintain appropriate relationships
    - establish trust
    - use appropriate body language
    - maintain humour
    - demonstrate tolerance
    - manage a group
    - recognise and be sensitive to individual difference and diversity
- observation skills to:
    - monitor learner acquisition of new skills, knowledge and competency

REQUIRED SKILLS AND KNOWLEDGE

   requirements
- assess learner communication and skills in interacting with others
- identify learner concerns
- recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration

RANGE STATEMENT	
	• reason for instruction or demonstration • who will be attending instruction session.
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address **OHS implications** of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address **contractual requirements** and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the **work-based learning pathway** 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss **individualised learning plan** with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment 3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas

ELEMENT	PERFORMANCE CRITERIA
relationship	for further development
	5.3. Observe learner cues and change approaches where necessary to maintain momentum
	5.4. Practise **ethical behaviour** at all times
	5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills
	6.2. Seek feedback from learner on the outcomes achieved and value of the relationship
	6.3. Evaluate and document process, including **impact**, **self evaluation and reflection**, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements
	7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used
	7.3. Recommend improvements to work-based practice in light of the review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication and language skills to:
  - motivate the learner
  - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
  - using effective verbal and non-verbal language
  - using critical listening and questioning techniques
  - giving constructive and supportive feedback
  - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
  - providing clear and concrete options and advice
  - using appropriate industry/profession terminology and language
  - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace

REQUIRED SKILLS AND KNOWLEDGE

- reporting requirements for hazards and incidents
- specific procedures for work tasks
- safe use and maintenance of relevant equipment
- emergency procedures
- sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: - prepare and facilitate work-based learning - provide evidence of a minimum of two examples of developing work-based learning pathways, that include: - identifying needs for learning - analysing work practices, work environment and work activities - organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes - provide a minimum of two examples of a learning facilitation relationship being conducted: - with different individuals - demonstrating communication skills and flexibility - demonstrating one or more of the processes or techniques identified.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
OHS implications may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
Contractual requirements may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
Work-based learning pathway may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
Individualised learning plan may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the learner • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
Ethical behaviour includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty

RANGE STATEMENT	
	• fairness to others.
Impact may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals
	• achievement of other outcomes as a result of the relationship
	• development of new goals
	• new or increased motivation to learn
	• greater capacity to learn
	• increase in learner's self-confidence.
Self-evaluation and reflection may include:	• asking critical questions about:
	• own ability
	• what worked or didn't work
	• how the relationship building process could be improved
	• reviewing records and journals on sessions and critically evaluating own performance
	• reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		