WRH06 Hairdressing Training Package

Release: 2.2

CONTENTS

Modification History

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
2.2	TBA	The elective lists for the following qualifications have been broadened to include selection from other Training Packages and accredited courses: WRH40109 Certificate IV in Hairdressing WRH40209 Certificate IV in Trichology WRH50109 Diploma of Hairdressing Salon Management:
2.1	30/06/10	The following changes made to WRH20109 Certificate II in Hairdressing: • The unit WRHCS207A Develop hairdressing industry knowledge is removed from the core and added to the elective group of this qualification • Elective list broadened to include selection from other Training Packages and accredited courses.
2	13/07/09	Employability Skills embedded in all units and qualifications; Employability Skills Qualification Summaries inserted. Changes made to the following units in order to ensure that Employability Skills are sufficiently explicit, resulting in: • WRHCL302B Colour and lighten hair • WRHCL303B Design and perform full and partial highlighting techniques • WRHCL305B Perform on scalp full head and re-touch bleach services • WRHCL406B Solve complex colour problems • WRHCR302B Perform chemical curling and volumising services • WRHCR303B Perform chemical straightening and relaxing services • WRHCR404B Apply chemical reformation

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Version	Release date	Comments
		techniques to enhance hair designs • WRHCS202B Maintain tools and equipment • WRHHC306B Combine haircut structures on women • WRHHC307B Combine haircut structures for traditional and classic designs on men • WRHHC308B Design and maintain beards and moustaches • WRHHC410B Design and perform creative haircuts • WRHHD405B Select and apply hair extensions • WRHHD406B Work as a session stylist • WRHSM502B Promote a hairdressing business Additional changes made to remove references to 'natural' curl in unit WRHCR303B Perform chemical straightening and relaxing services. WRBCS201B Conduct financial transactions added to the elective bank of Certificate II in Hairdressing. WRHCR404A Apply chemical reformation techniques to enhance hair designs added to the elective bank of Certificate III in Hairdressing. Updating of mandatory text in Qualifications, Assessment Guidelines and Competency Standards documents. Units imported from BSB01 Business Services Training Package replaced by updated versions from BSB07. Units imported from WRR02 Retail Training Package replaced by updated versions from SIR07. Units imported from HLT02 Health Services Training Package replaced by updated versions from HLT07. New Qualification codes: • WRH20109 Certificate II in Hairdressing • WRH30109 Certificate III in Hairdressing • WRH40109 Certificate IV in Hairdressing • WRH40209 Certificate IV in Trichology • WRH50109 Diploma of Hairdressing Salon Management
1		Primary release – replaces WRH00

WRH06 was endorsed on 18 May 2009

Preliminary information

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 Skills Australia (*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.

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Version	Release date	Comments
		elective bank of Certificate II in Hairdressing.
		WRHCR404A Apply chemical reformation techniques to enhance hair designs added to the elective bank of Certificate III in Hairdressing.
		Updating of mandatory text in Qualifications, Assessment Guidelines and Competency Standards documents.
		Units imported from BSB01 Business Services Training Package replaced by updated versions from BSB07.
		Units imported from WRR02 Retail Training Package replaced by updated versions from SIR07.
		Units imported from HLT02 Health Services Training Package replaced by updated versions from HLT07.
		New Qualification codes: • WRH20109 Certificate II in Hairdressing • WRH30109 Certificate III in Hairdressing • WRH40109 Certificate IV in Hairdressing • WRH40209 Certificate IV in Trichology • WRH50109 Diploma of Hairdressing Salon Management
1		Primary release – replaces WRH00

Summary of WRH06 Hairdressing Training Package

Summary of AQF qualifications in WRH06 Hairdressing Training Package

Code	Title
WRH20109	Certificate II in Hairdressing
WRH30109	Certificate III in Hairdressing
WRH40109	Certificate IV in Hairdressing
WRH40209	Certificate IV in Trichology
WRH50109	Diploma of Hairdressing Salon Management

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Summary of units of competency in WRH06 Hairdressing Training Package and their prerequisite requirements

Code	Title	Prerequisite
WRHCL201A	Apply temporary hair colour and remove residual colour products	Nil
WRHCL302B	Colour and lighten hair	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCL303B	Design and perform full and partial highlighting techniques	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCL304A	Perform colour correction	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCL305B	Perform on scalp full head and retouch bleach services	WRHCL302B Colour and lighten hair WRHHS301A Apply the principles of hairdressing science
WRHCL406B	Solve complex colour problems	WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL304A Perform colour correction
WRHCR201A	Rinse and neutralise chemically curled or volumised hair	Nil

Code	Title	Prerequisite
WRHCR302B	Perform chemical curling and volumising services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCR303B	Perform chemical straightening and relaxing services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCR404B	Apply chemical reformation techniques to enhance hair designs	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
WRHCS201A	Prepare clients for salon services	Nil
WRHCS202B	Maintain tools and equipment	Nil
WRHCS203A	Hone and strop straight razors	Nil
WRHCS204A	Maintain and organise work areas	Nil
WRHCS205A	Follow personal health and safety routines at work	Nil
WRHCS206A	Perform head, neck and shoulder massage	Nil
WRHCS207A	Develop hairdressing industry knowledge	Nil
WRHCS308A	Plan services for special events	Nil
WRHHC301A	Design haircut structures	Nil
WRHHC302A	Apply one length/solid haircut	WRHCS201A Prepare clients for

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Code	Title	Prerequisite
	structures	salon services
WRHHC303A	Apply graduated haircut structures	WRHCS201A Prepare clients for salon services
WRHHC304A	Apply layered haircut structures	WRHCS201A Prepare clients for salon services
WRHHC305A	Apply over-comb techniques	WRHCS201A Prepare clients for salon services
WRHHC306B	Combine haircut structures on women	WRHCS201A Prepare clients for salon services
WRHHC307B	Combine haircut structures for traditional and classic designs on men	WRHCS201A Prepare clients for salon services
WRHHC308B	Design and maintain beards and moustaches	WRHCS201A Prepare clients for salon services
WRHHC309A	Perform face and head shaves	WRHCS201A Prepare clients for salon services
WRHHC410B	Design and perform creative haircuts	WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men
WRHHD201A	Dry hair to shape	Nil
WRHHD202A	Apply single, two and three strand braiding techniques	Nil
WRHHD303A	Design and apply short to medium-length hair design finishes	WRHCS201A Prepare clients for salon services
WRHHD304A	Design and apply long hair design finishes	WRHCS201A Prepare clients for salon services
WRHHD405B	Select and apply hair extensions	WRHHD303A Design and apply short to medium-length hair design finishes and either WRHHC306B Combine haircut

Code	Title	Prerequisite
		structures on women
		or
		WRHHC307B Combine haircut structures for traditional and classic designs on men
WRHHD406B	Work as a session stylist	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
WRHHD407A	Apply and maintain wigs and hairpieces	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

Code	Title	Prerequisite
		designs on men
WRHHD408A	Make wigs and hairpieces	Nil
WRHHS301A	Apply the principles of hairdressing science	Nil
WRHHS302A	Consult with clients and treat hair and scalp conditions	Nil
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations	Nil
WRHHS404A	Perform trichological assessments	Nil
WRHHS405A	Apply the principles of nutrition	Nil
WRHHS406A	Develop and apply scalp treatment therapies	Nil
WRHHS407A	Perform hair loss diagnosis	Nil
WRHHS408A	Design and provide nutritional therapies	Nil
WRHHS409A	Design and apply hair loss therapies	Nil
WRHSM501A	Manage hairdressing services and sales delivery	Nil
WRHSM502B	Promote a hairdressing business	Nil
WRHWP201A	Assist colleagues providing multiple salon services as a team member	Nil
WRHWP302A	Operate effectively as a hairdresser in a salon work team	Nil

Imported units of competency in WRH06 Hairdressing Training Package

Code	Title	Origin
BSBCUS501A	Manage quality customer service	BSB07 Business Services Training Package
BSBEBU501A	Investigate and design e-business	BSB07 Business Services Training

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Code	Title	Origin
	solutions	Package
BSBFRA501B	Establish a franchise operation	BSB07 Business Services Training Package
BSBFRA502B	Manage a franchise operation	BSB07 Business Services Training Package
BSBMGT516A	Facilitate continuous improvement	BSB07 Business Services Training Package
BSBMKG502B	Establish and adjust the marketing mix	BSB07 Business Services Training Package
BSBMKG507A	Interpret market trends and developments	BSB07 Business Services Training Package
BSBRES401A	Analyse and present research information	BSB07 Business Services Training Package
BSBSMB301A	Investigate micro business opportunities	BSB07 Business Services Training Package
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07 Business Services Training Package
BSBSMB402A	Plan small business finances	BSB07 Business Services Training Package
BSBSMB403A	Market the small business	BSB07 Business Services Training Package
BSBSMB404A	Undertake small business planning	BSB07 Business Services Training Package
BSBSMB405A	Monitor and manage small business operations	BSB07 Business Services Training Package
BSBSMB406A	Manage small business finances	BSB07 Business Services Training Package
BSBSMB407A	Manage a small team	BSB07 Business Services Training Package
BSBWOR402A	Promote team effectiveness	BSB07 Business Services Training Package

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Code	Title	Origin
CUVPHI05A	Use a 35mm SLR camera or digital equivalent	CUV03 Visual Arts Craft and Design Training Package
HLTCOM404B	Communicate effectively with clients	HLT07 Health Training Package
HLTCOM405B	Administer a practice	HLT07 Health Training Package
HLTCOM406B	Make referrals to other health care professionals when appropriate	HLT07 Health Training Package
HLTCOM408B	Use specific health terminology to communicate effectively	HLT07 Health Training Package
HLTCOM502B	Develop professional expertise	HLT07 Health Training Package
HLTFA301B	Provide first aid	HLT07 Health Training Package
TAAASS301B	Contribute to assessment	TAA04 Training and Assessment Training Package
TAAASS401C	Plan and organise assessment	TAA04 Training and Assessment Training Package
TAAASS402C	Assess competence	TAA04 Training and Assessment Training Package
TAAASS403B	Develop assessment tools	TAA04 Training and Assessment Training Package
TAAASS404B	Participate in assessment validation	TAA04 Training and Assessment Training Package
TAADEL301C	Provide training through instruction and demonstration of work skills	TAA04 Training and Assessment Training Package
TAADEL401B	Plan and organise group-based delivery	TAA04 Training and Assessment Training Package
WRBCS201B	Conduct financial transactions	WRB04 Beauty Training Package
WRBCS203B	Provide service to clients	WRB04 Beauty Training Package
WRBCS513B	Investigate new products and services	WRB04 Beauty Training Package
WRBFS202B	Design and apply make-up	WRB04 Beauty Training Package
WRBFS203B	Design and apply make-up for	WRB04 Beauty Training Package

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Code	Title	Origin
	photography	
SIRXCCS003A	Coordinate interaction with customers	SIR07 Retail Services Training Package
SIRXCOM001A	Communicate in the workplace	SIR07 Retail Services Training Package
SIRXEBS004A	Select an e-business model	SIR07 Retail Services Training Package
SIRXFIN001A	Balance point-of-sale terminal	SIR07 Retail Services Training Package
SIRXHRM001A	Administer human resources policy	SIR07 Retail Services Training Package
SIRXHRM002A	Recruit and select personnel	SIR07 Retail Services Training Package
SIRXMGT003A	Lead and manage people	SIR07 Retail Services Training Package
SIRXIND001A	Work effectively in a retail environment	SIR07 Retail Services Training Package
SIRXINV002A	Maintain and order stock	SIR07 Retail Services Training Package
SIRXMER001A	Merchandise products	SIR07 Retail Services Training Package
SIRXMER005A	Create a display	SIR07 Retail Services Training Package
SIRXMGT001A	Coordinate work teams	SIR07 Retail Services Training Package
SIRXOHS001A	Apply safe working practices	SIR07 Retail Services Training Package
SIRXOHS002A	Maintain store safety	SIR07 Retail Services Training Package
SIRXOHS003A	Provide a safe working environment	SIR07 Retail Services Training Package

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Code	Title	Origin
SIRXQUA001A	Develop innovative ideas at work	SIR07 Retail Services Training Package
SIRXQUA002A	Lead a team to foster innovation	SIR07 Retail Services Training Package
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	SIR07 Retail Services Training Package
SIRXSLS001A	Sell products and services	SIR07 Retail Services Training Package
SIRXSLS002A	Advise on products and services	SIR07 Retail Services Training Package
SIRXSLS004A	Build relationships with customers	SIR07 Retail Services Training Package

Summary mapping of WRH06 Training Package to WRH06 Training Package Version 2

Mapping of units of competency

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
Colour and lightening		
WRHCL201A Apply temporary hair colour and remove residual colour products	WRHCL201A Apply temporary hair colour and remove residual colour products	No change
WRHCL302A Colour and lighten hair	WRHCL302B Colour and lighten hair	Employability skills added
WRHCL303A Design and perform full and partial highlighting techniques	WRHCL303B Design and perform full and partial highlighting techniques	Employability skills added
WRHCL304A Perform colour correction	WRHCL304A Perform colour correction	No change
WRHCL305A Perform on scalp full head and re-touch bleach services	WRHCL305B Perform on scalp full head and re-touch bleach services	Employability skills added

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WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
WRHCL406A Solve complex colour problems	WRHCL406B Solve complex colour problems	Employability skills added
Chemical Reformation		
WRHCR201A Rinse and neutralise chemically curled or volumised hair	WRHCR201A Rinse and neutralise chemically curled or volumised hair	No change
WRHCR302A Perform chemical curling and volumising services	WRHCR302B Perform chemical curling and volumising services	Employability skills added
WRHCR303A Perform chemical straightening and relaxing services	WRHCR303B Perform chemical straightening and relaxing services	Employability skills added and references to 'natural' in relation to curl have been removed.
WRHCR404A Apply chemical reformation techniques to enhance hair designs	WRHCR404B Apply chemical reformation techniques to enhance hair designs	Employability skills added
Client Service		
WRHCS201A Prepare clients for salon services	WRHCS201A Prepare clients for salon services	No change
WRHCS202A Maintain tools and equipment	WRHCS202B Maintain tools and equipment	Employability skills added
WRHCS203A Hone and strop straight razors	WRHCS203A Hone and strop straight razors	No change
WRHCS204A Maintain and organise work areas	WRHCS204A Maintain and organise work areas	No change
WRHCS205A Follow personal health and safety routines at work	WRHCS205A Follow personal health and safety routines at work	No change
WRHCS206A Perform head, neck and shoulder massage	WRHCS206A Perform head, neck and shoulder massage	No change
WRHCS207A Develop hairdressing industry	WRHCS207A Develop hairdressing industry	No change

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
knowledge	knowledge	
WRHCS308A Plan services for special events	WRHCS308A Plan services for special events	No change
Haircutting		
WRHHC301A Design haircut structures	WRHHC301A Design haircut structures	No change
WRHHC302A Apply one length/solid haircut structures	WRHHC302A Apply one length/solid haircut structures	No change
WRHHC303A Apply graduated haircut structures	WRHHC303A Apply graduated haircut structures	No change
WRHHC304A Apply layered haircut structures	WRHHC304A Apply layered haircut structures	No change
WRHHC305A Apply over-comb techniques	WRHHC305A Apply over-comb techniques	No change
WRHHC306A Combine haircut structures on women	WRHHC306B Combine haircut structures on women	Employability skills added
WRHHC307A Combine haircut structures for traditional and classic designs on men	WRHHC307B Combine haircut structures for traditional and classic designs on men	Employability skills added
WRHHC308A Design and maintain beards and moustaches	WRHHC308B Design and maintain beards and moustaches	Employability skills added
WRHHC309A Perform face and head shaves	WRHHC309A Perform face and head shaves	No change
WRHHC410A Design and perform creative haircuts	WRHHC410B Design and perform creative haircuts	Employability skills added
Hair Design		
WRHHD201A Dry hair to shape	WRHHD201A Dry hair to shape	No change
WRHHD202A Apply single, two and three strand braiding	WRHHD202A Apply single, two and three strand braiding	No change

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WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
techniques	techniques	
WRHHD303A Design and apply short to medium-length hair design finishes	WRHHD303A Design and apply short to medium-length hair design finishes	No change
WRHHD304A Design and apply long hair design finishes	WRHHD304A Design and apply long hair design finishes	No change
WRHHD405A Select and apply hair extensions	WRHHD405B Select and apply hair extensions	Employability skills added
WRHHD406A Work as a session stylist	WRHHD406B Work as a session stylist	Employability skills added
WRHHD407A Apply and maintain wigs and hairpieces	WRHHD407A Apply and maintain wigs and hairpieces	No change
WRHHD408A Make wigs and hairpieces	WRHHD408A Make wigs and hairpieces	No change
Hair Science		
WRHHS301A Apply the principles of hairdressing science	WRHHS301A Apply the principles of hairdressing science	No change
WRHHS302A Consult with clients and treat hair and scalp conditions	WRHHS302A Consult with clients and treat hair and scalp conditions	No change
WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations	WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations	No change
WRHHS404A Perform trichological assessments	**WRHHS404A** Perform trichological assessments	No change
WRHHS405A Apply the principles of nutrition	WRHHS405A Apply the principles of nutrition	No change
WRHHS406A Develop and apply scalp treatment therapies	WRHHS406A Develop and apply scalp treatment therapies	No change

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WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
WRHHS407A Perform hair loss diagnosis	WRHHS407A Perform hair loss diagnosis	No change
WRHHS408A Design and provide nutritional therapies	WRHHS408A Design and provide nutritional therapies	No change
WRHHS409A Design and apply hair loss therapies	WRHHS409A Design and apply hair loss therapies	No change
Salon Management		
WRHSM501A Manage hairdressing services and sales delivery	WRHSM501A Manage hairdressing services and sales delivery	No change
WRHSM502A Promote a hairdressing business	WRHSM502B Promote a hairdressing business	Employability skills added
Workplace		
WRHWP201A Assist colleagues providing multiple salon services as a team member	WRHWP201A Assist colleagues providing multiple salon services as a team member	No change
WRHWP302A Operate effectively as a hairdresser in a salon work team	WRHWP302A Operate effectively as a hairdresser in a salon work team	No change

Imported Units of Competency

WRH06 Unit code and title	WRH06 V2 Unit code and title	Comments in relation to WRH06
BSB01 Business Services Training Package	**BSB07 Business Services Training Package**	
BSBEBUS301A Search and assess online business information	BSBRES401A Analyse and present research information	New imported unit
BSBEBUS501A Evaluate e-business opportunities	BSBEBU501A Investigate and design e-business solutions	New imported unit

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WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
BSBFLM412A Promote team effectiveness	BSBWOR402A Promote team effectiveness	New imported unit
BSBFLM507A Manage quality customer service	BSBCUS501A Manage quality customer service	New imported unit
BSBFLM509A Promote continuous improvement	BSBMGT516A Facilitate continuous improvement	New imported unit
BSBFRA501A Establish a franchise operation	BSBFRA501B Establish a franchise operation	New imported unit
BSBFRA502A Manage a franchise operation	BSBFRA502B Manage a franchise operation	New imported unit
BSBMKG404A Forecast market and business needs	BSBMKG507A Interpret market trends and developments	New imported unit - Based on, but not equivalent to; BSBMKG403A or BSBMKG404A *SSA recommends adopting the unit BSBMKG507A*
BSBMKG502A Establish and adjust the marketing mix	BSBMKG502B Establish and adjust the marketing mix	New imported unit
BSBSBM301A Research business opportunities	BSBSMB301A Investigate micro business opportunities	New imported unit
BSBSBM401A Establish business and legal requirements	BSBSMB401A Establish legal and risk management requirements of small business	BSBSMB401A Deleted and merged with BSBEBUS401A Conduct online research into BSBRES401A Analyse and present research information *SSA recommends adopting the units BSBRES401A*
BSBSBM402A Undertake financial planning	BSBSMB402A Plan small business finances	New imported unit
BSBSBM403A Promote the business	BSBSMB403A Market the small business	New imported unit
BSBSBM404A Undertake business planning	BSBSMB404A Undertake small business planning	New imported unit

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WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
BSBSBM405A Monitor and manage business operations	BSBSMB405A Monitor and manage small business operations	New imported unit
BSBSBM406A Manage finances	BSBSMB406A Manage small business finances	New imported unit
BSBSBM407A Manage a small team	BSBSMB407A Manage a small team	New imported unit
CUV03 Visual Arts Craft and Design Training Package		
CUVPHI05A Use a 35mm SLR camera or digital equivalent	CUVPHI05A Use a 35mm SLR camera or digital equivalent	No change
HLT02 Health Services Training Package	**HLT07 Health Services Training Package**	
HLTCOM2A Develop professional expertise	HLTCOM502B Develop professional expertise	New imported unit No change to competency outcome
HLTCOM4A Communicate effectively with clients/patients	HLTCOM404B Communicate effectively with clients	New imported unit No change to competency outcome
HLTCOM5A Administer a practice	HLTCOM405B Administer a practice	New imported unit No change to competency outcome
HLTCOM6A Make referrals to other health care professionals where appropriate	HLTCOM406B Make referrals to other health care professionals when appropriate	New imported unit
HLTCOM408B Use specific health terminology to communicate effectively	HLTCOM8A Use specific/medical terminology to communicate with clients/patients, fellow workers and health professionals	New imported unit
TAA04 Training and Assessment Training Package		

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WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
TAAASS301A Contribute to assessment	TAAASS301B Contribute to assessment	Employability skills added
TAAASS401A Plan and organise assessment	TAAASS401C Plan and organise assessment	Employability skills added
TAAASS402A Assess competence	TAAASS402C Assess competence	Employability skills added
TAAASS403A Develop assessment tools	TAAASS403B Develop assessment tools	Employability skills added
TAAASS404A Participate in assessment validation	TAAASS404B Participate in assessment validation	Employability skills added
TAADEL301A Provide training through instruction and demonstration of work skills	TAADEL301C Provide training through instruction and demonstration of work skills	Employability skills added
TAADEL401A Plan and organise group-based delivery	TAADEL401B Plan and organise group-based delivery	Employability skills added
THH02 Hospitality Training Package		
THHGHS03B Provide first aid	HLTFA301B Apply first aid	Superseded Training Package and replaced by new imported unit from HLT07 Health Services Training Package
WRB04 Beauty Training Package		
WRBCS201B Conduct financial transactions	WRBCS201B Conduct financial transactions	No change
WRBCS203B Provide service to clients	WRBCS203B Provide service to clients	No change
WRBCS513B Investigate new products and services	WRBCS513B Investigate new products and services	No change
WRBFS202B Design and apply make-up	WRBFS202B Design and apply make-up	No change
WRBFS203B Design and apply make-up for	WRBFS203B Design and apply make-up for	No change

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
photography	photography	

WRR02 Retail Training Package	SIR07 Retail Services Training Package	
WRRCS1B Communicate in the workplace	SIRXCOM001A Communicate in the workplace	New imported unit
WRRCS4B Coordinate interaction with customers	SIRXCCS003A Coordinate interaction with customers	New imported unit
WRRER1B Work effectively in a retail environment	SIRXIND001A Work effectively in a retail environment	New imported unit
WRRER2B Coordinate work teams	SIRXMGT001A Coordinate work teams	New imported unit
WRRF1B Balance register/terminal	SIRXFIN001A Balance point-of-sale terminal	New imported unit
WRRI5A Maintain and order stock	SIRXINV002A Maintain and order stock	New imported unit
WRRLP1B Apply safe working practices	SIRXOHS001A Apply safe working practices	New imported unit
WRRLP3B Maintain store safety	SIRXOHS002A Maintain store safety	New imported unit
WRRM1B Merchandise products	SIRXMER001A Merchandise products	New imported unit
WRRM6A Create a display for a small business	SIRXMER005A Create a display	New imported unit
WRRO3B Provide a safe working environment	SIRXOHS003A Provide a safe working environment	New imported unit
WRRO8A Develop innovative ideas at work	SIRXQUA001A Develop innovative ideas at work	New imported unit

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WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
WRRO9A Lead a team to foster innovation	SIRXHRM001A Administer human resources policy	New imported unit
WRRO12A Select an e-business model	SIRXEBS004A Select an e-business model	New imported unit
WRRPM1B Administer human resources policy	SIRXQUA002A Lead a team to foster innovation	New imported unit
WRRPM2B Recruit and select personnel	SIRXHRM002A Recruit and select personnel	New imported unit
WRRPM3B Lead and manage people	SIRXMGT003A Lead and manage people	New imported unit
WRRS1B Sell products and services	SIRXSLS001A Sell products and services	New imported unit
WRRS2B Advise on products and services	SIRXSLS002A Advise on products and services	New imported unit
WRRS4B Build relationships with customers	SIRXSLS004A Build relationships with customers	New imported unit
WRRSS15B Recommend hair/beauty/cosmetic products	SIRXRPK002A Recommend hair, beauty and cosmetic products and services	New imported unit

Mapping of qualifications

WRH06 qualification code and title	WRH06 Version 2 qualification code and title	Comments in relation to WRH06
WRH20106 Certificate II in Hairdressing	WRH20109 Certificate II in Hairdressing	Updated with employability skills summary and equivalent to WRH20106 Certificate II in Hairdressing
WRH30106 Certificate III in Hairdressing	WRH30109 Certificate III in Hairdressing	Updated with employability skills summary and equivalent to WRH30106 Certificate III in Hairdressing
WRH40106 Certificate IV in Hairdressing	WRH40109 Certificate IV in Hairdressing	Updated with employability skills summary and equivalent to WRH40106

WRH06 qualification code and title	WRH06 Version 2 qualification code and title	Comments in relation to WRH06
		Certificate IV in Hairdressing
WRH40206 Certificate IV in Trichology	WRH40209 Certificate IV in Trichology	Updated with employability skills summary and equivalent to WRH40206 Certificate IV in Trichology
WRH50106 Diploma of Hairdressing Management	WRH50109 Diploma of Hairdressing Management	Updated with employability skills summary and equivalent to WRH50106 Diploma of Hairdressing Management

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.

Overview

Overview

Overview of Training Packages

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, recognising and assessing peoples 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 Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

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 2007.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, 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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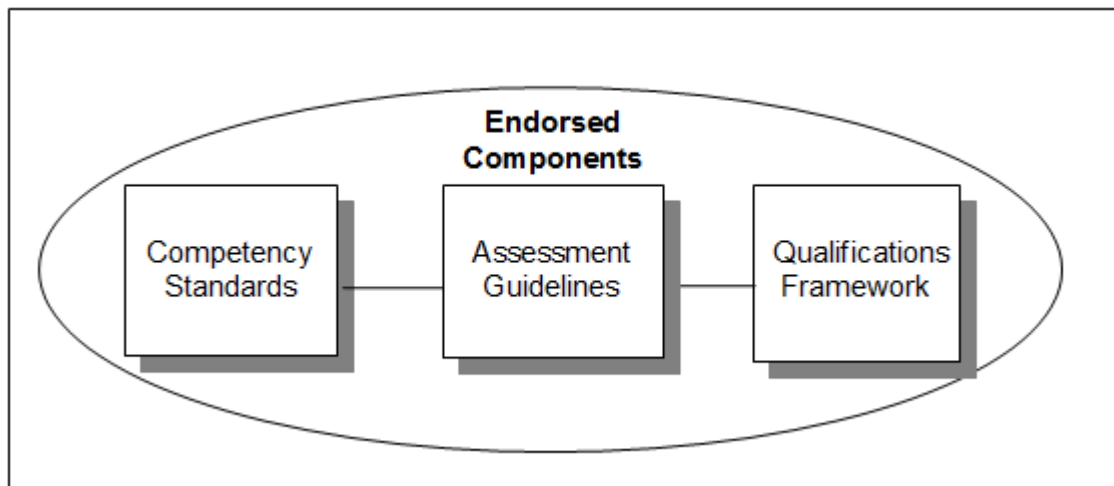
Competency Standards

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 2007. 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 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.

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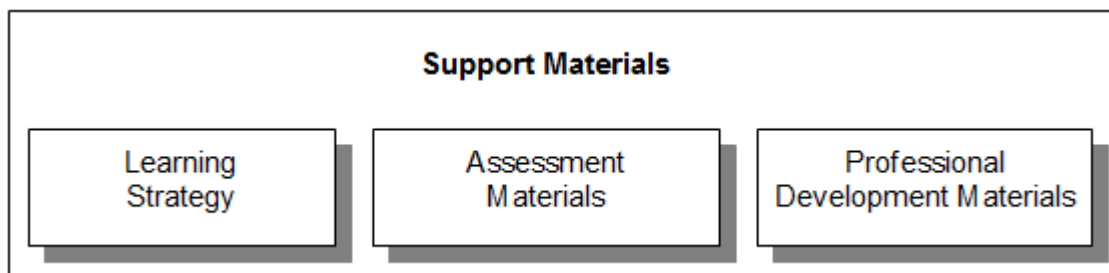
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability <www.ntis.gov.au>

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

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 WRH06. 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 WRH30109. 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 WRHCS201A;
- the first three characters signify the Training Package – WRH – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies 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:

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- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational 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:

- WRH50109 Diploma of Hairdressing Salon Management.
-

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:

- WRHCS201A Prepare clients for salon services
- SIRXSLS001A Sell products and services.

Overview of WRH06 Hairdressing Training Package

Review of WRH06 Hairdressing Training Package

The Hairdressing Training Package WRH00 was first endorsed in 2000. It has since undergone a two-phase ANTA-funded review process which was completed in 2004, and resulted in the development of the WRH06 Hairdressing Training Package.

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 coding/numbering used in the hairdressing units of competency to provide additional clarity. This has been achieved by including a functional area alpha code and including the AQF level identifying the level at which the unit is first packaged.
- The review of existing hairdressing units leading to the development and validation of 49 new units of competency to better reflect application of skills and knowledge to hairdressing and hairdressing services. These are:
-

WRHCL201A	Apply temporary hair colour and remove residual colour products
WRHCL302B	Colour and lighten hair
WRHCL303B	Design and perform full and partial highlighting techniques
WRHCL304A	Perform colour correction

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WRHCL305B	Perform on scalp full head and re-touch bleach services
WRHCL406B	Solve complex colour problems
WRHCR201A	Rinse and neutralise chemically curled or volumised hair
WRHCR302B	Perform chemical curling and volumising services
WRHCR303B	Perform chemical straightening and relaxing services
WRHCR404B	Apply chemical reformation techniques to enhance hair designs
WRHCS201A	Prepare clients for salon services
WRHCS202B	Maintain tools and equipment
WRHCS203A	Hone and strop straight razors
WRHCS204A	Maintain and organise work areas
WRHCS205A	Follow personal health and safety routines at work
WRHCS206A	Perform head, neck and shoulder massage
WRHCS207A	Develop hairdressing industry knowledge
WRHCS308A	Plan services for special events
WRHHC301A	Design haircut structures
WRHHC302A	Apply one length/solid haircut structures
WRHHC303A	Apply graduated haircut structures
WRHHC304A	Apply layered haircut structures
WRHHC305A	Apply over-comb techniques
WRHHC306B	Combine haircut structures on women
WRHHC307B	Combine haircut structures for traditional and classic designs on men
WRHHC308B	Design and maintain beards and moustaches
WRHHC309A	Perform face and head shaves
WRHHC410B	Design and perform creative haircuts
WRHHD201A	Dry hair to shape
WRHHD202A	Apply single, two and three strand braiding techniques

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WRHHD303A	Design and apply short to medium-length hair design finishes
WRHHD304A	Design and apply long hair design finishes
WRHHD405B	Select and apply hair extensions
WRHHD406B	Work as a session stylist
WRHHD407A	Apply and maintain wigs and hairpieces
WRHHD408A	Make wigs and hairpieces
WRHHS301A	Apply the principles of hairdressing science
WRHHS302A	Consult with clients and treat hair and scalp conditions
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations
WRHHS404A	Perform trichological assessments
WRHHS405A	Apply the principles of nutrition
WRHHS406A	Develop and apply scalp treatment therapies
WRHHS407A	Perform hair loss diagnosis
WRHHS408A	Design and provide nutritional therapies
WRHHS409A	Design and apply hair loss therapies
WRHSM501A	Manage hairdressing services and sales delivery
WRHSM502B	Promote a hairdressing business
WRHWP201A	Assist colleagues providing multiple salon services as a team member
WRHWP302A	Operate effectively as a hairdresser in a salon work team

- The review of units imported from other Training Packages. This has resulted in the inclusion of 57 imported units of competency.
- The revision of the Assessment Guidelines in order to provide additional industry-specific information and information on integrated assessment approaches. This has included adoption of the ANTA Assessment Guidelines template.
- The addition of one new qualification: WRH40209 Certificate IV in Trichology.

- The revision of the Qualifications Framework to provide further flexibility. This has included the creation of a core and elective structure for all qualifications, and an increase in the number of units of competency available as elective options.
- The inclusion of version control identifiers in all components of the reviewed Training Package.

A mapping of the qualification outcomes from WRH06 to the qualification outcomes in the previous Hairdressing Training Package (WRH00) is provided in the Preliminary Information section at the front of this volume.

A summary mapping that shows the relationship between hairdressing and imported units of competency in WRH06 and relevant superseded or replaced units in the previous Hairdressing Training Package (WRH00) is located in the Preliminary Information section at the front of this volume.

Units of competency

There are 49 hairdressing units of competency and 57 imported units of competency in Version 2 of WRH06 Hairdressing Training Package.

The hairdressing units of competency are grouped into eight functional areas as listed below.

Functional area	Number of units
Chemical Reformation	4
Client Service	8
Colour and Lightening	6
Haircutting	10
Hair Design	8
Hair Science (includes Trichology)	9
Salon Management	2
Workplace	2
Total number of hairdressing units	**49**

The imported units of competency in WRH06 are drawn from seven industry Training Packages as listed below.

Training Package	Number of units
WRB04 Beauty	5

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BSB07 Business Services	18
HLT07 Health	6
SIR07 Retail Services	21
TAA04 Training and Assessment	7
CUV03 Visual Arts Craft and Design	1
Total number of imported units	**58**

Components of the Training Package

WRH06 Hairdressing Training Package 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 to Diploma. Each qualification is achieved by demonstrating competency against specified units of competency from WRH06 Hairdressing Training Package.

2. Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in WRH06 Hairdressing Training Package. 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 identified by the industry as appropriate across the full range of hairdressing industry workplaces. The hairdressing Competency Standards comprise 106 units of competency:

- 49 hairdressing-specific units of competency; and
- 58 units of competency imported from the following other Training Packages:
    - 5 units from WRB04 Beauty Training Package
    - 21 units from SIR07 Retail Services Training Package
    - 18 units from BSB07 Business Services Training Package
    - 6 unit from HLT07 Health Training Package
    - 7 units from TAA04 Training and Assessment Training Package
    - 1 unit from CUV03 Visual Arts Craft and Design Training Package.

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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 Quality 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 WRH06

The key features of WRH06 Hairdressing Training Package 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**
  WRH06 Hairdressing Training Package has been purpose designed to be adaptable, so that there is scope to tailor what employees learn to the needs of individual businesses, while achieving nationally consistent training outcomes.
- **flexible**
  Employers and employees may choose the training provider, the mode of delivery and how the training happens, either in a training organisation or on the job.

Benefits of using WRH06

Hairdressing professionals benefit from the use of WRH06 Hairdressing Training Package.

Employees

- gain the skills the hairdressing industry needs
- obtain recognition for their achievements
- are productive workers as they learn
- get more satisfaction from a professional approach to their work
- see the links between the national qualifications in WRH06 Hairdressing Training Package 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' a more talented staff
- create a more positive salon/store environment.
-

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Overview of 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. In 2002–03, the estimated industry revenue was $2,346 million and there were also estimated to be 21,349 hairdressing locations/establishments nationwide. In 2003, the federal Department of Employment, Workplace Relations and Small Business indicated that the hairdressing industry had 53,400 employees. Just on a third of all employees were aged between 25 and 34 years. 83.1% of employees were women and the overall job prospects were reported as being very good. The industry suffers high rates of attrition and is nationally recognised as suffering skill shortages. [1]

[1] Ibisworld Hairdressing and Beauty Salons in Australia Q9526, 9 June 2004, Page 5

Over recent years the industry has experienced significant structural change with closures and mergers leading to a rationalisation of the number of operators. [2]

[2] National WRAPS VET Plan 2003, Hairdressing and Beauty Salons Section

The industry has a very high business failure rate. Having significant hairdressing and creative skills is not sufficient to achieve financial success; these skills need to be complemented with basic business skills. [3]

[3] Ibisworld Hairdressing and Beauty Salons in Australia, Q9526, 9 June 2004, Page 7

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. [4]

[4] Ibisworld Hairdressing and Beauty Salons in Australia, Q9526, 9 June 2004, Page 7

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 male and female clients, with the traditional barber shops becoming insignificant in numbers. [5]

[5] Ibisworld Hairdressing and Beauty Salons in Australia, Q9526, 9 June 2004, Page 24

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.

In response to consumer demand, many men's-only salons offer a full range of services while others restrict hairdressing services to haircutting, shaving, and beard and moustache maintenance and design.

Hairdressers require high level skills and knowledge to support the breadth of services provided. Key services include haircutting, hair design, hair colouring, chemical reformation and trichology. 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.

Since the endorsement of the initial Hairdressing Training Package in 2000 there has been a small but growing take up of salon management training through the Diploma of Hairdressing Salon Management. This growth is expected to continue with the industry recognising the value of providing career pathways and opportunities for business development through post-trade training.

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Qualifications Framework

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 AQF Implementation Handbook. The 2007 version of the AQF Implementation Handbook is expected to be available on the Australian Qualifications Framework Advisory Board (AQFAB) website <www.aqf.edu.au> during September 2007, and in print in October 2007 (obtain the hard copy by contacting AQFAB on phone 03 9639 1606 or email at aqfab@curriculum.edu.au).

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 ...
- Vocational Graduate Certificate of ...
- Vocational 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 AQF Implementation Handbook and the AQTF 2007 Essential Standards for 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 AQF Implementation Handbook and the AQTF 2007 Essential Standards for Registration.

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Under the AQTF 2007, 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 AQF Implementation Handbook 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;

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- 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.

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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.

Vocational 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.

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- 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.

Vocational 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

Hairdressing qualifications structure

WRH06 Hairdressing Training Package Version 2 includes the following five qualifications:

Qualification code	Qualification title
WRH20109	Certificate II in Hairdressing
WRH30109	Certificate III in Hairdressing
WRH40109	Certificate IV in Hairdressing
WRH40209	Certificate IV in Trichology
WRH50109	Diploma of Hairdressing Salon Management

Australian Apprenticeship pathways

Australian Apprenticeship pathways are applicable in WRH06 Hairdressing Training Package for:

Code	Title
WRH20109	Certificate II in Hairdressing
WRH30109	Certificate III in Hairdressing.

Industry does not support an Australian Apprenticeship pathway for:

- WRH40109 Certificate IV in Hairdressing
- WRH40209 Certificate IV in Trichology
- WRH50109 Diploma of Hairdressing Salon Management.

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

Institutional pathways

In some jurisdictions for a number of learners, pathways to the Certificates II or III may be via an institutional model. In this case there is a need to integrate workplace experience to ensure that graduates are salon ready.

The following units are included as compulsory electives for institutional learners:

- WRHWP201A Assist colleagues providing multiple salon services as a team member at Level II; and
- WRHWP302A Operate effectively as a hairdresser in a salon work team at Level III.

These units are specifically designed to accommodate the institutional pathway for learner hairdressers; and as such they are not applicable to learners undertaking an Australian Apprenticeship pathway, who will acquire these skills and knowledge in their salon. They are not suitable to be included as an elective in other Training Packages.

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Hairdressing qualification pathways

Due to the broad range of elective options available at Certificate IV and Diploma levels, there is also the potential to gain recognition against qualifications within other industry sectors that draw upon related skills, such as Retail, Business and Health.
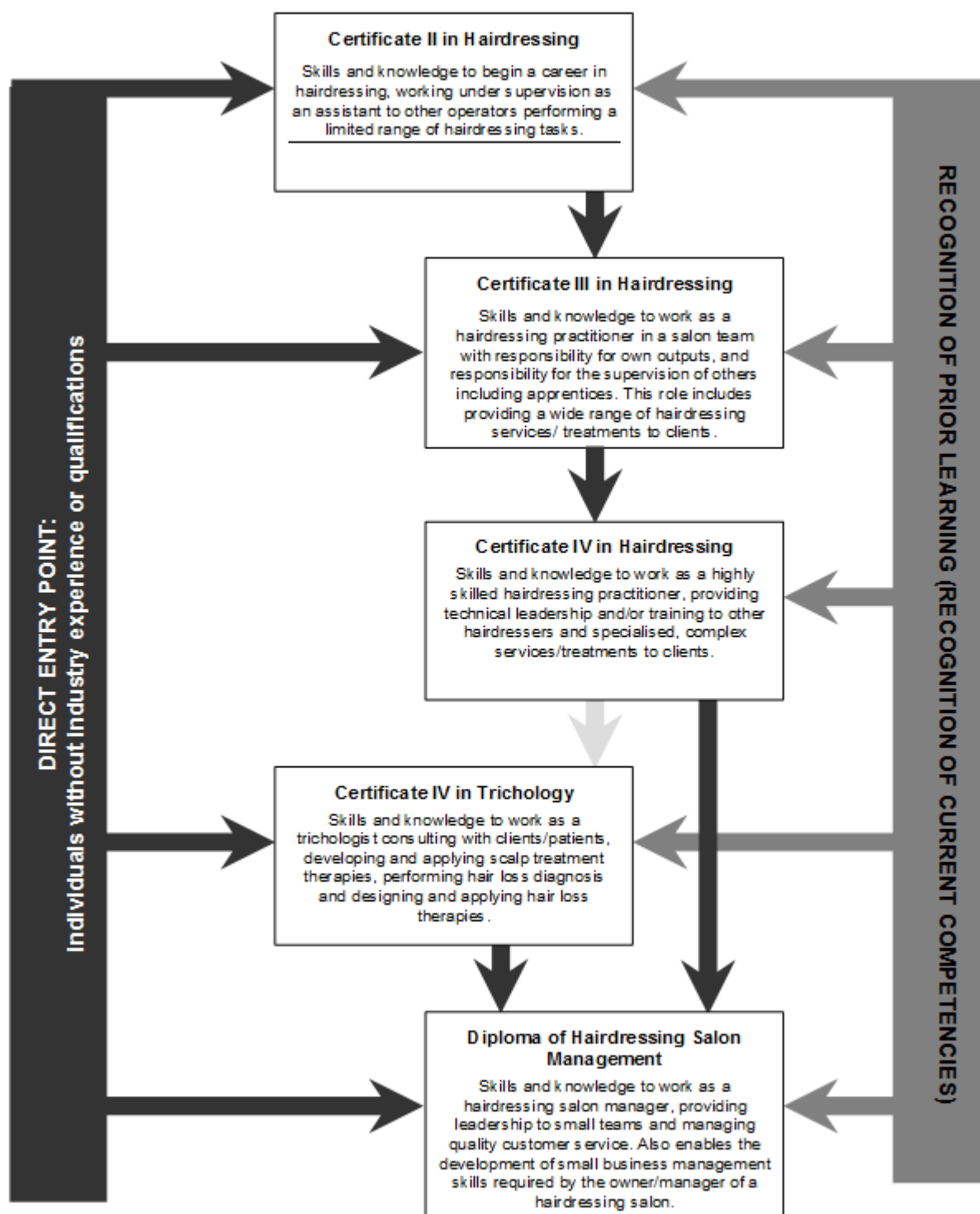
Qualification requirements

An RTO will award a qualification when the required number of competencies, as determined by the packaging rules for the specific qualification, has been demonstrated. If a learner does not complete all of the competencies required for a qualification he/she will receive a Statement of Attainment for the unit/s of competency completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Candidates must also choose the specified number of elective units required for each qualification.

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
WRH20109 Certificate II in Hairdressing	9	4	13
WRH30109 Certificate III in Hairdressing	23	6	29
WRH40109 Certificate IV in Hairdressing	7	4	11
WRH40209 Certificate IV in Trichology	16	2	18
WRH50109 Diploma of Hairdressing Salon Management	6	4	10

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 WRH06 Hairdressing Training Package, 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

WRH06 Hairdressing Training Package allows for units from other Training Packages to be imported at Certificate IV and Diploma 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 section.

Assessment Guidelines

Assessment Guidelines

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 AQTF 2007. 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 2007 requirements; licensing/registration requirements; and assessment pathways.

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Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments 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.

In the areas of work covered by this Training Package, the endorsed units of competency 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).

Australian Quality Training Framework Assessment Requirements

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 2007 Essential Standards for Registration.

The AQTF 2007 Essential Standards for Registration can be downloaded from <www.training.com.au/aqtf2007>. The following points summarise 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/Course Accrediting Body in accordance with the AQTF 2007 Essential Standards for Registration. 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 2007 Essential Standards for Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 Essential Standards for Registration, Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 Essential Standards for Registration, Standard 1.

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 2007 Essential Standards for Registration, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 Essential Standards for Registration, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

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 2007 Essential Standards for Registration, Standard 2.

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 Essential Standards for Registration. See the AQTF 2007 Essential Standards for Registration, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 Essential Standards for Registration, Standard 3.

Issuing AQF Qualifications and Statements 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 2007 and the 2007 edition of the AQF Implementation Handbook—available on the AQFAB website <www.aqf.edu.au>.

Licensing/registration requirements

This section provides information on licensing/registration requirements for WRH06 Hairdressing Training Package, with the following disclaimer:

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and ANTA, consider that the requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and ANTA cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

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:

Australian Capital Territory	Department of Education and Training
	Telephone: (02) 6205 8555
	Website: www.decs.act.gov.au
New South Wales	Department of Education and Training NSW
	Telephone: (02) 9561 8000
	Website: www.det.nsw.edu.au
Northern Territory	Department of Employment Education and Training
	Telephone: (08) 8901 4909
	Website: www.deet.nt.gov.au
Queensland	Department of Employment and Training
	Telephone: 1300 369 935
	Website: www.trainandemploy.qld.gov.au
South Australia	Department of Further Education, Employment, Science and Technology
	Telephone: (08) 8226 3398
	Website: www.training.sa.gov.au/ovet_home.asp
Tasmania	Department of Education
	Telephone: 1300 135 513
	Website: www.education.tas.gov.au
Victoria	Service Skills Victoria
	Telephone: (03) 9621 1777
	Website: www.ssv.org.au

Western Australia	WRAPS WA
	Telephone: (08) 9481 5766
	Website: www.wrapswa.com.au
	Hairdressers Registration Board
	Telephone: (08) 9381 9966

Requirements for assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following table, in addition to the AQTF requirements.

LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS
	All States and Territories	No additional requirements

Requirements for RTOs

Selected units of competency and qualifications in WRH06 Hairdressing Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet the additional requirements detailed in the following table.

| LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS
	All States and Territories	No additional requirements

Requirements for candidates

Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in WRH06 Hairdressing Training Package. Apart from Western Australia there are no registration requirements however there are varying additional requirements in some States. For current information please contact the relevant state/territory body as listed on the previous page.

Pathways

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

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- 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, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.
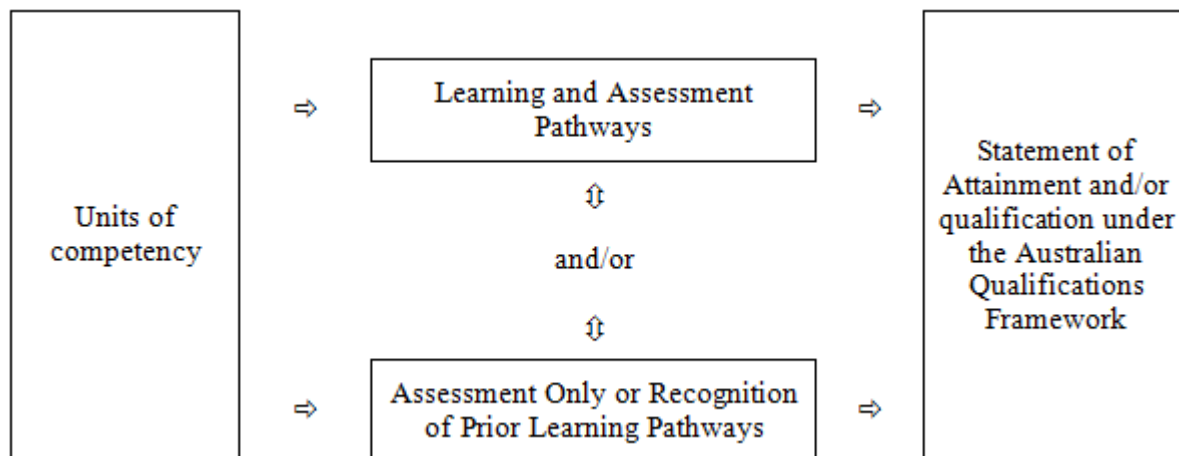
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment 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.

Assessment-Only or Recognition of Prior Learning Pathway

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 achieved.

In an assessment-only or 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, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

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, and work samples. 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).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- 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.
-

Combination of Pathways

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.

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Assessor requirements

This section identifies the mandatory competencies for assessors, 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 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

"1.4   Training and assessment is delivered by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors

b) have the relevant vocational competencies at least to the level being delivered or assessed

c) continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services."

Additional hairdressing industry requirements for assessors

Certificates II, III and IV in Hairdressing

- Hold a hairdressing trade qualification as recognised by the State/Territory in which they will be assessing, plus have a minimum of two years post-trade experience. Post-trade experience is defined as experience gained following the hairdresser having satisfied all requirements to be recognised as a qualified hairdresser in the relevant State or Territory, including meeting any licensing requirements. The post-trade experience will be current and will have been gained in a commercial hairdressing salon. (Currency is defined as equivalent to a minimum of one week of commercial hairdressing salon experience within the past year).
- Demonstrate a knowledge and understanding of the current requirements for assessing against the units in WRH06 Hairdressing Training Package.
-

Certificate IV in Trichology

- Hold a Certificate IV in Trichology or the equivalent thereof, and have a minimum of one year of clinical experience.
-

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Diploma of Hairdressing Salon Management

- Hold a relevant qualification as recognised by the State/Territory in which they will be assessing, plus have a minimum of two years post-qualification experience in hairdressing, beauty or a similar personal services industry.
- Demonstrate knowledge of the current requirements for assessing against WRH06 Hairdressing Training Package

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 judgments 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 are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service <www.ntis.gov.au>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403B Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

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

Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 Essential Standards for Registration are as follows:

*"1.5*   *Assessment, including Recognition of Prior Learning:*

   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, and

   c) meets workplace and, where relevant, regulatory requirements."

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.

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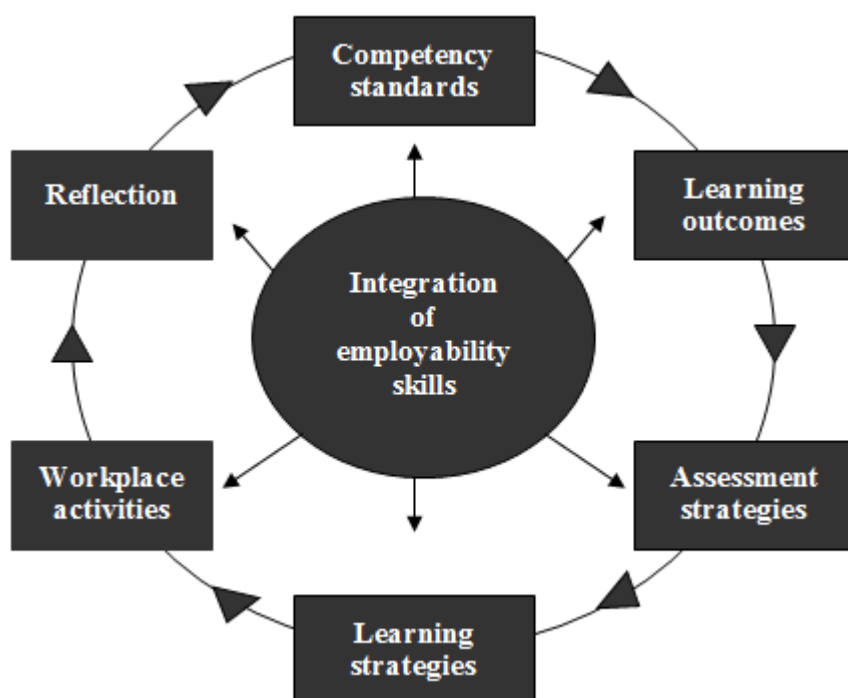
Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- 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.

For more information on Employability Skills in Service Skills Australia Training Packages go to the Service Skills Australia website at <www.serviceskills.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.

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See Part 4, Chapter 2 of the Training Package Development Handbook (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Assessment in the hairdressing industry

Assessment of competency requires the collection of evidence and this should be conducted over a period of time. This assessment approach must include demonstration at the workplace and/or in a simulated environment to ensure that the demonstration of competency is valid and reliable. The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.

The following table is a summary of assessment requirements, including prerequisites and co-requisites for individual units contained in the WRH06 Hairdressing Training Package.

Summary of assessment requirements	
Context of assessment	For valid and reliable assessment, competency should be consistently demonstrated over a period of time and observed by the assessor and/or technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or a technically competent person.
	Competency should be demonstrated in the workplace and/or in a simulated workplace environment, as identified in each individual unit of competency. Industry has determined that due to the client operator nature of hairdressing services, assessment in a real workplace environment is most appropriate whenever possible.
Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role-plays.
Integrated assessment	All units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.
Evidence required for demonstration of consistent performance	For valid and reliable assessment, evidence should be gathered through a range of methods and over a period of time to indicate consistent performance.
	It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.
	Evidence should be gathered as part of a learning process where application of skills and knowledge are demonstrated.
Specific resources	All units of competency identify resource requirements appropriate to

required for assessment	the unit. For example, access to: • a real or simulated hairdressing work environment (for further guidance on the use of an appropriate simulated environment, see this document) • relevant documentation, such as workplace policy and procedures manuals • a range of clients with different requirements • a range of professional equipment and products appropriate to the hairdressing workplace • product labels and other sources of product information • a qualified workplace assessor or assessment team.
Prerequisite requirements at qualification level	All qualifications stand alone as discrete qualification outcomes and have no prerequisite requirements, with the exception of Certificate IV in Hairdressing, which requires completion of Certificate III in Hairdressing prior to completion of Certificate IV in Hairdressing. Refer to Qualifications Framework.
Prerequisite and co-requisite requirements at unit level	There are prerequisite and co-requisite requirements at the unit of competency level for some units. These are identified in the evidence guide of each unit of competency, and summarised in these Assessment Guidelines.

Industry expectations of the roles and responsibilities of registered training organisations

WRH06 Hairdressing Training Package identifies industry expectations in relation to the roles and responsibilities of registered training organisations (RTOs) delivering and assessing against the units of competency and qualifications.

These expectations are to:

• ensure the quality of the delivery and assessment
• ensure trainers and assessors have relevant and current industry experience, that is actual relevant, recent workplace experience in the competency area being delivered

> Note that the hairdressing industry has determined that:

> – **relevant experience** is defined as work in a commercially operating hairdressing salon

> – **recent** is defined as within the past year, of a minimum of one week's duration

• ensure these Assessment Guidelines are used as the basis for assessing against the units of competency and qualifications in this Training Package
• provide comprehensive and accessible advice to employers and learners on their responsibilities and rights
• ensure assessors have the appropriate qualifications and experience as set out in these Assessment Guidelines

- ensure processes for industry involvement in consultation and validation of assessment, as identified in the AQTF *Standards for Registered Training Organisations*.

Supporting integrated training delivery and assessment

As a general principle, the hairdressing industry supports the integration of units of competency for assessment, where practical, as this reflects real work practices.

An integrated approach to assessment brings together a number of units of competency that reflect actual workplace requirements. For example, an employee working in a hairdressing salon would complete a number of interrelated customer service, administration and technical tasks together, not simply one individual task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual unit, or individual elements and performance criteria.

It would be expected that where an integrated competency assessment approach is implemented, several integrated competency assessments would be necessary to cover the breadth and complexity of the qualification and to ensure the rigour and validity of the assessment outcome.

The context of the assessment, the role of the learner and the complexity of the task will influence how many units of competency will be integrated. Within each qualification there are units of competency that are interrelated, which learners would naturally complete as part of their job function.

Units of competency can be grouped together in a number of ways and how this is achieved will depend on prerequisites and co-requisites for the unit/s being assessed, other relevant units and the functional job role of the learner. It is important that the assessor clearly identifies units of competency that can be grouped together to ensure an efficient and effective assessment process.

Example of integrated assessment

An example of a possible integrated competency assessment within WRH06 Hairdressing Training Package building on the concepts outlined above, is provided below.

If a learner is completing an assessment for the unit *WRHCL302B Colour and lighten hair* the learner would be undertaking or would have completed the following related units:

Prerequisite units:

- WRHCS201A Prepare clients for salon services
- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices

Co-requisite units:

- WRHHS301A Apply the principles of hairdressing science

WRHCS201A *Prepare clients for salon services* is a prerequisite unit to a number of units. Evidence collected for one unit may contribute to another unit.

The following scenario shows how an assessor undertook an observation of a learner in a simulated workplace environment who was consulting with a client on the desired colour result and performing a colour service.

SCENARIO

After welcoming the client and ensuring the client's comfort, the learner begins a thorough consultation process where careful assessment of the client's colour service needs is made. The client's hair characteristics and desired colour result are carefully analysed and colour products are selected, based on the client consultation and knowledge of the physical and chemical action of colour and/or lightening products' action on hair. Any contraindications or limitations to the colour service are discussed with the client and agreement is reached regarding the service.

The client is informed of the procedure and is prepared for the colour service. The operator takes the necessary precautions to ensure his/her own and the client's protection when preparing and using colour products. Products and equipment are prepared and an application method is selected and performed according to the analysis, desired colour result and manufacturers' directions. During the course of the service, colour development and client comfort and safety are carefully monitored and any necessary variations to the service are made. Details of the service are recorded on the client's online record. Following the service, advice regarding between service colour maintenance, is provided and a future service is recommended. Finally the service transaction fee is processed and the client is rebooked and farewelled according to the salon policy.

Observation was the basis for assessment in this scenario, and was supported by knowledge tests and additional observations over a period of time. The assessor used a checklist to identify the critical aspects of evidence and underpinning knowledge covered by the service being observed.

This example highlights how units of competency may be grouped together and evidence may be collected for a range of units during the one assessment activity.

It would be expected that the tasks involved in this integrated assessment scenario could be demonstrated several times on male and female clients, involving a range of colour application techniques and processes.

Further suggested integrated assessments

The following suggested groupings of units provide examples of how various units of competency may be integrated into a single assessment activity.

A candidate who is developing skills and knowledge in men's hairdressing services may complete the following units as part of the Certificate III in Hairdressing:

- WRHHC307B Combine haircut structures for traditional and classic designs on men

- WRHHC308B Design and maintain beards and moustaches
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

In the workplace, clients who wear a beard frequently combine a beard and moustache trim with a haircutting service. Therefore, as part of the candidate's workplace requirements, many of the tasks associated with these units could be completed together. The units therefore would be able to be integrated into one or more assessment activities.

An employee whose job role involves working as a salon assistant may undertake a Certificate II in Hairdressing. Core units in this qualification include:

- WRHCS201A Prepare clients for salon services
- WRHCS204A Maintain and organise work areas.

The employee may use all the elements from these units in the course of the normal work day. Two integrated assessments could be conducted to ensure that all the aspects of the units are covered. Additional role-plays, third-party reports and questioning would ensure that relevant underpinning knowledge was also covered.

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.

A simulated work environment may be required for the following reasons:

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider
- it may not be appropriate to apply the skills in the workplace due to potential risks to such things as health and safety, or to equipment being damaged.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

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 must be applied:

- 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 WRH06 Hairdressing Training Package 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 that are available for purchase
- provide sufficient client traffic that accurately reflects the complexity of the role and allows learners/candidates to deal with multiple salon tasks simultaneously
- require that learners/candidates provide services within timeframes that reflect accepted industry service times
- involve learners/candidates in prioritising competing tasks
- allow learners/candidates to deal with customers, including difficult ones
- require learners/candidates to work with others in a team, which would typically include salon assistants, apprentices, senior hairdressers, receptionists, supervisors and managers
- provide all the skills of hairdressing to the public as defined in WRH06 Hairdressing Training Package.

Further information regarding a simulated workplace may be found in these Assessment Guidelines.

Simulated work environment

A simulated work environment may be required for the following reasons:

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider
- it may not be appropriate to apply the skills in the workplace due to potential risks such as health and safety or equipment being damaged.

Industry has determined that due to the client/operator nature of hairdressing services, assessment in a real workplace context is most appropriate whenever possible. Competency should therefore be demonstrated in the workplace and/or a simulated workplace environment, as identified in each individual 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 with respect to the provision of paid services to the public, while the salon is open for business.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

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 should be considered.

Are there opportunities to:

- test the full range of equipment
- use up-to-date equipment and software
- reflect times and deadlines
- show the complexity of dealing with multiple tasks
- involve prioritising among competing tasks
- deal with customers, including difficult ones
- work with others in a team
- communicate with diverse groups
- find, discuss and test solutions to problems
- explore health and safety issues
- answer practically oriented, applied knowledge questions
- show the level of written and verbal expression sufficient for, but not exceeding, the work requirements?

Relationships between units

Where units of competency are undertaken in an assessment-only or training and assessment context, there are a number of direct relationships between units which must be taken into account by RTOs in identifying a logical sequence and structure for delivery and assessment strategies.

Two primary relationships between units of competency have been identified in WRH06 Hairdressing Training Package:

1. Prerequisite requirements

A prerequisite is a requirement for admission to undertake a particular unit of competency. Assessment for the identified units cannot be undertaken until assessment for the specified prerequisite units has first been completed.

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2. Co-requisite requirements

A co-requisite is a unit of competency that must be undertaken as part of the same program of training delivery and/or assessment as another unit, unless it has already been completed. For example, unit WRHCS201A *Prepare clients for salon services* has one co-requisite unit: SIRXCOM001A *Communicate in the workplace*. This means that any program that covers unit WRHCS201A must also include unit SIRXCOM001A, unless the unit has been previously completed. An integrated approach to assessment is suggested for most co-requisite units so that all units that relate to a job function are assessed together.

Prerequisite and co-requisite units are listed in the evidence guide of each hairdressing unit of competency. The following table summarises the prerequisite and co-requisite relationships for hairdressing units of competency in WRH06 Hairdressing Training Package.

Summary of prerequisite and co-requisite relationships for hairdressing units of competency

The following table sets out the hairdressing units of competency by code and title in their functional areas, with their identified mandatory prerequisite unit requirements. Many units do not require prerequisites. Advice has also been provided that identifies the recommended achievement of another WRH06 unit or units prior to, or in conjunction with, the specific unit. This recommended co-requisite unit advice is set out in the final column of the table.

Unit of competency	Prerequisite units	Co-requisite units
WRHCL201A Apply temporary hair colour and remove residual colour products	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHCL302B Colour and lighten hair	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHHS301A Apply the principles of hairdressing science
WRHCL303B Design and perform full and partial highlighting techniques	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe	WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team

Unit of competency	Prerequisite units	Co-requisite units
	working practices	
WRHCL304A Perform colour correction	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHCL305B Perform on scalp full head and re-touch bleach services	WRHCL302B Colour and lighten hair WRHHS301A Apply the principles of hairdressing science	WRHCL303B Design and perform full and partial highlighting techniques
WRHCL406B Solve complex colour problems	WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL304A Perform colour correction	WRHCL305B Perform on scalp full head and re-touch bleach services
WRHCR201A Rinse and neutralise chemically curled or volumised hair	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHCR302B Perform chemical curling and volumising services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team

Unit of competency	Prerequisite units	Co-requisite units
WRHCR303B Perform chemical straightening and relaxing services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHCR404B Apply chemical reformation techniques to enhance hair designs	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	WRHHC410B Design and perform creative haircuts
WRHCS201A Prepare clients for salon services	Nil	SIRXCOM001A Communicate in the workplace WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHCS202B Maintain tools and equipment	Nil	WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCS203A Hone and strop straight razors	Nil	WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCS204A Maintain and organise work areas	Nil	WRHCS205A Follow personal health and safety routines at work WRHWP201A Assist colleagues providing multiple

Unit of competency	Prerequisite units	Co-requisite units
		salon services as a team member
WRHCS205A Follow personal health and safety routines at work	Nil	Nil
WRHCS206A Perform head, neck and shoulder massage	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member SIRXCOM001A Communicate in the workplace
WRHCS207A Develop hairdressing industry knowledge	Nil	Nil
WRHCS308A Plan services for special events	Nil	Nil
WRHHC301A Design haircut structures	Nil	WRHHC302A Apply one length/solid haircut structures WRHHC303A Apply graduated haircut structures WRHHC304A Apply layered haircut structures WRHHC305A Apply over-comb techniques
WRHHC302A Apply one length/solid haircut structures	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures
WRHHC303A Apply graduated haircut structures	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures
WRHHC304A Apply layered haircut structures	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures
WRHHC305A Apply	WRHCS201A Prepare clients	WRHHC301A Design haircut

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Unit of competency	Prerequisite units	Co-requisite units
over-comb techniques	for salon services	structures
WRHHC306B Combine haircut structures on women	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures WRHHC302A Apply one length/solid haircut structures WRHHC303A Apply graduated haircut structures WRHHC304A Apply layered haircut structures WRHHC305A Apply over-comb techniques WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHHC307B Combine haircut structures for traditional and classic designs on men	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures WRHHC302A Apply one length/solid haircut structures WRHHC303A Apply graduated haircut structures WRHHC304A Apply layered haircut structures WRHHC305A Apply over-comb techniques WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHHC308B Design and maintain beards and moustaches	WRHCS201A Prepare clients for salon services	WRHHC305A Apply over-comb techniques
WRHHC309A Perform face and head shaves	WRHCS201A Prepare clients for salon services	Nil
WRHHC410B Design and perform creative haircuts	WRHHC306B Combine haircut structures on women or WRHHC307B Combine	Nil

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Unit of competency	Prerequisite units	Co-requisite units
	haircut structures for traditional and classic designs on men	
WRHHD201A Dry hair to shape	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHHD202A Apply single, two and three strand braiding techniques	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHHD303A Design and apply short to medium-length hair design finishes	WRHCS201A Prepare clients for salon services	Nil
WRHHD304A Design and apply long hair design finishes	WRHCS201A Prepare clients for salon services	Nil
WRHHD405B Select and apply hair extensions	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	Nil
WRHHD406B Work as a session stylist	WRHHD303A Design and apply short to medium-length hair design finishes WRHCL302B Colour and	WRHCL305B Perform on scalp full head and re-touch bleach services WRHCL406B Solve complex

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Unit of competency	Prerequisite units	Co-requisite units
	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	colour problems WRHHC410B Design and perform creative haircuts WRHHD304A Design and apply long hair design finishes
WRHHD407A Apply and maintain wigs and hairpieces	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	Nil
WRHHD408A Make wigs and hairpieces	Nil	Nil
WRHHS301A Apply the principles of hairdressing	Nil	WRHCL302B Colour and lighten hair

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Unit of competency	Prerequisite units	Co-requisite units
science		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
		WRHHS302A Consult with clients and treat hair and scalp conditions
WRHHS302A Consult with clients and treat hair and scalp conditions	Nil	WRHHS301A Apply the principles of hairdressing science
		WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations	Nil	WRHHS404A Perform trichological assessments
WRHHS404A Perform trichological assessments	Nil	WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations
		WRHHS405A Apply the principles of nutrition
		WRHHS406A Develop and apply scalp treatment therapies
WRHHS405A Apply the principles of nutrition	Nil	WRHHS404A Perform trichological assessments
		WRHHS406A Develop and apply scalp treatment therapies

Unit of competency	Prerequisite units	Co-requisite units
WRHHS406A Develop and apply scalp treatment therapies	Nil	WRHHS404A Perform trichological assessments WRHHS405A Apply the principles of nutrition
WRHHS407A Perform hair loss diagnosis	Nil	WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations WRHHS404A Perform trichological assessments WRHHS405A Apply the principles of nutrition WRHHS408A Design and provide nutritional therapies WRHHS409A Design and apply hair loss therapies
WRHHS408A Design and provide nutritional therapies	Nil	WRHHS405A Apply the principles of nutrition WRHHS407A Perform hair loss diagnosis WRHHS409A Design and apply hair loss therapies
WRHHS409A Design and apply hair loss therapies	Nil	WRHHS406A Develop and apply scalp treatment therapies WRHHS407A Perform hair loss diagnosis WRHHS408A Design and provide nutritional therapies
WRHSM501A Manage hairdressing services and sales delivery	Nil	Nil
WRHSM502B Promote a hairdressing business	Nil	Nil
WRHWP201A Assist colleagues providing	Nil	WRHCS201A Prepare clients for salon services

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Unit of competency	Prerequisite units	Co-requisite units
multiple salon services as a team member		WRHCS204A Maintain and organise work areas WRHCS205A Follow personal health and safety routines at work WRHHD201A Dry hair to shape
WRHWP302A Operate effectively as a hairdresser in a salon work team	Nil	• 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 • WRHHS302A Consult with clients and treat hair and scalp conditions and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men

Summary of prerequisite relationships for imported units of competency

The following table sets out the imported units of competency and their identified mandatory prerequisite requirements. There are no mandatory co-requisites.

Source Training Package and unit of competency		Prerequisite units
BSB07 Business Services Training Package		
BSBCUS501A	Manage quality customer service	Nil
BSBEBU501A	Investigate and design e-business solutions	Nil

Source Training Package and unit of competency		Prerequisite units
BSBFRA501B	Establish a franchise operation	Nil
BSBFRA502B	Manage a franchise operation	Nil
BSBMGT516 A	Facilitate continuous improvement	Nil
BSBMKG502 B	Establish and adjust the marketing mix	Nil
BSBMKG507 A	Interpret market trends and developments	Nil
BSBRES401A	Analyse and present research information	Nil
BSBSMB301A	Investigate micro business opportunities	Nil
BSBSMB401A	Establish legal and risk management requirements of small business	Nil
BSBSMB402A	Plan small business finances	Nil
BSBSMB403A	Market the small business	Nil
BSBSMB404A	Undertake small business planning	Nil
BSBSMB405A	Monitor and manage small business operations	Nil
BSBSMB406A	Manage small business finances	Nil
BSBSMB407A	Manage a small team	Nil
BSBWOR402 A	Promote team effectiveness	Nil
CUV03 Visual Arts Craft and Design Training Package		
CUVPHI05A	Use a 35mm SLR camera or digital equivalent	Nil
HLT07 Health Training Package		
HLTCOM404 B	Communicate effectively with clients	Nil
HLTCOM405	Administer a practice	Nil

Source Training Package and unit of competency		Prerequisite units
B		
HLTCOM406 B	Make referrals to other health care professionals when appropriate	Nil
HLTCOM408 B	Use specific health terminology to communicate effectively	Nil
HLTCOM502 B	Develop professional expertise	Nil
HLTFA301B	Provide first aid	Nil
TAA04 Training and Assessment Training Package		
TAAASS301B	Contribute to assessment	Nil
TAAASS401C	Plan and organise assessment	Nil
TAAASS402C	Assess competence	Nil
TAAASS403B	Develop assessment tools	Nil
TAAASS404B	Participate in assessment validation	TAAASS402A Assess competence
TAADEL301C	Provide training through instruction and demonstration of work skills	Nil
TAADEL401B	Plan and organise group-based delivery	Nil
WRB04 Beauty Training Package		
WRBCS201B	Conduct financial transactions	Nil
WRBCS203B	Provide service to clients	Nil
WRBCS513B	Investigate new products and services	Nil
WRBFS202B	Design and apply make-up	Nil
WRBFS203B	Design and apply make-up for photography	Nil
SIR07 Retail Services Training Package		
SIRXCCS003 A	Coordinate interaction with customers	Nil

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Source Training Package and unit of competency		Prerequisite units
SIRXCOM001A	Communicate in the workplace	Nil
SIRXEBS004A	Select an e-business model	Nil
SIRXFIN001A	Balance point-of-sale terminal	Nil
SIRXHRM001A	Administer human resources policy	Nil
SIRXHRM002A	Recruit and select personnel	Nil
SIRXHRM003A	Lead and manage people	Nil
SIRXIND001A	Work effectively in a retail environment	Nil
SIRXINV002A	Maintain and order stock	Nil
SIRXMER001A	Merchandise products	Nil
SIRXMER005A	Create a display	Nil
SIRXMGT001A	Coordinate work teams	Nil
SIRXOHS001A	Apply safe working practices	Nil
SIRXOHS002A	Maintain store safety	Nil
SIRXOHS003A	Provide a safe working environment	Nil
SIRXQUA001A	Develop innovative ideas at work	Nil
SIRXQUA002A	Lead a team to foster innovation	Nil
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	Nil

Source Training Package and unit of competency	Prerequisite units
SIRXSLS001A Sell products and services	Nil
SIRXSLS002A Advise on products and services	Nil
SIRXSLS004A Build relationships with customers	Nil

The hairdressing industry-preferred assessment process

The following describes the industry-preferred process for conducting assessments against the units of competency in WRH06 Hairdressing Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

Step 1: Establish the assessment context

The assessor:

- establishes the context and purpose of the evidence to be collected
- identifies the relevant units of competency, Assessment Guidelines and qualifications in this Training Package
- identifies any NTQC noted support materials that have been developed to facilitate the assessment process
- analyses the units of competency and identifies the evidence requirements
- identifies alternative evidence collection methods to allow for demonstration of consistent performance over time.

Step 2: Prepare the learner

The assessor meets with the learner to:

- explain the context and purpose of the assessment and the assessment process
- explain the units of competency to be assessed and the evidence of consistent performance to be collected over time
- advise on self assessment, including processes and criteria
- outline the assessment procedure and the preparation the learner should undertake, and answer any questions
- assess the needs of the learner and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes
- seek feedback regarding the learner's understanding of the units of competency, evidence requirements and assessment process
- determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment
- develop an assessment plan.

Step 3: Plan and prepare the evidence-gathering process

The assessor must:

- establish a plan for gathering sufficient quality evidence about the learner's consistent performance over time in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment)
- source or develop assessment materials to assist the evidence-gathering process
- organise equipment or resources required to support the evidence-gathering process
- coordinate and brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision

The assessor must:

- establish and oversee the evidence-gathering process to ensure its validity, reliability,

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fairness and flexibility

- collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- record details of evidence collected
- make a judgement about the learner's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment

- The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the learner with:
- clear and constructive feedback on the assessment decision
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome
- information on reassessment and the appeals processes.

Step 6: Record and report the result

The assessor must:

- record the assessment outcome according to the policies and procedures of the RTO
- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO
- maintain the confidentiality of the assessment outcome
- organise the issuance of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

Step 7: Review the assessment process

On completion of the assessment process, the assessor must:

- review the assessment process
- report on the positive and negative features of the assessment to those responsible for the assessment procedures
- if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.

Step 8: Participate in the reassessment and appeals process

The assessor must:

- provide feedback and counselling to the learner, if required, regarding the assessment outcome or process, including guidance on further options
- provide the learner with information on the reassessment and appeals process
- report any assessment decision that is disputed by the learner to the appropriate personnel in the RTO
- participate in the reassessment or appeal according to the policies and procedures of the RTO.

Review and maintenance of the assessment system

The Service Industries Skills Council is responsible for the ongoing monitoring and review of these Assessment Guidelines. This process will be incorporated into the general review and maintenance of WRH06 Hairdressing Training Package.

Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the industry
- are consistent with the AQTF *Standards for Registered Training Organisations*
- promote confidence in the system and the assessment outcomes on the part of the industry, employers, enterprises, unions, trainees, assessors and trainers
- ensure assessment processes and outcomes are valid, reliable, flexible and fair
- support RTOs in effectively carrying out their responsibilities
-

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 Industries Skills Council (Service Skills Australia)

Level 10, 171 Clarence Street

SYDNEY NSW 2001

GPO Box 4194

SYDNEY NSW 2001

Telephone: 02 8243 1200

Fax: 02 8243 1299

Email: info@serviceskills.com.au

Web: www.serviceskills.com.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A'Beckett Street Post Office

MELBOURNE   VICTORIA   8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:

Innovation & Business Skills Australia

Level 2, Building B, 192 Burwood Road

HAWTHORN   VIC   3122

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Web: www.ibsa.org.au

Email: virtual@ibsa.org.au

General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, www.aqf.edu.au

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to <www.training.com.au/aqtf2007>

AQTF 2007 *Essential Standards for Registration*. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF 2007 *User's Guide to the Essential Standards for Registration*. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 *Standards for Accredited Courses*. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne (available from TVET).

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Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Competency Standards

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.

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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	Information is organised in a format suitable for analysis and

Criteria	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 WRH06 Hairdressing Training Package 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 'WRH' have been selected, with the 'WR' representing the Wholesale Retail and Personal Services industry group, and the 'H' representing the hairdressing industry specifically.
- The following two letters of the code identify the functional area:
-

CL Colour and Lightening	HD Hair Design

CR	Chemical Reformation	HS	Hair Science
CS	Client Service	SM	Salon Management
HC	Haircutting	WP	Workplace

- 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 WRHCS201A *Prepare clients for salon services* for example, the code can be broken down to mean the following:

WR	**H**	**CS**	**2**	**01**	**A**
Wholesale, Retail and Personal Services industry group	Hairdressing industry	Functional area – Client Service	AQF level at which the unit is first packaged	First unit in the numerical sequence for the functional area	First version

Appendix: Units of competency in WRH06 qualifications

The following table lists the units of competency in WRH06 Hairdressing Training Package and how they are packaged within the hairdressing qualifications.

Hairdressing units of competency		**AQF qualification**			
		II	**III**	**IV**	**Dip**
Colour and Lightening					
WRHCL201A	Apply temporary hair colour and remove residual colour products	✓			
WRHCL302B	Colour and lighten hair		✓		
WRHCL303B	Design and perform full and partial highlighting techniques		✓		
WRHCL304A	Perform colour correction		✓		

Hairdressing units of competency		AQF qualification			
		II	III	IV	Dip
WRHCL305B	Perform on scalp full head and re-touch bleach services		✓	✓	
WRHCL406B	Solve complex colour problems			✓	
Chemical Reformation					
WRHCR201A	Rinse and neutralise chemically curled or volumised hair	✓			
WRHCR302B	Perform chemical curling and volumising services		✓		
WRHCR303B	Perform chemical straightening and relaxing services		✓		
WRHCR404B	Apply chemical reformation techniques to enhance hair designs			✓	
Client Service					
WRHCS201A	Prepare clients for salon services	✓	✓		
WRHCS202B	Maintain tools and equipment	✓	✓	✓	
WRHCS203A	Hone and strop straight razors	✓	✓		
WRHCS204A	Maintain and organise work areas	✓	✓	✓	
WRHCS205A	Follow personal health and safety routines at work	✓	✓		
WRHCS206A	Perform head, neck and shoulder massage	✓			
WRHCS207A	Develop hairdressing industry knowledge	✓			
WRHCS308A	Plan services for special events		✓		
Haircutting					
WRHHC301A	Design haircut structures		✓		
WRHHC302A	Apply one length/solid haircut structures		✓		
WRHHC303A	Apply graduated haircut structures		✓		

Hairdressing units of competency		AQF qualification			
		II	**III**	**IV**	**Dip**
WRHHC304A	Apply layered haircut structures		✓		
WRHHC305A	Apply over-comb techniques		✓		
WRHHC306B	Combine haircut structures on women		✓		
WRHHC307B	Combine haircut structures for traditional and classic designs on men		✓		
WRHHC308B	Design and maintain beards and moustaches		✓		
WRHHC309A	Perform face and head shaves		✓		
WRHHC410B	Design and perform creative haircuts			✓	
Hair Design					
WRHHD201A	Dry hair to shape	✓			
WRHHD202A	Apply single, two and three strand braiding techniques	✓	✓		
WRHHD303A	Design and apply short to medium-length hair design finishes		✓		
WRHHD304A	Design and apply long hair design finishes		✓	✓	
WRHHD405B	Select and apply hair extensions			✓	
WRHHD406B	Work as a session stylist			✓	
WRHHD407A	Apply and maintain wigs and hairpieces			✓	
WRHHD408A	Make wigs and hairpieces			✓	
Hair Science					
WRHHS301A	Apply the principles of hairdressing science		✓		
WRHHS302A	Consult with clients and treat hair and scalp conditions		✓		
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations			✓	

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Hairdressing units of competency		AQF qualification			
		II	III	IV	Dip
WRHHS404A	Perform trichological assessments			✓	
WRHHS405A	Apply the principles of nutrition			✓	
WRHHS406A	Develop and apply scalp treatment therapies			✓	
WRHHS407A	Perform hair loss diagnosis			✓	
WRHHS408A	Design and provide nutritional therapies			✓	
WRHHS409A	Design and apply hair loss therapies			✓	
Salon Management					
WRHSM501A	Manage hairdressing services and sales delivery				✓
WRHSM502B	Promote a hairdressing business				✓
Workplace					
WRHWP201A	Assist colleagues providing multiple salon services as a team member	✓			
WRHWP302A	Operate effectively as a hairdresser in a salon work team		✓		

Units from other Training Packages		AQF qualification			
		II	III	IV	Dip
BSB07 Business Services Training Package					
BSBCUS501A	Manage quality customer service				✓
BSBEBU501A	Investigate and design e-business solutions				✓
BSBFRA501B	Establish a franchise operation				✓
BSBFRA502B	Manage a franchise operation				✓
BSBMGT516	Facilitate continuous improvement				✓

A					
BSBMKG502 B	Establish and adjust the marketing mix				✓
BSBMKG507 A	Interpret market trends and developments			✓	✓
BSBRES401A	Analyse and present research information			✓	
BSBSMB301A	Investigate micro business opportunities			✓	
BSBSMB401A	Establish legal and risk management requirements of small business			✓	
BSBSMB402A	Plan small business finances			✓	
BSBSMB403A	Market the small business			✓	
BSBSMB404A	Undertake small business planning			✓	
BSBSMB405A	Monitor and manage small business operations			✓	
BSBSMB406A	Manage small business finances			✓	
BSBSMB407A	Manage a small team			✓	
BSBWOR402 A	Promote team effectiveness				✓
CUV03 Visual Arts Craft and Design Training Package					
CUVPHI05A	Use a 35mm SLR camera or digital equivalent			✓	
HLT07 Health Training Package					
HLTCOM404 B	Communicate effectively with clients			✓	
HLTCOM405 B	Administer a practice			✓	
HLTCOM406 B	Make referrals to other health care professionals when appropriate			✓	
HLTCOM408 B	Use specific health terminology to communicate effectively			✓	
HLTCOM502 B	Develop professional expertise			✓	

| HLTFA301B | Provide first aid | ✓ | ✓ | ✓ | |

TAA04 Training and Assessment Training Package

TAAASS301B	Contribute to assessment			✓	
TAAASS401C	Plan and organise assessment			✓	
TAAASS402C	Assess competence			✓	
TAAASS403B	Develop assessment tools			✓	
TAAASS404B	Participate in assessment validation			✓	
TAADEL301C	Provide training through instruction and demonstration of work skills			✓	
TAADEL401B	Plan and organise group-based delivery			✓	

WRB04 Beauty Training Package

WRBCS201B	Conduct financial transactions		✓		
WRBCS203B	Provide service to clients		✓		
WRBCS513B	Investigate new products and services			✓	✓
WRBFS202B	Design and apply make-up			✓	
WRBFS203B	Design and apply make-up for photography			✓	

SIR07 Retail Services Training Package

SIRXCOM001A	Communicate in the workplace	✓	✓	✓	
SIRXIND001A	Work effectively in a retail environment	✓	✓	✓	
SIRXMGT001A	Coordinate work teams			✓	
SIRXOHS001A	Apply safe working practices	✓	✓	✓	
SIRXOHS002A	Maintain store safety			✓	
SIRXMER001A	Merchandise products	✓	✓		

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SIRXMER005A	Create a display		✓	✓	
SIRXOHS003A	Provide a safe working environment				✓
SIRXQUA001A	Develop innovative ideas at work			✓	
SIRXQUA002A	Lead a team to foster innovation				✓
SIRXHRM001A	Administer human resources policy				✓
SIRXHRM002A	Recruit and select personnel				✓
SIRXHRM003A	Lead and manage people				✓
SIRXSLS001A	Sell products and services	✓	✓		
SIRXSLS002A	Advise on products and services		✓		
SIRXSLS004A	Build relationships with customers			✓	
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services		✓		
SIRXEBS004A	Select an e-business model				✓
SIRXFIN001A	Balance point-of-sale terminal			✓	
SIRXINV002A	Maintain and order stock			✓	
SIRXCCS003A	Coordinate interaction with customers			✓	

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