

## **Competency Standards for Caribbean Vocational Qualifications (CVQ)**

**CCCSB30505**

**Level III in Barbering**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Mandatory /Elective</b>	<b>Hours</b>
CSBCOR0001A	Perform interactive workplace communication	Mandatory	20
CSBCOR0011A	Maintain a safe, clean and efficient work environment	Mandatory	40
CSBCOR0021A	Plan and organize work	Mandatory	20
CSBCOR0031A	Carry out measurement, calculations and estimation	Mandatory	20
CSBCOR0041A	Deliver quality service to customers	Mandatory	20
CSBCOS0011A	Perform temporary hair colour services	Mandatory	30
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
CSBCOS0001A	Prepare clients for salon service	Mandatory	40
CSBBAR0022A	Perform hair shaping on excessively curly hair	Mandatory	20
CSBCOS0002A	Receive and direct clients	Mandatory	30
CSBCOS0012A	Schedule and check-out clients	Mandatory	20
CSBCOS0032A	Sell products and services	Mandatory	20
CSBCOS0042A	Conduct financial transactions	Mandatory	30
CSBCOS0052A	Perform stock control procedures	Mandatory	20
CSBCOS0062B	Remove chemicals from hair	Mandatory	30
CSBCOS0072A	Consult with clients and diagnose hair and scalp conditions	Mandatory	30
CSBBAR0042A	Perform face shave	Mandatory	20
CSBBAR0052A	Select and maintain tools and equipment	Mandatory	30
CSBBAR0062A	Treat ingrown hair, hair and scalp conditions	Mandatory	40
CSBCOS0102A	Perform semi permanent hair colour services	Mandatory	20
CSBCOS0092A	Perform permanent wave and chemical straightening services	Mandatory	60
CSBBAR0003A	Perform hair shaping on naturally straight or curly hair	Mandatory	40
CSBBAR0013A	Provide beard and moustache design services	Mandatory	40
BSBFLM0043A	Participate in work teams	Mandatory	20
BSBFLM0033A	Contribute to effective workplace relationship	Mandatory	30
BSBCOR0113A	Maintain workplace safety	Mandatory	30
CSBCOR0013A	Coordinate salon team	Mandatory	30
CSBCOR0003A	Maintain customer relations	Mandatory	40
BSBFLM0023A	Support leadership in the workplace	Mandatory	30
BSBFLM0053A	Support operational plan	Mandatory	30
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
CSBCOS0013A	Provide permanent hair colour services	Elective	40

CCCSB30505

Level III in Barbering (Cont'd)

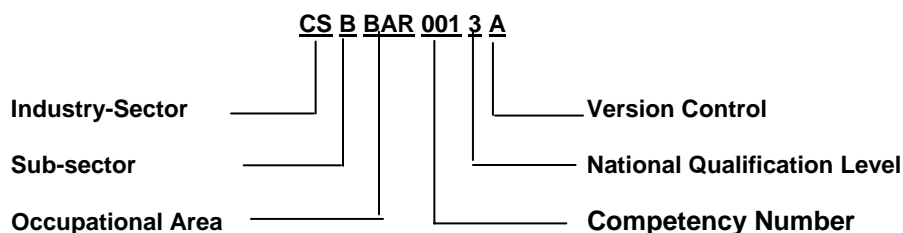
Unit Number	Unit Title	Mandatory /Elective	Hours
CSBCOS0023A	Provide specialist hair styling services	Elective	40
CSBCOS0033A	Provide specialist hair design services	Elective	40
BSBSBM0024A	Research business opportunities	Elective	60
BSBSBM0034A	Establish business and legal requirements	Elective	60
BSBSBM0044A	Undertake financial planning	Elective	60
BSBBAD0464A	Develop a business plan	Elective	60

To be awarded this Caribbean Vocational Qualification (CVQ) all Mandatory competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

**Legend to Unit Code**

Example: CSBBAR0013A      CS B BAR 001 3 A



**KEY:** Man – Mandatory; SBM – Small Business Management, COS – Cosmetology, FLM – Front Line Management, BAR – Barbering; ITI – Information Technology (Information); BSB – Business Service (Business); CSB – Community Service (Beauty)

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**CSBCOR0001A: Perform interactive workplace communication**

## Competency Descriptor:

This unit deals with the skills and knowledge required to for effective communication in the workplace.

Competency Field: Beauty services

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Follow routine instructions and information	1.1	Instructions received are acted upon.
	1.2	Effective questioning is used to elicit information.
	1.3	Salon information relevant to the particular task is assessed, comprehended and acted upon.
	1.4	Daily work routine is planned and organised.
	1.5	Tasks are prioritised and completed without undue delay.
	1.6	Manufacturers written technical instructions are read, comprehended and acted upon
	1.7	Simple written information is recorded for reference.
2. Participate in workgroups and teams	2.1	Allocated tasks are identified.
	2.2	Allocated tasks are completed willingly, without undue delay.
	2.3	Assistance is actively sought from or provided to other team members when difficulties arise.
	2.4	Feedback provided by others in the workgroup is encouraged, acknowledged, and acted upon.
	2.5	Questioning used to minimise misunderstandings.
	2.6	Signs of potential workplace conflict identified and conflict avoided wherever possible.



- 2.7 Participation in team problem solving demonstrated.
- 2.8 Support is offered and provided to colleagues.
- 3. Apply profession ethics
  - 3.1 Standards of decorum, good manners and social behaviour are maintained according to salon policy.
  - 3.2 A competent, professional manner/attitude is projected through non-verbal presentation.
  - 3.3 Confidentiality and tact are demonstrated.
  - 3.4 Responsibilities of employer/employee are mutually recognised and carried out.
- 4. Support the organization
  - 4.1 Personal hygiene and deportment reflect salon policy.
  - 4.2 Clients are treated with courtesy
- 5. Receive and refer clients complaints
  - 5.1 Positive helpful attitude is conveyed to clients when handling complaints.
  - 5.2 Complaints are handled sensitively, courteously and with discretion.
  - 5.3 Nature of complaint is established by active listening and questioning and confirmed with the client.
  - 5.4 Action is taken to resolve complaint to client's satisfaction wherever possible.
  - 5.5 Unresolved client dissatisfaction or complaints promptly referred to more experienced hairdresser or supervisor.
  - 5.6 Opportunities taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with salon policy,
  - 5.7 Follow up action taken as necessary to ensure client satisfaction.



## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's policies and procedures in regard to:

- contact with clients
- job descriptions/responsibilities
- interaction with other team members
- interaction with supervision/management
- orientation for new workers

Teams may include:

- small work teams or salon team.
- management, or other staff members.
- full-time or part-time staff

Legislation, codes and national standards relevant to the workplace may include:

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Communication may occur with external clients and internal contacts, including management and other team members.

Information may include telephone, written or verbal messages, computer (e-mail/memos

Clients may include:

- people from a range of cultural backgrounds and physical and mental abilities
- regular and new clients

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively and consistently apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation according to the performance criteria and the range statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation to external and internal client contact in the appropriate context and to the level acceptable by the enterprise
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- to communicate with supervisors and peers and to seek assistance when necessary.
- solve problems with the team.
- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks.

**Critical Aspects of Evidence (Cont'd)**

- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures in regard to verbal and non-verbal presentation, communication within the team, allocated duties and personal presentation

The following, which aid communication within the team:

- roles and responsibilities of self, peers and management
- questioning/listening techniques
- conflict resolution skills
- negotiation skills
- goal setting
- ability to collect and organise information

The following, which aid self-development:

- maintenance of personal health and fitness.
- maintenance of personal hygiene and deportment
- personal goal setting
- importance of self esteem
- stress management
- time management
- services provided by salon
- technical terms found in manufacturers' product information
- literacy skills in regard to workplace documents
- numeracy skills in regard to workplace functions



### Skills

The ability to:

- consistently apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- to communicate with supervisors and peers and to seek assistance when necessary.
- problem solve with the team
- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks.
- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid
- apply the following which aid communication within the team:
  - questioning/listening techniques
  - conflict resolution skills
  - negotiation skills
  - goal setting
  - collect and organise information.

#### **(4) Resource Implications**

The following resources should be made available:

- access to clients in workplace situations, dealing with a variety of services and a range of communication processes in a salon/simulated assessment area

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

**(3) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of services and a range of communication processes with clients result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or case studies.

**CRITICAL EMPLOYMENT SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**CSBCOR0011A: Maintain a safe, clean and efficient work environment**

## Competency Descriptor:

This unit incorporates the Occupational Health and Safety regulations required for beauty salon operation. It encompasses basic first aid procedures, personal hygiene, the provision of a caring client environment and the efficient operation of the salon.

## Competency Field:

Beauty Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Comply with health regulations	1.1	Procedures and practices implemented in a variety of salon situations in accordance with state and local government health regulations.
		1.2	Store policies and procedures for personal hygiene applied.
2.	Provide a relaxed and caring environment	2.1	Clients are made to feel comfortable according to salon policy.
		2.2	Responded to clients needs.
		2.3	Facilitated clients with refreshments.
3.	Prepare and maintain work area	3.1	Reception, work areas and walkways maintained in a safe, uncluttered and organised manner according to salon policy.
		3.2	All routines carried out safely, effectively and efficiently with minimum inconvenience to clients and staff.
		3.3	Waste is stored and disposed of according to local health regulations.
		3.4	Spills, food, waste, hair, water and/or other potential hazards promptly removed from floors according to salon policy.
		3.5	Linen is stored, cleaned and disinfected in line with local health regulations and salon procedures.
		3.6	Walls, floor and working surfaces are cleaned to meet salon requirements and health and safety standards without causing damage.
4.	Check and maintain tools and equipment	4.1	Tools and equipment are prepared for specific services as required.
		4.2	Tools and equipment are checked for maintenance requirements.

- 4.3 Tools and equipment are referred for repair as required.
  - 4.4 Tools and equipment are cleaned and stored safely and in position to comply with salon requirements and local health regulations.
- 5. Check and rotate stock
  - 5.1 Stock rotation procedures are carried out routinely and accurately according to salon procedures.
  - 5.2 Stock levels are accurately recorded according to salon procedures.
  - 5.3 Under or over supplied stock items are notified immediately to the salon supervisor.
  - 5.4 Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier.
  - 5.5 Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation.
- 6. Observe basic safety procedure
  - 6.1 Procedures to achieve a safe working environment followed and maintained in line with occupational health and safety regulations and requirements according to salon policy.
  - 6.2 All unsafe situations recognised and reported according to salon policy.
  - 6.3 All breakdowns in relation to machinery and equipment reported to supervisor.
  - 6.4 Fire and safety hazards identified and necessary precautions taken or reported according to salon policy and procedures.
  - 6.5 Dangerous goods and substances identified, handled and stored according to salon policy and procedures and occupational health and safety regulations.
  - 6.6 Salon policy regarding manual handling practice is followed.
  - 6.7 Participation in consultative arrangements established by salon for occupational health and safety is demonstrated.
- 7. Observe emergency
  - 7.1 Salon policies and procedures in regard to illness or accident are identified and observed.
  - 7.2 First Aid requirements identified and observed.

- 7.3 Safety alarms are identified accurately.
- 7.4 Qualified person contacted in the event of accident or sickness of clients or staff and accident details correctly recorded according to salon policy.

## RANGE STATEMENT

This unit applies to all establishments where beauty services are provided.

This unit of competency should be demonstrated in accordance with the salon's :

- salon policies and procedures in regard to occupational health and safety, general duty of care, emergency procedures, hygiene, security and salon operation policies

Legislation, codes and national standards relevant to the workplace may include:

- Labour laws of the country
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Emergency procedures may include: sickness, accidents, fire or store evacuation involving staff or clients.

- clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- cleaning may include counters, benches, walkways, walls, fixtures or other working surfaces
- salon service range
- products from various manufacturers' ranges
- tools and equipment
- linen may be cleaned on or off the premises

Relevant salon policies and procedures should include:

- hazard policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- use of motor vehicles
- hazard identification
- issue resolution procedures
- job procedures
- work instructions

Unsafe situations may deal with but are not restricted to:

- toxic substances
- damaged packaging material or containers
- broken or damaged equipment
- inflammable materials and fire hazards
- lifting practices
- spillages
- waste, including hair, especially on floors
- ladders
- trolleys

Occupational health and safety procedures may deal with:

- clients
- staff
- equipment/tools
- premises
- stock

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively maintain a safe, clean and efficient work environment in accordance with the performance criteria and the range statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to consistently:

- knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to Occupational Health and Safety Codes of Practice for First Aid in the workplace
- apply safe work practices and emergency procedures in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid as required
- apply salon policies and procedures and industry codes of practice in regard to the performance of cleaning procedures
- provide a consistently welcoming client environment by treating clients in a courteous helpful manner, by responding to clients' needs
- clean and maintain the work area according to the range of variables
- use and maintain cleaning equipment and use and store cleaning chemicals
- check, rotate and record stock
- check and maintain tools and equipment and prepare for specific services as required
- refer tools and equipment for repair as required and store to comply with health regulations and salon procedures
- interpret and apply manufacturers' instructions for products, tools and equipment
- apply First Aid procedures for emergency life support
- record sickness/accident/emergency details

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- Health and Hygiene regulations/requirements
- Occupational Health and Safety and First Aid regulations/requirements.
- salon policies and procedures in regard to Occupational Health and Safety Codes
- procedures to be applied in the event of fire or salon evacuation or in events likely to endanger staff or clients
- salon policies and procedures in regard to client service, personal hygiene practices, preparation and maintenance of work areas, tools, equipment and the salon stock system
- maintenance and storage procedures for tools and equipment used
- use of stock control systems/technology

**Skills**

The ability to:

- recognise and respond appropriately to emergency situations
- refer clients to appropriate professionals/qualified persons
- identify and apply knowledge of reporting procedures relating to occupational Health and safety
- use and maintain cleaning equipment
- use and store cleaning chemicals

**(4) Resource Implications**

The following resources should be made available:

- salon environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the beauty salon services are provided.

The underpinning knowledge may be assessed off the job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 2	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOR0021A: Plan and organise work**

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively plan and organise work assignments, and applies to all individuals working in the beauty services sector.

Competency Field:

Beauty services

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Identify work requirements	1.1	Instructions for work schedule and performance and quality assurance requirements received, understood and clarified where necessary.
2. Plan process to complete work	2.1	Tasks identified, prioritised and sequenced to achieve effective completion of work.
3. Select tools and equipment	3.1	Personal protective equipment correctly identified and selected to suit job requirements.
	3.2	Appropriate tools and equipment identified and selected for required service.
4. Demonstrate safe and efficient sequence of work	4.1	Service provided safely in a logical and efficient sequence.
	4.2	Tools, supplies and equipment safely stored when not in immediate use.
5. Report outcomes	5.1	Verbal report given to appropriate person on completion of service and relevant client details entered on database.
6. Clean up	6.1	Unused materials safely stored at appropriate area.
	6.2	Empty containers and waste material removed from service area.
	6.3	Service area left clean, safe and secure on completion.
	6.4	Tools and equipment cleaned, maintained and stored.

## RANGE STATEMENT

Work organisation sequence may range from receiving instructions, to carrying out task, to cleaning up task.

Work plan may be either written or verbal and may include the following:

- preparation of work area
- selections of tools and equipment
- handling of materials, tools and equipment
- housekeeping requirements

Work schedule may be carried out in a singular application or in a team situation.

Work schedule and performance may have to adhere to quality assurance policy and procedures.

## EVIDENCE GUIDE

Competency is to be demonstrated by safe and effective preparation using any of the range of work sequences listed within the range of variables statement relative to the work environment.

### (1) Critical Aspects and Evidence

It is essential that competence is observed in the following aspects:

- indicate compliance with Occupational Health and Safety regulations applicable to salon operations including relevant National Association of Hair Dressers and Cosmetologist's (NAHC) regulations
- indicate compliance with organisational policies and procedures including quality assurance requirements
- carry out correct procedures prior to and during the provision of service to clients
- communicate to enable efficient individual/organisational planning of work

### (2) Pre-requisite Relationship of Units

CSBCOR0011A      Maintain a safe, clean and efficient work environment



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures in regard to planning and organising allocated duties
- salon and equipment safety requirements
- equipment
- materials appropriate to the task
- products handling
- quality assurance

Skills

The ability to:

- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks
- use equipment correctly
- prepare and maintain work area
- select and use products according to manufacturer's instructions
- apply quality assurance

**(4) Resource Implications**

The following resources should be made available:

- access to clients in workplace situations, requiring a range of services in a salon/simulated assessment area

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

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

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of services and a range of communication processes with clients result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or case studies.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOR0031A: Carry out measurement and calculations**

Competency Descriptor:

This unit deals with the skills and knowledge required to perform related calculations and estimations and applies to all individuals working in the beauty services industry.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Apply the four basic rules of calculation	1.1 Simple calculations are correctly performed using the four basic arithmetic rules- addition, subtraction, multiplication and division. 1.2 An understanding of the concept of angles as it relates to hair cutting and shaping is correctly demonstrated. 1.3 Simple calculation involving time, volume and length are correctly calculated.
2. Perform basic calculations involving fractions and decimals	2.1 Simple calculations are performed involving fractions and decimals.
3. Perform basic calculations involving percentages	3.1 Simple calculations involving profit and loss and discounts are correctly performed.
4. Perform basic calculations involving proportions	4.1 Simple calculations involving ratios are correctly performed.
5. Use measurement instruments	5.1 Measurement taken to 100 % accuracy. 5.2 Used measurement instruments according to manufacturer's/supervisor's instructions. 5.3 Observed indicator lines and/or manufacturer's and supervisor's instructions when using pre-measured products.
6. Estimate temperature	6.1 Water temperature is correctly estimated.

## RANGE STATEMENT

Calculations may be mental/using pen and paper/calculator/cash register. All problems should have appropriate applications to the beauty service industry and relate to the normal operation in this environment.

Calculations may include:

- ratio and proportion
- percentages – profit and loss, discounts
- fractions and decimals
- addition and subtraction e.g. stock count
- time intervals

Measurement may include:

- length of natural/synthetic hair
- liquids e.g. activators and hair treatment
- semi-solids eg. relaxer, conditioners and gels
- temperature

## EVIDENCE GUIDE

Competency is to be demonstrated by individual computations in accordance with the performance criteria and as related to the work environment.

### (1) Critical Aspects of Evidence

This unit could be assessed alone or in conjunction with any other units addressing the safety, materials handling, recording and reporting; associated with the computations being performed or other units requiring the exercise of the skills and knowledge covered by this unit.

During assessment the individual will:

- take responsibility for the quality of their own work
- perform computations in accordance with standard principles
- perform computations accurately
- use accepted mathematical procedures, practices, processes and workplace procedures

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- numbers and basic arithmetic operations
- percentages
- fractions and decimals
- ratio and proportion
- costing
- interpretation of measurement and calculations
- data relative to the beauty services industry
- basic measurement of angles
- basic stock valuation

Skills

The ability to:

- measure using specified instruments
- interpret measurements and calculations
- perform work related calculations
- communicate effectively
- calculate mentally
- use calculate and/or cash register
- count stock

**(4) Resource Implications**

The candidate will be provided with:

- all tools, equipment, materials and documentation required where necessary
- any relevant workplace procedures
- any relevant product, manufacturing specifications and or prices
- any relevant codes, standards, manuals and reference materials or tables

**(5) Method of Assessment**

The candidate will be required to orally, or in writing or by any other methods of communication:

- answer questions put by the assessor

Assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

**(6) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. The competencies covered by this unit should be demonstrated by an individual working alone. The assessment environment should not disadvantage the candidate.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBCOR0041A: Deliver quality service to customers

Competency Descriptor:

This unit covers the skills and knowledge required to identify customers' needs and quality service to customers.

Competency Field: Education and Training

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify customers' needs	<p>1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills.</p> <p>1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements.</p> <p>1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options.</p> <p>1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals.</p>
2. Deliver a service to customers	<p>2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements.</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.</p> <p>2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.</p> <p>2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements.</p> <p>2.5 Available opportunities are identified and used to promote and enhance services and products to customers.</p>

- |    |  |     |  |
|----|--|-----|--|
| 3. | Monitor and report on service delivery | 3.1 | Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements. |
|    |  | 3.2 | Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
|    |  | 3.3 | Customer feedback is regularly sought and used to improve the provision of products and services.                |

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Customers can be:

- internal or external
- regular
- new
- those with special needs

Designated individuals may include:

- supervisor
- customers
- colleagues



Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

### (1) Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- knowledge of the principles of excellent customer service
- understanding the organisation's business structure, products and services
- understanding the organisation's policy and procedures for customer service including handling customer complaints
- knowledge of service standards and best practice models
- understanding the principles of quality assurance
- understanding public relations and product promotion
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills

The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with customer enquiries or complaints
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Review of a portfolio containing the following

- Evidence(lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery)
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the critical Employability Skill Levels at the end of this unit.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

**CSBCOS0011A: Perform temporary hair colour services**

## Competency Descriptor:

This unit deals with the skills and knowledge required to perform a range of temporary hair colour services on clients. Services involving an application of colour that is usually rinsed out after shampooing the hair about four (4) times.

Competency Field: Beauty Services

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Consult and analyse for colour	<p>1.1 Assessment is based on the characteristics of % white, level of existing colour, texture, porosity, density, elasticity, existing chemical services and time span between service.</p> <p>1.2 Presence and effects of the temporary colour on hair structure and scalp identified.</p> <p>1.3 A colour result to complement skin tone and features is pre-determined with the client.</p>
2. Select and use hair colouring products	<p>2.1 Product knowledge is developed and applied in the selection of colouring according to the principles of the colour wheel.</p> <p>2.2 Products are mixed and removed according to manufacturers' instructions.</p> <p>2.3 Techniques are selected and applied appropriate to the products being used and client requirements.</p> <p>2.4 Client comfort and safety is ensured during processes.</p> <p>2.5 Hair colouring services are completed within defined commercial times.</p> <p>2.6 Client satisfaction with colour result is confirmed and recorded.</p> <p>2.7 Informed clients on after care products and maintenance.</p>



3. Rectify colour problems
  - 3.1 Colour problems are assessed and a course of action is planned with supervisor.
  - 3.2 Planned process is discussed and confirmed with client.
  - 3.3 Colour correction is achieved using relevant techniques in line with manufacturer's specifications.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to the performance of temporary colour services.
- ethical standards
- client service standards
- designated operating hours

Product may include:

- Temporary colour from various manufacturers' product ranges and appropriate to the commercially operating salon range

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients.

Legislation, codes and national standards relevant to the workplace may include:

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Hair colouring may be performed on clients:

- with different hair textures, colour, styles and effects and hair growth patterns
- with virgin hair
- requiring full head and partial head colours
- requiring current commercial and classic effects

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to the performance of a range of temporary hair colour services on to produce current commercial fashion result.

**(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to efficiently and consistently:

- Apply salon policies and procedures and industry codes of practice in regard to the performance of a range of temporary hair colour services on clients.
- Incorporate a combination of techniques to produce current commercial fashion result in the appropriate context and to the level acceptable by the enterprise.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product to Occupational Health and Safety regulations/requirements.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure clients' comfort and safety throughout the service.
- To be innovative and resourceful in the use of colour application tools.

**(2) Pre-requisite Relationship of Units**

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon service
- CSBCOS0062A Remove chemicals from hair
- CSBCOS0032A Sell products and services

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the performance of a range of temporary colour services
- current available salon services, procedures and product range including :
  - preparation of the service area
  - preparation of products and equipment
  - manufacturers' instructions for products and equipment
  - preparation of the client including gowning/draping
  - care and protection of client
  - selection, processing, timing and application of a variety of temporary colour products
  - selection, application and removal of temporary colour conditioning products.
- the factors likely to affect the suitability of each salon process to clients' needs
- effects on the temporary colour on hair condition, hair growth patterns
- the use of various tools and techniques to produce a range of temporary hair colouring.
- the importance of correct removal of temporary colour from the hair.



### Knowledge

Knowledge of: (Cont'd)

- the colour wheel and its importance in the selection of temporary hair colouring. manufacturers colour chart systems
- the elements and principles of design
- processing and development timings for a defined temporary colour product range(s) the action and durability of temporary, colours on the structure of the hair
- negotiation techniques.
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

### Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- read, accurately interpret and consistently apply manufacturers' instructions for temporary colour products
- consistently select, prepare, apply and remove products according to manufacturers' instructions and salon procedures
- achieve outcomes as discussed and agreed with the client.
- analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
  - natural hair , texture, porosity, density, elasticity, scalp condition
  - percentage of white hair
  - level and type of existing colour
  - existing chemical services
  - presence of lightening agents or artificial hair colourants on hair
  - length of hair
  - client's skin tone, facial features, hair growth patterns, and characteristics or limitations
  - client preferences/expressed requirements/occasion/
- consult with the client, develop and record a client analysis and recommend a course of action/service and finished look that is compatible with the client analysis and according to agreed client requirements.
- consistently select techniques and apply procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions, salon procedures and client requirements.
- consistently select colouring products which are appropriate to the desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures.



### Skills

The ability to: (Cont'd)

- analyse and assess a range of colour problems and planning a pre-determined course of action to achieve outcomes as discussed and agreed with the client and supervisor
- consistently use time effectively and to perform services within defined commercial times.
- evaluate the completed hair colour and/or lightening and confirm client satisfaction with the finished result.
- correctly select, apply, and process various manufacturers' product ranges in temporary services.
- consistently use time efficiently
- apply salon policies/procedures in regard to the performance of a range of temporary hair colour services on clients
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

#### **(4) Resource Implications**

The following resources should be made available:

- Access to clients presenting with a range of requirements for temporary hair colour services to produce current commercial fashion result in a salon/simulated assessment area.

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

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

#### **(4) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.



**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of temporary hair colour services to produce current commercial fashion result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ITICOR0011A: Carry out data entry and retrieval procedures

### Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
  - 3.1 The identity and source of information is established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information retrieved using approved procedure.
  - 3.6 Formats to retrieved report or information conform to that required.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
  - 6.1 The system is monitored to ensure correct operation of tasks.
  - 6.2 Routine system messages are promptly and correctly dealt with.
  - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

- |   |     |   |
|---|-----|---|
|   | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.                         |
|   | 6.5 | Output devices and materials are monitored for quality.   |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures.  |
|   | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
|   | 7.3 | E-Mail is sent and retrieved competently.   |
| 8. Close down computer system                       | 8.1 | The correct shut down sequence is followed.   |
|   | 8.2 | Problem with shutting down computer is reported promptly.   |
|   | 8.3 | All safety and protective procedures are observed.  |
|   | 8.4 | The system integrity and security are preserved.  |
| 9. Maintain computer equipment                      | 9.1 | Cleaning materials and/or solutions used meet specified recommendation.   |
|   | 9.2 | The equipment is cleaned as directed.   |
|   | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply

## Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

## Software systems to include for:

- word processing
- spread sheet
- internet access

## Files save on:

- network
- magnetic media
- personal PC

## Data:

- textual
- numerical
- graphical

## File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

## Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOS0001A: Prepare clients for salon service**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare clients for a range of beauty salon services

Competency Field:

Beauty services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gown and protect clients	1.1 Service to be provided has been verified with operator and client. 1.2 Clean gown/wrap and towels of suitable size for client, selected and applied. 1.3 Relevant health and sanitation regulations are observed.
2. Shampoo hair (cosmetology)	2.1 Service to follow shampoo is verified with client and operator. 2.2 Correct shampoo is selected, applied and removed thoroughly. 2.3 Client comfort and safety is ensured during the procedure. 2.4 Water temperature and flow is controlled during process. 2.5 Hair and scalp are massaged using appropriate technique. 2.6 After shampoo, conditioning agents are applied and removed according to manufacturer's instruction.
3. Cleanse skin (Beauty therapy)	3.1 Make up removed correctly. 3.2 Skin cleanse correctly. 3.3 Skin analysis is performed using appropriate forms and tools/equipment. 3.4 Followed correct procedure for using equipment. 3.5 Correct products are selected and used for second cleansing and toning. 3.6 Water is used at the appropriate temperature. 3.7 Followed correct procedure for disposal of used products.



- 3.8 Followed appropriate hygiene and sanitation throughout entire process.
- 3.9 Client's comfort and safety is ensured during entire process.

## RANGE STATEMENT

This unit applies to all establishments where beauty salon services are provided.

Preparing clients for salon services include:

- the application of salon policies and procedures in regard to the preparation of clients for salon services including colour, styling, permanent waves and chemical relaxer, hair cutting and treatment services at varying levels of staffing, staff training and trading conditions.

These may include but not limited to customers and team members from a range of cultural backgrounds and physical and mental abilities.

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare clients for salon services according to the performance criteria and the range statement

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently

- apply salon policies and procedures and industry codes of practice in regard to the performance of a range of salon services
- apply safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements
- read, accurately interpret and consistently apply manufacturers' instructions for products and equipment, especially in regard to water temperature and flow
- use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- verify the service to be provided
- select and apply appropriate gown/wrap and towel/s for salon services according to the range of variables
- select, apply and remove of a variety of shampoo and conditioning products, according to manufacturers' instructions and salon procedures
- apply hair and scalp massage according to client requirements and salon procedures
- use time effectively and to control product waste

**(2) Pre-requisite Relationship of Units**

This unit should be assessed after the completion of or in conjunction with:

CSBCOR0011A	Maintain a safe, clean and efficient work environment
CSBCOR0001A	Perform interactive workplace communication”

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to salon services, product range and procedures
- preparation of the service area, products and equipment
- use of shampoo equipment, care
- care and protection of client
- selection, application and removal of shampoo and conditioning products according to the manufacturer’s instructions
- hair/scalp massage procedures suitable for the type of salon service to follow
- post shampoo procedures
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- communication techniques and skills
- insurance against malpractice

Skills

The ability to:

- read, accurately interpret and consistently apply manufacturer’s instructions for products and equipment
- consistently use effective questioning and active listening techniques to consult and negotiate with clients
- consistently verify the service to be provided
- consistently select and apply appropriate gown/wrap and towel(s) for salon services according to the range statement
- select, apply and remove shampoo and conditioning products according to the manufacturer’s and salon procedures
- use time and products efficiently
- coordinate shampoo services with other salon services that are being offered to different clients simultaneously

**(4) Resource Implications**

The following resources should be made available:

- access to a range of shampoo and conditioning products and equipment and to clients presenting with a range of requirements in a salon/simulated assessment area

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of beauty salon services and a range of communication processes. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

**CSBBAR0022A: Perform hair shaping on excessively curly hair**

Competency Descriptor:

This unit deals with the skills and knowledge required to perform a range of classic and current commercial hair cutting, and finishes on excessively curly hair using a wide variety of techniques.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare work station and tools	1.1	Work station cleansed and stocked with essential supplies, tools and equipment.
		1.2	Tools cleaned and sanitised before and after each use.
2.	Prepare for hair shaping service	2.1	Client is prepared for service in accordance with salon requirements.
		2.2	Consultation with client determined type and extent of hair cut required and any other additional requirements.
		2.3	Client is examined, analysis of hair and scalp is done, contra-indications identified and appropriate action taken.
		2.4	Selected tools matched required outcome and hair type.
		2.5	Selected tools are of appropriate sharpness and are sanitized.
3.	Cut client's hair using techniques appropriate to excessively curly hair	3.1	Techniques applied in the use of tools and implements are appropriate.
		3.2	Cutting techniques are appropriate for hair type and achieving the desired style.
		3.3	Hair is cut following correct procedures.
		3.4	Where applicable, hair cutting accommodates identified irregularities to prevent scalp damage.
		3.5	Surplus ear and nose hair is removed in accordance to confirmed outcome and salon procedures.
		3.6	Opening of cape and neck strip at rear allows hair to be trimmed.
		3.7	Client's comfort and safety is ensured during process.
		3.8	Hair cutting is completed within salon time-frame.

- |    |      |  |
|----|------|--|
|    | 3.9  | Use of back mirror enables client to view and confirm final result.                            |
|    | 3.10 | Client's satisfaction with hair cut is confirmed.  |
| 4. | 4.1  | After care products and maintenance advised and applied.                                       |
|    | 4.2  | Protective clothing is removed in a manner which maintains client's comfort and cleanliness.   |
|    | 4.3  | Tools and equipment are sanitised and stored in accordance to industry and salon requirements. |
|    | 4.4  | Work area is cleaned and tidied.   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to hair shaping
- ethical standards
- client service standards
- designated operating hours
- quality and continuous improvement processes and standards

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations.
- Local health regulations.
- OHS and hygiene requirements.
- First Aid regulations/requirements

Preparation for hair cutting includes:

- analysis of hair and scalp for:
  - elasticity, texture, density
  - skin irregularities and condition
  - hair length and growth pattern
- consultation for situational factors
  - the shape of the client's head and face
  - whether the client wears a hairpiece
  - baldness
  - client's lifestyle,
  - work environment and cultural practices
- seating and draping client
- cleansing hands,
- positioning cape and neck strip
- combing or brushing hair

Tools and equipment eg:

- scissors of various sizes,
- neck strips
- texturising scissors
- disposable blade and razors
- cape
- clippers
- cutting and fading combs, picks
- Sterilizers & sanitizers
- Comb attachments for clippers

Hair cuts may be performed on clients with different:

- hair types, shapes
- styles and effects
- hair growth patterns
- alopecia
- baldness
- skin and scalp disorders

Techniques may include:

- graduation
- texturing,
- fading
- solid form,
- scissor over comb techniques,
- various razor and clipper techniques

Styles includes:

- basic haircut
- the fade
- flat tops

Clients may include:

- people from a range of social, cultural or ethnic backgrounds, lifestyles and physical and mental abilities
- regular and new clients

Work attitude includes:

- a willingness to observe safety procedures
- following health and hygiene practices,
- being attentive to details,
- treating client with respect
- following instructions,
- using initiative

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

### (1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the performance of hair cutting and outline shaping in the appropriate context and to the level acceptable by the enterprise
- knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements
- ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients
- ensure client comfort and safety throughout the service
- ability to analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account the clients features and characteristics of hair

**Critical Aspects and Evidence (Cont'd)**

- ability and skill in the application of a range of hair cutting, outline shaping services, using a combination of tools and appropriate techniques
- ability and skill to consistently use time effectively and to perform services within defined commercial times
- ability to evaluate the completed hair design and confirm client satisfaction with the finished result
- ability to advise the client on a variety of home care and complementary products

**(2) Pre-requisite Relationship of Units**

This refers to an assessment relationship between units

- CSBCOS0072A Consult with clients and diagnose hair and scalp conditions
- CSBBAR0052A Select and maintain tools and equipment

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the performance of a wide range of haircut and outline shaping designs
- current available salon services/processes
- the effects of:
  - hair condition
  - hair growth patterns
  - angles of cut on the natural fall
  - movement of hair
  - various cutting methods on hair
  - various cutting tools on hair
  - differences in cutting wet and dry hair
- the use of various tools and techniques
- contingency strategies for blood and body fluid contact, clients suspected with infectious diseases, injury
- basic mathematical concepts in relation to measurement
- a variety of finishing products from various manufacturers appropriate to the salon range
- the elements and principles of design
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and department
- Occupational Health and Safety and First Aid regulations/requirements

## Underpinning Knowledge and Skills (Cont'd)

### Skills

The ability to:

- consult with client, analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined hair cut and outline shaping design, taking into account factors including:
  - natural hair type, texture
  - hair growth patterns, fall and movement
  - facial shapes and features, bone structure
  - client characteristics/limitations
  - client preferences/expressed requirements
  - natural hair type, texture
  - hair growth patterns, fall and movement
  - facial shapes and features, bone structure
  - client characteristics/limitations
- apply a range of haircutting, outline shaping services, using a combination of tools and appropriate techniques, to achieve outcomes as discussed and agreed with the client
- evaluate the completed hair design and confirm client satisfaction with the finished result
- to advise the client on a variety of home care and complementary products.
- apply the elements and principles of design
- apply negotiation techniques
- listening and questioning techniques
- apply verbal and non-verbal communication skills
- apply internal and external client contact and personal hygiene and deportment
- apply Occupational Health and Safety and First Aid regulations/requirements

## (4) Resource Implications

The following resources should be made available:

- access to clients with excessively curly hair presenting with a range of requirements for hair cutting and outline shaping a salon/simulated assessment area

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

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



**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral/written
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- portfolio with a variety of hair shaping styles on excessively curly hair

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients/models requiring a range of face shaving services until competency is achieved. The underpinning knowledge may be assessed off-the-job with the use of written or verbal short answer items.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

**CSBCOS0002A: Receive and direct clients**

Competency Descriptor:

This unit deals with the skills and knowledge required to receive and direct clients in the reception area where beauty salon services are provided.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive and direct clients	1.1 Clients are acknowledged on arrival, and greeted in a positive manner and promptly attended to promptly. 1.2 Relevant questions are asked of clients to directly identify their needs. 1.3 Client card is sourced from file or client's personal details are recorded on a new client card. 1.4 Appropriate operator is informed of client's arrival. 1.5 Clients are directed to designated areas for specific service.
2. Answer the telephone	2.1 Telephone is answered promptly and salon telephone procedure is implemented. 2.2 Questioning and active listening techniques used to identify caller and accurately establish and confirm requirements. 2.3 Client is informed of any problems and the action that is being taken. 2.4 Follow up action taken as necessary. 2.5 Telephone messages are given and recorded accurately and information received/relays to the appropriate person.
3. Complete client detail	3.1 Clients' relevant personal details are collected and recorded accurately in the client record system.

## RANGE STATEMENT

This unit applies to all establishments where beauty salon services are provided.

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to the client reception, telephone answering and client records
- ethical standards
- designated operating hours

Communication may occur with:

- external and internal contacts including management

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- colleagues

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Written information may include:

- clients record and appointment cards

Working conditions may include:

- working with full or part time staff
- varying levels of staff training
- varying levels of staffing e.g. staff shortages
- routine or busy trading periods

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively receive and direct clients in accordance with the performance criteria and the range statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation and to external and internal client contact
- apply safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements and First Aid procedures as required
- apply salon policies and procedures in regard to client reception and telephone procedures according to the range of variables
- interpret and consistently apply manufacturers' instructions for use of communication equipment
- provide a consistently welcoming client environment and treat clients in a courteous manner
- accurately interpret and communicate information to clients, supervisors and peers
- accurately source client cards and to collect relevant details and accurately record in the client record system

**Critical Aspect of Evidence (Cont'd)**

- use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- use time effectively

**(2) Pre-requisite Relationship of Units**

CSBCOR0011A	Maintain a safe, clean and efficient work environment
CSBCOR0011A	Carry out interactive workplace communication

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures in regard to client reception, telephone answering and client records
- salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation, internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- telephone function and procedures
- filing and retrieval system
- maintenance of salon filing system
- full range of products and services and prices of products and services offered by salon
- communication techniques and skills including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - types of client need e.g. Functional and psychological

Skills

The ability to:

- read, and accurately interpret and use communication equipment according to manufacturer's instruction
- consistently provide a welcoming client environment
- consistently interpret and communicate information to internal and external customers
- efficiently source client's file and maintain client record system
- use appropriate communication techniques to consult and negotiate with clients
- carry out tasks in a timely manner

**(4) Resource Implications**

The following resources should be made available:

- clients presenting with a range of requirements in a salon/simulated assessment area, telephone equipment and client information system

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration of a range of workplace situations on-the-job or in a simulated workplace environment where the beauty salon reception services are provided.

The underpinning knowledge may be assessed of the job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYMENTABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

## CSBCOS0012A      Schedule and check out clients

Competency Descriptor:

This unit deals with the skills and knowledge required to provide a full receptionist service in a beauty salon.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Schedule clients	1.1	Appointments are scheduled according to timing of services, availability of operators and salon procedures.
		1.2	Appointment arrangements are confirmed with client and details recorded neatly and accurately in the appointment book.
2.	Process payment	2.1	Clients' bills are calculated accurately.
		2.2	Items sold are recorded.
		2.3	Payments for salon goods and services are received and recorded.
		2.4	Relevant credit card sales vouchers are completed accurately and credit clearance are facilitated when required.
3.	Supervise staff	3.1	Client service history is neatly and accurately recorded on salon record system.
4.	Implement stock control measures	4.1	Existing stock is counted and recorded on stock systems in line with salon policy.
		4.2	Items received are checked against delivery documentations to ensure accuracy.
		4.3	Items received are recorded on stock control systems and placed in appropriate area.

## RANGE STATEMENT

This unit applies to all beauty salon establishments where clients are scheduled and checked-out.

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to scheduling and checking out clients
- policies regarding levels of staffing, staff training and trading conditions
- ethical standards
- client service standards
- designated operating hours
- cash handling
- policies for credit arrangements and lay away

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements
- Insurance against malpractice and premises

Products and equipment may include:

- Point of sale equipment for cash and credit and debit card transactions
- Clients record system
- Salon's service and price list
- Stock control system

Scheduling and checking out techniques may include:

- effective questioning and active listening
- negotiating
- accurate recording

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- those with routine and specialist request

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice to receive and schedule clients according to the performance criteria and the range statement.



**(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to client services, receiving and scheduling clients, making appointments, processing payments, assisting in stock control and recording client service histories
- Apply safe work practices and emergency procedures in regard to the provision of services and safe handling of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required
- schedule clients, make and confirm appointments and to accurately record details
- collect accurate relevant client service details and accurately record in the client record system
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner
- apply point of sale techniques/procedures
- operate point of sale equipment according to design specifications
- apply salon policies/procedures in regards to cash handling and point of sale transactions

**(2) Pre-requisite Relationship of Units**

CSBCOR0001A Perform interactive workplace communication

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard salon policies and procedures and industry codes of practice in regard to client service are as follow
  - receiving and scheduling clients
  - making appointments
  - processing payments
  - assisting stock control
  - recording clients service history
- listening and questioning techniques
- verbal and non-verbal communication skills
- negotiation techniques
- time allowed for various services
- availability of operators
- appointment booking system
- salon products and service range
- methods of collecting and recording client details
- client record system
- point of sale procedures
- numeracy skills to enable accuracy in calculating client bills
- procedures client returns/refunds, client refund rights, gift vouchers lay-away procedures

**Underpinning Knowledge and Skills (Cont'd)**Knowledge

Knowledge of: (Cont'd)

- processing methods for credit cards and cheques
- methods for obtaining credit clearances
- methods for receiving and recording payments
- stock control systems and procedures
- internal and external client contact and personal hygiene and department
- Occupational Health and Safety and First Aid regulations/requirements

Skills

The ability to:

- receive and schedule clients, make and confirm appointments and accurately record details
- process payments made with cash, credit card or check
- calculate client bills
- process client returns/refunds, lay-away and gift vouchers
- receive and record payments
- assist in stock control
- read, accurately interpret and consistently apply manufacturer's instructions in relation to point of sale techniques and procedures
- operate point of sale equipment according to design specifications
- consistently use effective questioning and active listening techniques to consult and negotiate with clients
- accurately collect and record data from client precisely
- apply salon policies/procedures in regard to cash handling and point of sale transactions
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

**(4) Resource Implications**

The following resources should be made available:

- access to clients receiving a range of beauty services in a salon/simulated assessment area

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of clients and/or situations in regard beauty salon services. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

**CRITICAL EMPLOYMENTABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

**CBSCOS0032A: Sell products and services**

Competency Descriptor:

This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Competency Field: Beauty/Retail Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Apply product knowledge	1.1	Knowledge of the use and application of relevant products and services demonstrated.
		1.2	Experienced sales staff or product information guide consulted to increase product knowledge.
2.	Approach customer	2.1	Timing of customer approach determined and applied.
		2.2	Effective sales approach identified and applied.
		2.3	Positive impression conveyed to arouse customer interest.
		2.4	Knowledge of customer buying behaviour demonstrated.
		2.5	Customer focused on specific merchandise.
3.	Gather information	3.1	Questioning techniques applied to determine customer buying motives.
		3.2	Listening skills used to determine customer requirements.
		3.3	Non-verbal communication cues interpreted and clarified.
		3.4	Customers identified by name where possible.
4.	Sell benefits	4.1	Customer needs matched to appropriate products and services.
		4.2	Knowledge of products' features and benefits communicated clearly to customers.
		4.3	Product use and safety requirements described to customers.
		4.4	Customers referred to appropriate product specialist as required.
		4.5	Routine customer questions are answered accurately and honestly or referred to more experienced senior sales staff.

- |    |                              |     |   |
|----|------------------------------|-----|---|
| 5. | Overcome Objections          | 5.1 | Customer objections identified and accepted.  |
|    |                              | 5.2 | Objections categorised into price, time and merchandise characteristics.                        |
|    |                              | 5.3 | Solutions offered according to store policy.  |
|    |                              | 5.4 | Problem solving applied to overcome customer objections.  |
| 6. | Close Sale                   | 6.1 | Customer buying signals monitored, identified and responded to appropriately.                   |
|    |                              | 6.2 | Customer encouraged to make purchase decisions.   |
|    |                              | 6.3 | Appropriate method of closing sale selected and applied.  |
| 7. | Maximise Sales Opportunities | 7.1 | Opportunities for making additional sales recognized and applied.                               |
|    |                              | 7.2 | Customer advised of complementary products or services according to customer's identified need. |
|    |                              | 7.3 | Personal sales outcomes reviewed to maximise future sales.                                      |

## RANGE STATEMENT

Routine customer questions about merchandise may include:

- price
- price reductions
- quality
- usage

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to sell products and services in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- using questioning, listening and observation skills to accurately determine customer requirements
- consistently applying store policies and procedures, in regard to selling products and services
- maximising sales opportunities according to store policies and procedures
- consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluating personal sales performance to maximise future sales

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills \**Knowledge

Knowledge of:

- store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- store merchandise and service range
- Specific product knowledge for area/section.
- Basic operational knowledge of relevant:
  - statutory requirements including consumer protection law (Fair Trading Commission) industry codes of practice,
  - Non-Government consumer organizations

Skills

The ability to:

- apply verbal and non verbal communications
- use effective questioning/listening/observation techniques
- handle difficult customers
- negotiate with client to finalise sale
- solve problems that may arise during the sales negotiation
- appreciate sales performance

**(4) Resource Implications**

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

A real or simulated retail environment.

Access to a range of customers with different requirements (real or simulated).

Relevant documentation, such as:

- stock/inventory/price lists
- sales order forms
- store policy and procedures manuals

A range of merchandise and products appropriate to the retail workplace

Product labels and sources of product information.

**(5) Method of Assessment**

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

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies. In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOS0042A: Conduct financial transactions**

Competency Descriptor:

This unit provide the skills and knowledge required to operate at the point of sale area. It encompasses procedures for use of point of sale equipment for maintaining a cash float, reconciling takings and for completing a sales transaction.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Operate point of sale equipment	1.1 Point of sale equipment operated according to design specifications. 1.2 Point of sale terminal opened and closed according to salon/store procedure. 1.3 Point of sale terminal cleared and tender transferred according to salon/store procedure. 1.4 Cash handled according to salon/store security procedures. 1.5 Supplies of change/cash float in point of sale terminal maintained according to salon/store policy. 1.6 Active point of sale terminals attended according to salon/store policy. 1.7 Records completed for transaction errors according to salon/store policy. 1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained.
2. Perform point of sale transactions	2.1 Point of sale transactions completed according to salon/store policy. 2.2 Salon/store procedures identified and applied in respect of cash and non-cash transactions, eg. EFTPOS, credit card, cheque and lay-by, gift vouchers. 2.3 Salon/store procedures identified and applied in regard to exchanges and returns. 2.4 Information entered into point of sale equipment accurately. 2.5 Price/total/amount of cash received stated verbally to client. 2.6 Correct change tendered.



- |    |                     |     |  |
|----|---------------------|-----|--|
| 3. | Complete sales      | 3.1 | Client order forms, invoices, receipts completed accurately.   |
|    |                     | 3.2 | Sales transactions processed without undue delay or clients directed to point of sale terminals according to salon/store policy. |
| 4. | Wrap and pack goods | 4.1 | Adequate supplies of wrapping material or bags maintained/requested.   |
|    |                     | 4.2 | Appropriate packaging material selected.   |
|    |                     | 4.3 | Merchandise wrapped neatly and effectively where required.   |
|    |                     | 4.4 | Items packed safely to avoid damage in transit, and labels attached where required.  |
| 5. | Reconcile takings   | 5.1 | Cash counted accurately.   |
|    |                     | 5.2 | Non-cash documents calculated accurately.  |
|    |                     | 5.3 | Balance between register/terminal reading and sum of cash and non cash transactions determined accurately.                       |
|    |                     | 5.4 | Takings accurately recorded.   |

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Cash handling may include:

- opening and closing point of sale terminal
- clearance of terminal and transference of tender
- maintenance of cash float
- tendering of change
- counting cash
- calculating non-cash documents
- balancing point of sale terminal recording takings

Regular and new clients

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

The following variables may be present:

- salon/store policies and procedures in regard to operation of point of sale equipment, security and sales transactions
- salon/store facilities in regard to client service
- size, type and location of salon/store
- salon/store beauty product range
- salon/store beauty services range

Point of sale equipment may be:

- manual or electronic

Point of sale transactions may include cash or non-cash transactions including:

- debit cards
- cheques
- credit cards
- smart cards
- lay-by
- credits and returns
- customer refunds
- gift vouchers
- client credit ratings

Wrapping techniques may vary according to product range:

- availability of staff
- routine or busy trading conditions
- full-time or part-time staff
- clients with routine or special requests

## EVIDENCE GUIDE

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

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

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated:

- apply salon policies and procedures and industry codes of practice in regard to client service and point of sale techniques
- apply state and local Health and Hygiene requirements, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- apply safe work practices and emergency procedures in regard to the provision of client service and point of sale techniques according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- read, accurately interpret and consistently apply manufacturers instructions in regard to point of sale techniques/procedures
- consistently operate point of sale equipment according to design specifications
- apply salon/store policies/procedures in regard to cash handling and point of sale transactions according to the range of variables
- apply salon/store policies/procedures in regard to wrapping and packing items, according to the range of variables
- consistently use time effectively
- wrap and pack goods effectively

**Critical Aspects of Evidence (Cont'd)**

- use Point of Sale equipment and apply procedures including the following:
  - registers
  - calculators
  - debit cards
  - credit cards
  - lay-by
  - credits and returns
  - customer refunds
  - customer credit ratings

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to client service and point of sale techniques
- state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- safe work practices and emergency procedures in regard to the provision of client service and point of sale techniques according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- salon/store policies/procedures in regard to cash handling and point of sale transactions according to the range of variables
- salon/store policies/procedures in regard to wrapping and packing items, according to the range of variables
- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- the following techniques and skills in relation to provision of client service and point of sale techniques:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
- cash handling procedures including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
- change required and denominations of change

**Underpinning Knowledge and Skills (Cont'd)****Skill**

The ability to:

- apply salon policies and procedures and industry codes of practice in regard to client service and point of sale techniques
- apply state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- apply safe work practices and emergency procedures in regard to the provision of client service and point of sale techniques according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- read, accurately interpret and consistently apply manufacturers instructions in regard to point of sale techniques/procedures
- consistently operate point of sale equipment according to design specifications
- apply salon/store policies/procedures in regard to cash handling and point of sale transactions according to the range of variables
- apply salon/store policies/procedures in regard to wrapping and packing items, according to the range of variables
- consistently use time effectively
- wrap and pack goods effectively
- use Point of Sale equipment and apply procedures including the following:
  - registers
  - calculators
  - EFTPOS
  - credit cards
  - lay-by
  - credits and returns
  - customer refunds
  - customer credit ratings

**(4) Resource Implications**

Competency for this unit should be assessed through access to a range of point of sale equipment and cash and non cash procedures in a salon/simulated salon or store/simulated store assessment area.

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOS0052A: Perform stock control procedures**

Competency Descriptor:

This unit deals with the skills and knowledge required to handle stocks and includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive and process incoming goods	1.1 Cleanliness and orderliness in receiving bay maintained according to salon/store policy. 1.2 Goods unpacked using correct techniques and equipment in line with store policy. 1.3 Packing materials removed and disposed of promptly according to salon/store policy. 1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to salon/store policy. 1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to salon/store policy. 1.6 Stock levels accurately recorded on salon/store stock systems, according to salon/store policy. 1.7 Secure storage of goods arranged according to salon/store policy and government legislation. 1.8 Stock dispatched to appropriate area/department. 1.9 Stock price labels applied when required according to salon/store policy.
2. Rotate stock	2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to salon/store policy. 2.2 Excess stock placed in storage or disposed of in accordance with salon/store policy. 2.3 Safe lifting and carrying techniques maintained in line with salon/store Occupational Health and Safety policy and government legislation.

- |    |                          |     |   |
|----|--------------------------|-----|---|
| 3. | Participate in stocktake | 3.1 | Stocktaking and cyclical counts assisted with according to salon/store policy/procedures.   |
|    |                          | 3.2 | Stock records documentation completed according to salon/store stock control system.  |
|    |                          | 3.3 | Discrepancies in stock recorded and reported.   |
|    |                          | 3.4 | Electronic recording equipment operated and maintained according to manufacturer's specifications.  |
| 4. | Reorder stock            | 4.1 | Minimum stock levels identified according to salon/store policy.  |
|    |                          | 4.2 | Stock requisition forms or electronic orders completed accurately.  |
|    |                          | 4.3 | Undelivered stock orders identified on stock system and followed up without undue delay.  |
| 5. | Dispatch goods           | 5.1 | Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required. |
|    |                          | 5.2 | Credit request documentation completed according to salon/store procedure.  |
|    |                          | 5.3 | Goods salon/stored securely while awaiting dispatch.  |
|    |                          | 5.4 | Delivery documentation completed according to salon/store procedures.   |
|    |                          | 5.5 | Special delivery instructions noted.  |
|    |                          | 5.6 | Items packed safely and securely to avoid damage in transit.  |

## **RANGE STATEMENT**

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- salon/store policies and procedures in regard to stock control and dispatch
- size and type of salon/store
- manual or electronic stock recording
- stock takes may be cyclical or compliance driven
- type of equipment
- salon/store merchandise range
- merchandise may need to conform to established quality guidelines
- salon/store stock control may include checking incoming or existing stock and special orders
- stock may be moved manually or mechanically
- delivery procedures
- levels of staffing, e.g. staff shortages
- varying levels of staff training
- routine or busy trading conditions
- full-time, part-time or casual staff
- handling techniques may vary according to stock characteristics and industry codes of practice

## EVIDENCE GUIDE

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

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

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated:

- apply salon policies and procedures and industry codes of practice in regard to stock control
- apply state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- read, accurately interpret and consistently apply manufacturers' instructions for handling or using products, tools and equipment
- receive and process incoming goods and dispatch outgoing goods
- apply salon/store procedures to correctly rotate stock and assist in stocktaking procedures according to the range of variables
- maintain stock levels
- rotate stock and assist in stocktaking according to store procedures
- consistently use time effectively
- apply literacy and numeracy skills to stock records and documentation



**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- salon policies and procedures in regard to receiving and processing incoming goods and dispatching outgoing goods
- the following procedures:
  - correct handling techniques for protection of self and merchandise
  - stock rotation and required stock levels
  - manufacturers instructions for handling products or using tools and equipment
  - correct unpacking of goods
  - delivery documentation
  - out of date, missing or damaged stock
  - product quality standards
  - salon/store product and service range
  - use of electronic labelling/ticketing equipment

Skill

The ability to:

- apply salon policies and procedures and industry codes of practice in regard to stock control
- apply state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- read, accurately interpret and consistently apply manufacturers' instructions for handling or using products, tools and equipment
- receive and process incoming goods and dispatch outgoing goods
- apply salon/store procedures to correctly rotate stock and assist in stocktaking procedures according to the range of variables
- maintain stock levels
- rotate stock and assist in stocktaking according to store procedures
- consistently use time effectively
- apply literacy and numeracy skills to stock records and documentation

**Knowledge**

Knowledge of: (Cont'd)

- stock location and methods of storage
- stock record documentation
- dispatch documentation
- waste disposal

**(4) Resource Implications**

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

Competency for this unit should be assessed through access to a salon/simulated salon or store situation and to a range of stock control facilities and equipment.

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

**CSBCOS0062B: Remove chemicals from hair**

Competency Descriptor:

This unit deals with the skills and knowledge required to complete the rinsing and neutralising process of permanent wave and chemical relaxation treatments and to remove colour chemicals.

Competency Field:

Beauty services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Remove permanent wave lotion/crème from hair (optional)	1.1	Waving lotion/crème is rinsed from hair with perm rods intact for approximately 3-5 minutes with warm water (Caucasian or Mongoloid).
		1.2	Wave lotion/crème is removed from hair with warm water for approximately five (5) minutes
2.	Remove chemical straightening from hair	2.1	Relaxer is removed from hair with warm water, starting at the hairline, through to the entire head for approximately five (5) minutes depending on length, density of hair and water force.
3.	Neutralise hair after permanent wave treatment	3.1	Water temperature and flow is controlled during rinsing.
		3.2	Hair is rinsed thoroughly before application of neutraliser.
		3.3	Excess moisture is removed from hair.
		3.4	Products are prepared, applied and removed according to manufacturer's instructions.
		3.5	Perm rods are removed with a minimum of curl disturbance.
		3.6	Client comfort and safety is ensured during process.
4.	Neutralise hair after chemical relaxation	4.1	Water temperature and flow is controlled during rinsing.
		4.2	Hair is rinsed thoroughly before application of neutraliser.
		4.3	Products are prepared, applied and removed according to manufacturer's instructions.
		4.4	Neutraliser is applied; with care to hair disturb hair, to whole area being treated.
		4.5	Client comfort and safety is ensured during process.

- |    |                                   |     |   |
|----|-----------------------------------|-----|---|
| 5. | Remove colour chemicals from hair | 5.1 | Water temperature and flow is controlled during rinsing.                                      |
|    |                                   | 5.2 | Excess product is emulsified and thoroughly removed according to manufacturer's instructions. |
|    |                                   | 5.3 | Colour conditioner is applied and removed according to manufacturer's instructions.           |

## RANGE STATEMENT

This unit applies to all establishments where permanent wave chemical relaxation treatment and hair colouring services are provided.

- removing chemicals from hair include the application of salon policies and procedures in regard to the removal of chemicals from hair
- permanent wave and chemical relaxation methods and products from a variety of product brands
- methods for the removal of permanent, semi-permanent and temporary colour products from a variety of product brands
- different types of hair
- these may include but not limited to customers and team members from a range of social, cultural or ethnic backgrounds and physical and mental abilities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively remove chemicals from hair according to the performance criteria and the range statement

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the performance of rinsing and neutralising processes for permanent wave, chemical relaxation treatments and the removal of colour chemicals from hair
- apply safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required
- accurately interpret and consistently apply manufacturers' instructions for permanent wave, chemical relaxation and colour products
- use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- control water temperature and flow during the service according to salon procedures
- ensure that hair is rinsed thoroughly prior to the application of neutraliser and that excess moisture is removed from the hair according to manufacturers' instructions and salon procedures
- apply neutraliser to ensure that hair is not disturbed and that the whole area is treated according to manufacturer's instructions and salon procedures

### Critical Aspects of Evidence (Cont'd)

- ensure that excess colour product is emulsified and thoroughly removed from the hair according to manufacturer's instructions and salon procedures
- remove colour conditioning products according to manufacturers instructions and salon procedures
- use time effectively and to control product waste

### (2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon service
- CSBCOS0011A Perform temporary hair colour service
- CSBCOS0092A Perform permanent wave and chemical straightening services
- CSBCOS0102A Perform semi permanent hair colour service

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the rinsing and neutralising processes for permanent wave and chemical relaxation treatments and the removal of colour chemicals from hair
- salon services, product range and , care and protection of client
- selection, application and removal of shampoo and conditioning products according to the manufacturer's instructions
- scalp and hair massage procedures suitable for the type of service to follow
- post shampoo procedures
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- communication techniques and skills

#### Skills

The ability to:

- read, accurately interpret and consistently apply manufacturer's instructions for products and equipment
- consistently use effective questioning and active listening techniques to consult and negotiate with clients
- consistently verify the service to be provided
- consistently select and apply appropriate gown/wrap and towel(s) for salon services according to the range statement
- select, apply and remove shampoo and conditioning products according to the manufacturer's and salon procedures
- use time and products efficiently
- coordinate shampoo services with other salon services that are being offered to different clients simultaneously

**(4) Resource Implications**

The following resources should be made available:

- access to a range of shampoo and conditioning products and equipment and to clients presenting with a range of requirements in a salon/simulated assessment area

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of beauty salon services and a range of communication processes. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.



**CSBCOS0072A****Consult with clients and diagnose hair and scalp conditions**

Competency Descriptor:

This unit deals with the skills and knowledge required to consult with clients for the total range of hairdressing services.

Competency Field:

Beauty

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Determine clients' requirements	1.1	Relevant questions are asked of clients to correctly identify their needs.
		1.2	Clients' enquiries, suggestions, comments and requests are actively encouraged.
		1.3	Clients' needs are assessed so that correct recommendations of products and services can be made.
2.	Analyse hair and scalp conditions	2.1	Hair and scalp condition is determined by visual and physical examination.
		2.1	Abnormal scalp conditions are identified.
		2.3	Local health regulations are applied in relation to contagious disorders of the hair and scalp.
3.	Identify the presence of incorrectly treated hair	3.1	Hair is examined visually and physically.
		3.2	Used appropriate questioning techniques to elicit information from client.
		3.3	Previous processes are diagnosed by questioning client and by visual and physical examination
		3.4	Condition of hair is discussed with client.
4.	Identify factors which may affect future chemical processes of styling	4.1	Hairstyle is physically and visually examined.
		4.2	Client is questioned as to existing style's suitability and manageability.
		4.3	Client concerns are responded to appropriately.

	4.4	Hair growth patterns are determined by examining the hair physically and visually.
	4.5	Client characteristics considered and options/limitations for future treatment are discussed.
5. Explain hair services to client	5.1	Stages and outcomes of proposed services are outlined in clear, non-technical terms.
	5.2	Indication of times and costs involved for services is given.
6. Test skin for possible reactions	6.1	A skin test for allergic reaction is performed in accordance with manufacturer's instructions.
	6.2	Reaction to skin test is observed.
	6.3	Client is informed of results.
7. Reconcile client wishes and diagnosis in determining a course of action	7.1	Course of action/service described is compatible with analysis performed and clients' expressed requirements.
	7.2	Agreement is negotiated with client on proposed course of action.
	7.3	Sensitivity in the handling of clients' hair condition and diagnosis is ensured.
	7.4	Results of analysis/consultation are recorded on client record.

## RANGE STATEMENT

This unit applies to all beauty salon establishments where consultation is made with clients, regarding the diagnosis of hair and scalp conditions.

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to consulting with clients, and the diagnosing hair and scalp conditions
- policies regarding levels of staffing, staff training and trading conditions
- ethical standards
- client service standards
- designated operating hours

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Hair and scalp conditions may include:

- head lice
- normal hair and scalp
- alopecia
- alopecia areata oily/dry hair and scalp, dandruff

Products may include:

- Variety of products for use on different hair and skin types

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients

Consultation may be performed on clients:

- with different hair types, shapes, styles and effects and hair growth patterns

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice to consult with clients and diagnose hair and scalp conditions according to the performance criteria and the range statement

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to consultation with clients
- diagnose of hair and scalp conditions in the appropriate context and to the level acceptable by the enterprise
- consult with clients, assess their needs and recommend appropriate products and services
- use appropriate questioning techniques to elicit information from client
- analyse hair and scalp conditions
- identify abnormal or incorrectly treated hair
- explain hair services to client
- perform skin test in accordance with manufacturer's instructions
- negotiate with client on proposed course of action
- maintain accurate client records

### (2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- CSBCOR0001A Perform Interactive Workplace communication
- CSBCOS0212A Perform hair and scalp treatments

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard consultation with clients for the whole range of hairdressing services ,and the diagnosis of hair and scalp conditions
- current available salon services/processes
- effects and benefits of a defined range of salon products and services
- effects of salon treatments on the physical structure of the hair
- factors likely to affect the suitability of each salon product or service to clients' needs and the effects and benefits of a variety of salon processes
- the physical structure of hair
- normal hair and scalp
- abnormal hair and scalp conditions including head lice, alopecia, alopecia areata, oily/dry hair, dandruff
- hair growth patterns
- negotiation techniques
- listening and questioning techniques:
  - verbal and non-verbal
  - communication skills
  - time allowed for various services
  - methods of collecting and recording client details
  - client record system
  - internal and external client contact and personal hygiene and department
  - Occupational Health and Safety and First Aid regulations/requirements

Skills

The ability to:

- recognise and respond to abnormal hair and scalp conditions
- consult with client and analyse the client's characteristics/needs
- determine the physical appearance of various hair type, incorrectly treated hair and hair condition
- perform a skin/patch test procedure
- consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- analyse the client's hair, identify the client's requirements/needs, and develop and record a client analysis including hair and scalp condition, areas of the scalp/hair requiring special treatment, previous processes, hair growth pattern, client characteristics or limitations and client preferences or expressed requirements
- select a minimum of three manufacturers' ranges of appropriate products and techniques to achieve outcomes discussed and agreed with the client
- evaluate client analysis and to advise the client on times and costs for services recommended, and on future treatments, home care and complementary products
- consistently use time effectively
- apply salon policies/procedures in regard consultation with clients for the whole range of hairdressing services
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

**(4) Resource Implications**

The following resources should be made available:

Access to clients presenting with a range of requirements in a salon environment, including a range of hair and scalp conditions in a salon/simulated assessment area.

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

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

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a range of client consultations involving a variety of hairdressing services. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice and short answer questions.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBBAR0042A: Perform face shave**

Competency Descriptor:

This unit deals with the skills and knowledge required to perform face shaving on male clients.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare to shave a client.	1.1 Consultation with client determined type and extent of shave required. 1.2 Client's facial area is examined for skin irregularities. 1.3 Client is appropriately prepared for service. 1.4 Client's chair is reclined in accordance with lathering, shaving requirements and comfort needs. 1.5 Selected tools matched required outcome and hair type. 1.6 Selected tools are of appropriate sharpness and are sanitized.
2. Shave client's beard	2.1 Techniques applied in the use of tools and implements are appropriate. 2.2 Where applicable, face cream is appropriately applied over area with identified irregularities before shaving. 2.3 Beard is removed in accordance with identified type and extent of shave. 2.4 Client's comfort and safety is ensured during process. 2.5 Face shave is completed within salon time-frame. 2.6 Client's satisfaction with face shave is confirmed.
3. Complete face shave service	3.1 Preparation, testing, application and removal of hot towel ensured client's safety and comfort and removal of excess face cream. 3.2 After-care products and maintenance advised and appropriately applied. 3.3 Protective clothing is removed in a manner which maintains client's comfort and cleanliness.

3.4 Tools and equipment are sanitised and stored in accordance to industry requirements.

3.5 Work area is cleaned and tidied.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to face shaving
- ethical standards
- client service standards
- designated operating hours
- quality and continuous improvement processes and standards

Hair cuts may be performed on clients with different:

- hair types, shapes
- styles and effects
- hair growth patterns

Tools and equipment eg:

- disposable blade razors
- flat razor

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations.
- Local health regulations.
- OHS and hygiene requirements.
- First Aid regulations/requirements.

Clients may include:

- people from a range of cultural backgrounds and physical and mental abilities
- regular and new clients

Techniques may include:

- various razor and techniques
- tweezer (pointed)

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to the performance of a range of classic and current commercial hair cutting, beard designing and finishes using a wide variety of techniques.



**(1) Critical Aspects of Evidence**

- evidence should include a demonstrated ability to efficiently and consistently apply salon policies and procedures and industry codes of practice in regard to the performance of face shaving in the appropriate context and to the level acceptable by the enterprise
- ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- ability to analyse the client's face, identify the client's requirements/needs, and develop a client analysis including - condition of skin, areas of the skin requiring special treatment, skin disorders, hair growth patterns, client characteristics/limitations, client preferences/expressed requirements
- ability to consistently select and apply appropriate gown/wrap and towel/s for face shaving services
- ability and skill in preparing the skin for a face shaving service
- knowledge and skill in the application of shaving strokes to ensure a smooth result, without discomfort to skin, according to client requirements and salon procedures
- ability to evaluate the completed face shaving service and confirm client satisfaction with the finished result
- ability to advise the client on a variety of home care and complementary products

**(2) Pre-requisite Relationship of Units**

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon services
- CSBCOS0072A Consult with clients and diagnose hair and scalp conditions

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the face shaving
- relevant Occupational Health and Safety issues, including the following:
  - infection control procedures
  - safe handling and disposal of sharps instrument/tools contingency strategies for blood and body fluid contact
  - physical structure of hair
  - various hair types
  - hair growth patterns
  - skin type
- salon services, product range and procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - manufacturers' instructions for products and equipment
  - preparation of the client including gowning/wrapping
  - care and protection of client
  - selection, application and removal of products
  - post face-shaving procedures including application/removal of hot towels, facial massage and after shave/astringent

### Knowledge

Knowledge of: (Cont'd)

- in the application and removal of towels to soften the beard and application of lather according to salon procedures
- in the application of shaving strokes including:
  - leading with the point
  - forehand and backhand strokes
  - negotiation techniques
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - internal and external client contact and personal hygiene and deportment
  - Occupational Health and Safety and First Aid regulations/requirements

### Skills

The ability to:

- identify the client's service requirements
- recognise and respond to abnormal skin conditions
- ability to determine the physical appearance of:
  - various hair types
  - hair growth patterns
- read, accurately interpret and consistently
- products and equipment
- consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- analyse the client's face, identify the client's requirements/needs,
- develop a client analysis including:
  - condition of skin, areas of the skin requiring special treatment, skin disorders, hair growth patterns, client characteristics/limitations, client preferences/expressed requirements
- apply manufacturers' instructions for
- consistently select and apply appropriate gown/wrap and towel/s for face shaving services
- preparing the skin for a face shaving service
- apply shaving strokes to ensure a smooth result, without discomfort to skin, according to client requirements and salon procedures
- consistently use time effectively and to control product waste
- evaluate the completed face shaving service and confirm client satisfaction with the finished result
- advise the client on a variety of home care and complementary products
- apply salon policies/procedures in regard to face shaving
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

**(4) Resource Implications**

The following resources should be made available:

- access to clients presenting with a range of requirements for face shaving in a salon/simulated assessment area

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

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

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of face shaving services until competency is achieved. The underpinning knowledge may be assessed off-the-job with the use of written or verbal short answer items.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBBAR0052A: Select and maintain tools and equipment

Competency Descriptor:

This unit incorporates the skills and knowledge to clean and maintain tools and equipment for the efficient operation of the barber salon.

Competency Field:

Beauty - Barbering

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Correct tools and equipment identified and selected.	1.1	Tools and equipment are identified and selected in terms of their specific uses.
		1.2	Selected tools and equipment match barbering service requirements.
2.	Maintain barbering tools and equipment.	2.1	Cleaning and maintenance procedures for tools and equipment are performed in accordance with manufacturer's instructions, legislative requirements and optimum performance and safety requirements
		2.2	Tools, implements and equipment with cutting edges are of appropriate sharpness
		2.3	Operating parts are correctly lubricated and changed where appropriate.
		2.4	Types of oils and cleaning agents required for maintaining tools and equipment are identified and used according to manufacturer's instructions
		2.5	Cutting equipment is cleaned and maintained in accordance with manufacturer's instructions and legislative requirements, to ensure longevity and optimum performance
		2.6	Brushes is maintained to promote longevity and optimum performance
		2.7	Procedures for handling tools and equipment to minimize chances of accidents are enforced and practiced

## RANGE STATEMENT

This unit applies to all establishments where barbering services are provided.

This unit of competency should be demonstrated in accordance with the:

- Salon's policies and procedures in regard to the selection and maintenance of tools and equipment according to occupational health and safety, general duty of care, emergency procedures, hygiene, security and salon operation policies

Tools may include:

- brushes, combs, scissors, razors, clippers, blow dryers, neck trimmers, clipper attachments, cutthroat razor, neck strips, towels

Cutting equipment may include:

- scissors, razors, neck trimmers, clippers

Manufacturer's instructions may in relation to:

- professional servicing (as a requirement under guarantee)
- procedures for maintaining and making adjustments to equipment
- use of equipment

Protection of tools, implements and equipment may include:

- preventing loss of parts while servicing
- preventing loss of or damage to equipment

Maintenance of tools implements and equipment include of care of:

- combs, haircutting and thinning shear magnetic and motor-driven clippers
- hand clippers changeable blade razors
- lather receptacles and lather brushes
- styling brushes; care of hydraulic chair

Legislation, codes and national standards relevant to the workplace may include:

- Labour laws of the country
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Equipment may include:

- barber's chair, thermal accelerator

Chemicals used may include:

- oils and cleaning agents

Accidents may include:

- damage to operator such as cuts, burns, electrical shock, damage to the eyes

Preparation of tools, equipment and implements may include:

- replacing blades; sterilizing
- applying sponge to machine

Work attitude should include:

- following instructions
- seeking clarifications when in doubt
- exhibiting good workmanship
- avoiding accidents, working safely
- practicing good personal hygiene, cooperating with others

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively selecting and maintaining tools and equipment in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the selection and maintenance of tools and equipment
- apply safe work practices in regard to the maintenance of tools and equipment and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required
- accurately interpret and consistently apply manufacturers' instructions maintenance of tools and equipment
- describe cleaning and maintenance procedures for tools and equipment in accordance with manufacturer's instructions, legislative requirements and optimum performance and safety requirements
- select types of oils and cleaning agents required for maintaining tools and equipment
- maintain tools and equipment to promote longevity and optimum performance
- use time effectively and to control product waste

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Health and Hygiene regulations/requirements
- Occupational Health and Safety and First Aid regulations/requirements.
- Salon policies and procedures in regard to Occupational Health and Safety Codes
- types of barber salon, tools, equipment, implements and their uses
- parts of haircutting shears
- types of shear grids
- parts of a razor; ways to care razors; procedures in sanitizing combs and brushes
- health implications
- procedures and principles involved in sanitizing metal implements
- signs of a keen edge or properly honed razor
- main operating parts of a hydraulic chair
- how to prevent cross-infection
- how to apply sponge to machine
- reasons for applying sponge to machine

Skills

The ability to:

- cleaning and sanitizing combs
- sanitizing haircutting and thinning shears,
- cleaning, sanitizing and oiling magnetic and motor driven clippers
- removing, checking and replacing carbon brushes for motor-driven clippers
- adjusting hand clippers thumb screw
- dismantling, washing and sanitizing manual clipper blades
- maintaining lather mug in sanitary condition
- operating hydraulic chair
- ability to identify and apply knowledge of reporting procedures relating to occupational Health and safety
- the ability to use and maintain cleaning equipment
- the ability to use and store cleaning chemicals

**(4) Resource Implications**

- A range of barbering tools and equipment to be maintained
- Appropriate cleaning and maintenance agents and materials

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer



**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level	
Communicate ideas and information	Level	
Plan and organise activities	Level	
Work with others and in team	Level	
Use mathematical ideas and techniques	Level	
Solve problems	Level	
Use technology	Level	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBBAR0062A: Treat ingrown hair, hair and scalp conditions**

Competency Descriptor:

This unit deals with the skills and knowledge required to treat a range of hair and scalp conditions including ingrown hair.

Competency Field:

Beauty - Barbering

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Treat hair conditions	1.1	Product appropriate to condition of hair is selected.
		1.2	Product is applied, processed and removed according to manufacturer's instructions.
		1.3	Prescribed salon massage techniques are applied in conjunction with the treatment.
		1.4	Heat acceleration is used in conjunction with treatment as required.
		1.5	Client comfort and safety is ensured during process.
		1.6	Client is prepared for subsequent service.
2.	Treat scalp conditions	2.1	Product appropriate to the condition of scalp is selected.
		2.2	Pre-treatment products are applied, processed and removed according to manufacturers' instructions.
		2.3	Massage techniques applied when indicated by scalp analysis.
		2.4	Client comfort and safety is ensured during the process.
		2.5	Client is prepared for subsequent service.
3.	Treat ingrown hair	3.1	Client's facial area and scalp are examined for extent and depth of ingrown hair.
		3.2	Selected tools are sterilised before and after use according to industry and enterprise guidelines.
		3.3	Appropriate products are selected to pre-treat area.
		3.4	Pre-treatment products are applied, processed and removed according to manufacturer's instructions.
		3.5	Treat ingrown hair as pre-determined.

- 3.6 Client is examined, contra-indications identified and appropriate action taken.
- 3.7 Client's comfort and safety are ensured during process.
- 3.8 After care products are advised and appropriately applied.
- 3.9 Work area is cleaned and tidied.

## RANGE STATEMENT

This unit applies to all beauty salon establishments where clients are treated for hair and scalp Conditions.

- salon policies and procedures in regard to
- the treatment of hair and scalp conditions
- a variety of manufacturers' product ranges
- for use on different hair and skin types
- Treatments on clients with different hair
- and skin types
- Regular and new clients.
- Relevant occupational health and safety legislation and codes of practice.
- State and local government health
- regulations
- abnormal conditions, which may include but are not exclusive to: psoriasis, seborrhoea, oily/dry dandruff, dry/oily/chemically treated hair
- varying levels of staffing, staff training and trading conditions
- these may include but not limited to clients and team members from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Tools and equipment may include:

- needles
- tweezers
- sterilisers and sanitizers
- hot towels and/or steamers

Skin irregularities may include:

- infected ingrown hair
- non-infected ingrown hair

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to the performance of hair and scalp treatments.

**(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to consultation with clients
- diagnose of hair and scalp conditions in the appropriate context and to the level acceptable by the enterprise
- consult with clients, assess their needs and recommend appropriate products and services
- use appropriate questioning techniques to elicit information from client
- analyse hair and scalp conditions
- identify and treat ingrown hair
- identify abnormal or incorrectly treated hair
- explain hair and scalp treatment services to client
- perform skin test in accordance with manufacturer's instructions
- negotiate with client on proposed course of action
- maintain accurate client records

**(2) Pre-requisite Relationship of Units**

This unit should be assessed after the completion of or in conjunction with

- CSBCOR0011A Perform Interactive workplace communication

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- salon policies and procedures and industry codes of practice in regard consultation with clients for the whole range of hairdressing services ,and the diagnosis of hair and scalp conditions
- current available salon services/processes
- effects and benefits of a defined range of salon products and services
- effects of salon treatments on the physical structure of the hair
- factors likely to affect the suitability of each salon product or service to clients' needs and the effects and benefits of a variety of salon processes
- the physical structure of hair
- maintain normal hair and scalp
- corrective treatment
- abnormal hair and scalp conditions including, oily/dry hair, dandruff, alopecia, and alopecia areata
- hair growth patterns

## **Underpinning Knowledge and Skills (Cont'd)**

### Knowledge

Knowledge of:

- signs and symptoms of infected hair
- procedures for removing ingrown hair
- appropriate sterilization chemicals and equipment
- manufacturer's instructions for using sterilization chemicals and equipment
- negotiation techniques
- listening and questioning techniques
  - verbal and non-verbal communication skills
  - time allowed for various services
  - methods of collecting and recording client details
  - client record system
  - internal and external client contact and personal hygiene and deportment
  - Occupational Health and Safety and First Aid regulations/requirements

### Skills

The ability to:

- recognise and respond to abnormal hair and scalp conditions
- recognise and respond to infected and non-infected ingrown hair
- remove ingrown hair
- refer clients with severe infected ingrown hair
- consult with client and analyse the client's characteristics/needs
- determine the physical appearance of various hair type, incorrectly treated hair and hair condition
- perform a skin/patch test procedure
- consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- analyse the client's hair, identify the client's requirements/needs, and develop and record a client analysis including hair and scalp condition, areas of the scalp/hair requiring special treatment, previous processes, hair growth pattern, client characteristics or limitations and client preferences or expressed requirements
- select a minimum of three manufacturers' ranges of appropriate products and techniques to achieve outcomes discussed and agreed with the client
- evaluate client analysis and to advise the client on times and costs for services recommended, and on future treatments, home care and complementary products
- consistently use time efficiently
- apply salon policies/procedures in regard consultation with clients for the whole range of hairdressing services
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

**(4) Resource Implications**

The following resources should be made available:

- access to clients presenting with a range of requirements in a salon environment, including a range of hair and scalp conditions in a salon/simulated assessment area

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

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

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of hair and scalp treatment services until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOS0102A: Perform semi-permanent hair colour services**

Competency Descriptor:

This unit deals with the skills and knowledge required to perform a range of semi-permanent hair colour services on clients. Services incorporate a combination of techniques to produce a current commercial fashion result.

Competency Field: Beauty services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Consult and analyse for colour and lightening services	1.1 Assessment is based on the characteristics of % white, level of existing colour, texture, porosity, density, elasticity, existing chemical services and time span between service. 1.2 Presence and effects of the following on hair structure and scalp identified, lightening agents, temporary colour, semi permanent colour and metallic based dyes. 1.3 A colour result to complement skin tone and features is pre-determined with the client
2. Select and use hair colouring and lightening products	2.1 Product knowledge is developed and applied in the selection of colouring and lightening products according to the principles of the colour wheel. 2.2 Products are mixed and removed according to manufacturers' instructions. 2.3 Techniques are selected and applied appropriate to the products being used and client requirements. 2.4 Client comfort and safety is ensured during processes. 2.5 Hair colouring services are completed within defined commercial times. 2.6 Client satisfaction with colour result is confirmed and recorded. 2.7 Informed clients on after care products and maintenance





3. Rectify colour problems
- 3.1 Colour problems are assessed and a course of action is planned.
  - 3.2 Planned process is discussed and confirmed with client.
  - 3.3 Colour correction is achieved using relevant techniques in line with manufacturer's specifications.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to the performance of temporary, semi-permanent and permanent colour and lightening services.
- ethical standards
- client service standards
- designated operating hours

Products may include:

- Semi-permanent colour and lightening products from various manufacturers' product ranges and appropriate to the commercially operating salon range

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients.

Legislation, codes and national standards relevant to the workplace may include:

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Colour correction techniques may include:

- pre-softening
- pre-pigmentation
- colour lightening

Hair colouring may be performed on clients:

- with different hair textures, colour, styles and effects and hair growth patterns
- with a variety of colour and lightening problems
- with virgin hair or a range of pre-existing hair colouring products on the hair
- requiring full head and partial head colours
- requiring current commercial and classic effects



## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to the performance of a range of semi-permanent hair colour services on clients incorporating a combination of techniques to produce current commercial fashion result.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- Apply salon policies and procedures and industry codes of practice in regard to the performance of a range of semi permanent hair colour services on clients.
- Incorporate a combination of techniques to produce current commercial fashion result in the appropriate context and to the level acceptable by the enterprise.
- Knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product to Occupational Health and Safety regulations/requirements.
- Ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure clients' comfort and safety throughout the service.
- Apply and develop new criteria and techniques.
- To be innovative and resourceful in the use of colour application tools.

### (2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with :

- CSBCOS0001A Prepare clients for salon service
- CSBCOS0062A Remove Chemicals from hair
- CSBCOS0032A Sell Products and Services

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the performance of a range of semi-permanent colour and services
- current available salon services, procedures and product range including:
  - preparation of the service area
  - preparation of products and equipment
  - manufacturers' instructions for products and equipment



### Knowledge

Knowledge of: (Cont'd)

- preparation of the client including gowning/draping
- care and protection of client
- selection, processing, timing and application of a variety of semi-permanent permanent colour products
- selection, application and removal of colour and products
- the factors likely to affect the suitability of each salon process to clients' needs
- effects on the hair colour on hair condition, hair growth patterns
- the use of various tools and techniques to produce a range of hair colouring and lightening effects
- the importance of correct removal of colour from the hair
- the colour wheel and its importance in the selection of hair colouring products
- manufacturers colour chart systems
- the elements and principles of design
- the effects of hydrogen peroxide on the hair and hair colour
- the effects of colour/lightening products onto hair and skin
- the effects of metallic-based products on the hair
- processing and development timings for a defined salon colour and lightening product range(s)
- the action and durability of temporary, semi-permanent and permanent colours and lightening on the structure of the hair
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

### Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- read, accurately interpret and consistently apply manufacturers' instructions for semi-permanent colour
- consistently select, prepare, apply and remove products according to
- manufacturers' instructions and salon procedures
- achieve outcomes as discussed and agreed with the client
- analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
  - natural hair , texture, porosity, density, elasticity
  - percentage of white hair
  - level and type of existing colour
  - existing chemical services
  -



### Skills

The ability to: (Cont'd)

- presence of lightening agents or artificial hair colourants on hair
- length of hair
- client's skin tone, facial features, hair growth patterns, and characteristics or limitations
- client preferences/expressed requirements/occasion/
- perform and analyse the outcomes of skin tests
- consult with the client, develop and record a client analysis and recommend a course of action/service and finished look that is compatible with the client analysis and according to agreed client requirements
- consistently select techniques and apply procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions, salon procedures and client requirements
- consistently select colouring and lightening products which are appropriate to the desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures
- analyse and assess a range of colour correction problems and planning a pre-determined course of action to achieve outcomes as discussed and agreed with the client
- consistently use time effectively and to perform services within defined commercial times
- evaluate the completed hair colour and/or lightening and confirm client satisfaction with the finished result
- correctly select, apply, and process various manufacturers' product ranges in temporary, semi-permanent and colour correction services
- consistently use time efficiently
- apply salon policies/procedures in regard to the performance of a range of hair colour services on clients
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

#### **(4) Resource Implications**

The following resources should be made available:

- Access to clients presenting with a range of requirements for hair colour services incorporating a combination of techniques to produce current commercial fashion result in a salon/simulated assessment area.

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

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

**(3) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of hair colour services incorporating a combination of techniques to produce current commercial fashion result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer case study or project.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 2	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBCOS0092A      **Perform permanent wave and chemical straightening services**

Competency Descriptor:

This unit deals with the skills and knowledge required to perform a range of classic and current commercial permanent wave and chemical relaxation techniques using wide variety of techniques. services.

Competency Field:

Beauty Services

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Consult and analyse hair for permanent wave and chemical relaxation services	1.1	Assessment is based on the hair and scalp condition, hair texture, density, porosity, existing chemical services, existing natural movement/curl, length.
		1.2	Desired outcome is confirmed with client and recorded.
2.	Select and use permanent wave products and techniques	2.1	Products selected and techniques used match analysis and pre-determined result.
		2.2	Products are used according to manufacturers' instructions.
		2.3	Client comfort and safety is ensured during service.
		2.4	Pre-determined curl result is achieved to the client's satisfaction with no hooked ends, breakage, rubber marks or drag.
		2.5	After service maintenance advice is offered to client.
		2.6	Permanent wave services are completed within defined salon time frames.
3.	Select and use chemical relaxation products and techniques	3.1	Relaxing products and techniques are selected and used to match analysis and pre-determined result.
		3.2	Products are used according to manufacturers' instructions.
		3.3	Client comfort and safety is ensured during service.
		3.4	Pre-determined result is achieved to client's satisfaction.
		3.5	After service maintenance advice is offered to client.

## RANGE STATEMENT

This unit applies to all beauty salon establishments which provide a range of permanent wave and chemical relaxation services.

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard the performance of permanent wave and chemical relaxation services
- policies regarding levels of staffing, staff training and trading conditions
- ethical standards
- client service standards
- designated operating hours

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Products and equipment may include:

- permanent wave and chemical relaxation products from various manufacturers' product ranges and appropriate to the commercially operating salon range
- winding equipment

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients

Permanent wave and chemical relaxation techniques may include:

- winding techniques

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to the performance of hair and scalp treatments.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the performance of permanent wave and chemical relaxation services in the appropriate context and to the level acceptable by the enterprise
- apply safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required

**Critical Aspects of Evidence (Cont'd)**

- use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- read, accurately interpret and consistently apply manufacturers' instructions for permanent wave and chemical relaxation products and equipment/tools
- consult with the client, develop and record a client analysis and recommend a course of action/service and finished look that is compatible with the client analysis and according to agreed client requirements
- select techniques/procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures
- perform a range of permanent wave and chemical relaxation services, according to the range of variables, to achieve the pre-determined curl result/ outcomes (as discussed and agreed with the client)
- use time effectively and to perform services within defined commercial times
- evaluate the completed permanent wave or chemical relaxation service (confirm client satisfaction with the finished result and advise the client on maintenance requirements, home care and complementary products)

**(2) Pre-requisite Relationship of Units**

This unit should be assessed after the completion of or in conjunction with:

- CSBCOS0001A Prepare clients for salon services
- CSBCOS0032A Sell products and services
- CSBCOS0072A Consult with clients and diagnose hair and scalp conditions
- CSBCOS0062A Remove chemicals from hair

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the performance of permanent wave and chemical relaxation services
- current available salon services/processes and product range
- the effects on the permanent wave or chemical relaxation result, of factors such as hair and scalp condition, natural hair type, texture, porosity, density, elasticity, existing chemical services, presence of lightening agents or artificial hair colourants on hair, existing natural movement, curl and length of hair and client's hair growth patterns
- the use of various tools and techniques
- the physical structure of the hair
- effects and changes that occur in the internal hair structure during the permanent waving and relaxation processes
- effects of neutralising agents on hair
- effects of permanent wave products and relaxing chemicals on the skin and hair
- differences between the effects of permanent wave products and relaxing products on virgin, bleached or artificially coloured hair



## **Underpinning Knowledge and Skills (Cont'd)**

### Knowledge

Knowledge of:

- effects of temperature changes on process development
- preparation of the service area
- preparation of products and equipment
- manufacturers' instructions for products and equipment
- preparation of the client including gowning/wrapping, draping
- care and protection of client
- selection, processing, timing and application of a variety of permanent wave and chemical relaxation products and techniques
- selection, application and removal of permanent wave and chemical relaxation conditioning products
- factors likely to affect the suitability of each salon process to clients' needs
- the importance of correct removal of permanent wave and chemical relaxation products from the hair
- manufacturers' instructions for a defined range of salon products
- the elements and principles of design
- processing and development timings for a defined range of permanent wave and chemical relaxation products
- of the action of permanent wave and chemical relaxation products on the structure of the hair
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

### Skills

The ability to:

- analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account such as hair and scalp condition, natural hair type, texture, porosity, density, elasticity, existing chemical services, presence of lightening agents or artificial hair colourants on hair, existing natural movement, curl and length of hair and client's hair growth patterns, client characteristics/limitations and client preferences/expressed requirements
- consult with the client, develop and record a client analysis and recommend a course of action/service and finished look that is compatible with the client analysis and according to agreed client requirements
- consistently select and use tools and techniques/procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures
- consistently select permanent wave and chemical relaxation products which are appropriate to the desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures
- apply the skill required to perform a range of permanent wave and chemical relaxation services, to achieve the pre-determined curl result/ outcomes (as discussed and agreed with the client)

**Skills**

The ability to: **(Cont'd)**

- evaluate the completed permanent wave or chemical relaxation service (confirm client satisfaction with the finished result and advise the client on maintenance requirements, home care and complementary products)
- correctly select, apply and process a minimum of three manufacturers' product ranges for permanent waving and chemical relaxation services
- read, accurately interpret and consistently apply manufacturers' instructions for permanent wave and chemical relaxation products and equipment/tools
- consistently prepare, apply and remove products according to manufacturers' instructions and salon procedures
- consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- consistently use time efficiently
- apply salon policies/procedures in regard to the performance of permanent wave and chemical relaxation services
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

**(4) Resource Implications**

The following resources should be made available:

Access to clients presenting with a range of requirements in a salon environment, including permanent wave and chemical relaxation services in a salon/simulated assessment area.

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

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

**(4) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring permanent wave and chemical relaxation services until competency is achieved. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBBAR0003A: **Perform hair shaping on naturally straight or curly hair**

### Competency Descriptor:

This unit deals with the skills and knowledge required to perform a range of classic and current trend hair cutting and finishes on naturally straight or curly hair using a wide variety of techniques. .

### Competency Field:

Beauty - Barbering

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare work station and tools	1.1	Work station cleansed and stocked with essential supplies, tools and equipment.
		1.2	Tools cleaned and sanitised before and after each use.
2.	Prepare for hair shaping service	2.1	Client is prepared for service in accordance with salon requirements.
		2.2	Where necessary, hair is shampoo and conditioned according to enterprise standard.
		2.3	Consultation with client determined type and extent of hair cut required and any other additional requirements.
		2.4	Client is examined, analysis of hair and scalp is done, contra-indications identified and appropriate action taken.
		2.5	Selected tools matched required outcome and hair type.
		2.6	Selected tools are of appropriate sharpness.
3.	Cut client's hair using techniques appropriate to naturally straight or curly hair	3.1	Techniques applied in the use of tools and implements are appropriate.
		3.2	Cutting techniques are appropriate for hair type and achieving the desired style.
		3.3	Hair is cut following correct procedures.
		3.4	Where applicable, hair cutting accommodates previously identified irregularities to prevent scalp damage.
		3.5	Surplus ear and nose hair is removed in accordance to confirmed outcome and salon procedures.
		3.6	Opening of cape and neck strip at rear allows surplus body hair to be trimmed.

	3.7	Client's comfort and safety is ensured during process.
	3.8	Hair cutting is completed within salon time-frame.
	3.7	Use of back mirror enables client to view and confirm final result.
	3.8	Client's satisfaction with hair cut is confirmed.
4. Complete hair cutting service	4.1	After care products and maintenance advised and applied.
	4.2	Protective clothing is removed in a manner which maintains client's comfort and cleanliness.
	4.3	Tools and equipment are sanitised and stored in accordance to industry and salon requirements.
	4.4	Work area is cleaned and tidied.

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to hair shaping for naturally straight or curly hair
- ethical standards
- client service standards
- designated operating hours
- quality and continuous improvement processes and standards

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Hair cuts may be performed on clients with different:

- hair types, shapes
- styles and effects
- hair growth patterns
- alopecia
- baldness
- skin and scalp disorders

Clients may include:

- people from a range of social, cultural or ethnic backgrounds, lifestyles and physical and mental abilities
- regular and new clients

Preparation for hair cutting includes:

- analysis of hair and scalp for:
  - elasticity, texture, density
  - skin irregularities and condition
  - hair length and growth pattern
- consultation for situational factors
  - the shape of the client's head and face
  - whether the client wears a hairpiece
  - baldness
  - client's lifestyle
  - work environment and cultural practices
- shampooing and conditioning of hair where necessary
- seating and draping client
- cleansing hands
- positioning cape and neck strip
- combing or brushing hair

Tools and equipment eg:

- scissors of various sizes
- neck strips
- texturising scissors
- disposable blade and razors
- cape
- clippers and attachments
- cutting and fading combs, picks
- Sterilizers & sanitizers
- Comb attachments for clippers

Styles includes:

- basic haircut
- the fade
- short layered cut
- short, medium and long crew cut
- bi-level

Work attitude includes:

- a willingness to observe safety procedures
- following health and hygiene practices
- being attentive to details
- treating client with respect
- following instructions
- using initiative

Techniques may include:

- graduation
- texturing
- fading
- solid form
- scissor over comb techniques
- various razor and clipper techniques

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

### (1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the performance of hair cutting and outline shaping in the appropriate context and to the level acceptable by the enterprise
- knowledge and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements

**Critical Aspects and Evidence (Cont'd)**

- ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients
- ensure client comfort and safety throughout the service
- ability to analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account the clients features and characteristics of hair
- ability and skill in the application of a range of hair cutting, outline shaping services, using a combination of tools and appropriate techniques
- ability and skill to consistently use time effectively and to perform services within defined commercial times
- ability to evaluate the completed hair design and confirm client satisfaction with the finished result
- ability to advise the client on a variety of home care and complementary products

**(2) Pre-requisite Relationship of Units**

This refers to an assessment relationship between units

- CSBCOS0072A Consult with clients and diagnose hair and scalp conditions
- CSBBAR0052A Select and maintain tools and equipment

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

Knowledge

Knowledge of:

- role and function of the organisation, and relevance to specific work role
- fire safety procedures
- emergency response procedures
- security procedures
- customer service practices
- conflict resolution techniques
- purpose of quality improvement practice
- relevant organisational procedures, policies, awards, standards and legislation and how to access them
- one's terms and conditions of employment
- ethical and legal implications of work
- industry standards
- Occupational Health and Safety requirements
- salon policies and procedures and industry codes of practice in regard to the performance of a wide range of haircut and outline shaping designs
- current available salon services/processes
- procedures for shampooing and conditioning hair
- the effects of:
  - hair condition
  - hair growth patterns
  - angles of cut on the natural fall
  - movement of hair
  - various cutting methods on hair
  - various cutting tools on hair
  - differences in cutting wet and dry hair
- the use of various tools and techniques
- contingency strategies for blood and body fluid contact, clients suspected with infectious diseases, injury
- basic mathematical concepts in relation to angles and metric and imperial measurement
- geometrical shapes
- a variety of finishing products from various manufacturers appropriate to the salon range
- the elements and principles of design
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements



### Skills

The ability to:

- consult with client, analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined hair cut and outline shaping design, taking into account factors including:
  - natural hair type, texture
  - hair growth patterns, fall and movement
  - facial shapes and features, bone structure
  - client characteristics/limitations
  - client preferences/expressed requirements
  - natural hair type, texture
  - hair growth patterns, fall and movement
  - facial shapes and features, bone structure
  - client characteristics/limitations
- apply a range of haircutting, outline shaping services, using a combination of tools and appropriate techniques, to achieve outcomes as discussed and agreed with the client
- evaluate the completed hair design and confirm client satisfaction with the finished result
- to advise the client on a variety of home care and complementary products
- apply the elements and principles of design
- apply negotiation techniques
- listening and questioning techniques
- apply verbal and non-verbal communication skills
- apply internal and external client contact and personal hygiene and deportment
- apply Occupational Health and Safety and First Aid regulations/requirements

#### **(4) Resource Implications**

The following resources should be made available:

- access to clients with excessively curly hair presenting with a range of requirements for hair cutting and outline shaping a salon/simulated assessment area

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

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

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral/written
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- portfolio with a variety of hair shaping styles on excessively curly hair

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients/models requiring a range of face shaving services until competency is achieved. The underpinning knowledge may be assessed off-the-job with the use of written or verbal short answer items.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

**CSBBAR0013A: Provide beard and moustache design services**

Competency Descriptor:

This unit describes the skills and knowledge required to shape and design moustaches and beard by someone working in the barbering sector.

Competency Field:

Beauty - Barbering

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Prepare to design and shape beard and/or moustache.	1.1	Consultation with client determined service required.
	1.2	Client is examined, contra-indications identified and appropriate action taken.
	1.3	A beard/moustache concept to complement facial features, bone structure, hair and scalp analysis and client requirements is pre-determined with client.
	1.4	Client is prepared for service in accordance with salon requirements.
	1.5	Selected tools matched required outcome and hair type.
	1.6	Selected tools are appropriately sanitized.
2. Shape beard and /or moustache	2.1	Techniques applied in the use of tools and implements are appropriate to achieve required design.
	2.2	Outlines where required are cut accurately and unwanted hair outside desired shape removed.
	2.3	Shaped beard and /or moustache meets agreed outcome.
	2.4	Client's comfort and safety is ensured during process.
	2.5	Beard and/or moustache design is/are completed within salon time-frame.
	2.6	Client's satisfaction with beard and/or moustache design is confirmed.
3. Complete follow up actions	3.1	After care products and maintenance advised and appropriately applied.
	3.2	Protective clothing is removed in a manner, which maintains client's comfort and cleanliness.



- 3.3 Tools and equipment are sanitised and stored in accordance to industry requirements.
- 3.4 Work area is cleaned and tidied.

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to beard design
- ethical standards
- client service standards
- designated operating hours
- quality and continuous improvement processes and standards

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Tools and equipment may include:

- disposable blade razors, flat razor
- scissors, clippers
- neck trimmers , combs
- capes, neck strips
- sterilisers and sanitisers
- foam machine
- hot towels and cabinet
- powder and chalk

Work attitude includes:

- a willingness to observe safety procedures
- following health and hygiene practices
- being attentive to details
- treating client with respect
- following instructions
- using initiative

Contra-indications may include:

- excessively sensitive skin
- chapped skin
- blistered skin

Techniques may include:

- various razor and techniques
- Scissors over comb

Beard shaves may be performed on clients with different:

- hair types, shapes
- styles and effects
- hair growth patterns
- Skin disorders

Clients may include:

- people from a range of social, cultural or ethnic backgrounds, lifestyles and physical and mental abilities
- regular and new clients



Preparation for shaving includes:

- analysis of hair and scalp for:
  - elasticity, texture, density
  - skin irregularities and condition
  - hair length and growth pattern
- seating and draping client
- cleansing hands,
- positioning towel

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

### (1) Critical Aspects and Evidence

Evidence of the following should be demonstrated:

- a demonstrated ability to efficiently and consistently apply salon policies and procedures and industry codes of practice in regard to the performance of beard and/or moustache design in the appropriate context and to the level acceptable by the enterprise
- ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- ability to analyse the client's face, identify the client's requirements/needs, and develop a client analysis including - condition of skin, areas of the skin requiring special treatment, skin disorders, hair growth patterns, client characteristics/limitations, client preferences/expressed requirements
- ability to consistently select and apply appropriate gown/wrap and towel/s for beard and/or moustache designing services
- ability and skill in preparing the skin for a beard and/or moustache designing service
- knowledge and skill in the application of shaving strokes to ensure a smooth result, without discomfort to skin, according to client requirements and salon procedures
- ability to evaluate the completed beard and/or moustache designing services. and confirm client satisfaction with the finished result
- ability to advise the client on a variety of home care and complementary products

### (2) Pre-requisite Relationship of Units

This refers to an assessment relationship between units

- CSBCOS0072A Consult with clients and diagnose hair and scalp conditions
- CSBBAR0052A Select and maintain tools and equipment

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the beard and/or moustache designing
- relevant Occupational Health and Safety issues, including the following:
  - infection control procedures
  - safe handling and disposal of sharps instrument/tools
  - contingency strategies for blood and body fluid contact
- physical structure of hair
- various hair types
- hair growth patterns
- skin type
- salon services, product range and procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - a range of sanitizing products
  - manufacturers' instructions for products and equipment
  - preparation of the client including gowning/wrapping
  - care and protection of client
  - selection, application and removal of products
- post face-shaving procedures including
  - application/removal of hot towels
  - facial massage and after shave/astringent
- the application and removal of towels to soften the beard
- application of lather according to salon procedures
- application of shaving strokes including:
  - leading with the point
  - forehand and backhand strokes
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills, internal and external client contact
- personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- principles and elements of design

**Skills**

The ability to:

- identify the client's service requirements
- recognise and respond to abnormal skin conditions
- ability to determine the physical appearance of various hair types hair growth patterns
- read, accurately interpret and consistently use manufacturer's instructions for products and equipment
- consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- analyse the client's face, identify the client's requirements/needs
- develop a client analysis including:
  - condition of skin
  - areas of the skin requiring special treatment
  - skin disorders, hair growth patterns
  - client characteristics/limitations
  - client preferences/expressed requirements
- consistently select and apply appropriate gown/wrap and towel/s for beard and/or moustache services
- prepare the skin for beard and /or moustache designing service
- apply shaving strokes to ensure a smooth result, without discomfort to skin, according to client requirements and salon procedures
- consistently use time effectively and to control product waste
- evaluate the completed face shaving service and confirm client satisfaction with the finished result
- advise the client on a variety of home care and complementary products
- apply salon policies/procedures in regard to face shaving
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid
- apply the principles and elements of design

**(4) Resource Implications**

The following resources should be made available:

- access to clients presenting with a range of requirements for beard and/or moustache designing in a salon/simulated assessment area
- for the purpose of assessment a workplace or simulated barbering salon is defined as:
- one in which all the skills of barbering are performed with respect to the public, while the salon is open for business

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral/written
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- portfolio of beard designs done by candidate

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients/models requiring a range of beard and /or moustache designing services until competency is achieved. The underpinning knowledge may be assessed off-the-job with the use of written or verbal short answer items.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills



## BSBFLM0043A Participate in work teams

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in team planning	<p>1.1 The supervisor assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives.</p> <p>1.2 The supervisor assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes.</p> <p>1.3 The supervisor encourages the team to use the competencies of each member for team and individual benefit.</p>
2. Develop team commitment and co-operation	<p>2.1 The manager assists the team to use open communication processes to obtain and share information.</p> <p>2.2 The team makes decisions in accordance with its agreed roles and responsibilities.</p> <p>2.3 The manager supports the team to develop mutual concern and camaraderie.</p>
3. Manage and develop team performance	<p>3.1 The results achieved by the team contribute positively to the organisation's business plans.</p> <p>3.2 The manager encourages the team to exploit innovation and initiative.</p> <p>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.</p> <p>3.4 Team members share and enhance their knowledge and skills.</p>
4. Participate in and facilitate the work team	<p>4.1 Team members participate actively in team activities and communication processes.</p>

- 4.2 Individuals and teams take individual and joint responsibility for their actions.
- 4.3 The team receives support to identify and resolve problems which impede its performance

## RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to:

- those relevant to frontline management's work activities and to the teams in which frontline management is involved

OHS considerations may include:

- implement and monitor participative arrangements
- information to team about OHS and the organisation's OHS policies, procedures and practices

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisation's

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The supervisor may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Competencies refer to:

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

## EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

### (1) Critical Aspects of Evidence

- provides leadership to team
- contributes positively to team performance
- provides coaching and mentoring support

### (2) Pre-requisite Relationship of Units

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBFLM3013A Support a workplace learning environment

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
  - the organisation of teams
  - team goal setting
- devolving responsibility/accountability to teams:
  - team dynamics
  - conflict resolution
  - gaining team commitment
  - monitoring and assessing team performance
- gain team commitment to the organisation's goals, values and plans
- the forms of bias/discrimination and how to deal with them

#### Skills

The ability to:

- access and use workplace information
- assess the competence of the team
- Facilitate the participation of team members
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- facilitate team development and improvement
- assess competency development requirements
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

**(5) Method of Assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## BSBFLM0033A      Contribute to effective workplace relationships

### Competency Descriptor:

This unit deals with the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

Competency Field:    Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources.  1.2 The method(s) used to communicate ideas and information is appropriate to the audience.  1.3 Communication takes into account social and cultural diversity.  1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
2. Develop trust and confidence	2.1 People are treated with integrity, respect and empathy.  2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships.  2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance.  2.4 Interpersonal styles and methods are adjusted to the social and cultural environment.
3. Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships.  3.2 Networks and other work relationships provide identifiable benefits for the team and organisation.  3.3 Action is taken to maintain the effectiveness of workplace relationships.

- |   |  |
|---|--|
| 4. Manage difficulties to achieve positive outcomes | 4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance.                         |
|   | 4.2 Colleagues receive guidance and support to resolve their work difficulties.  |
|   | 4.3 Poor work performance is managed within the organisation's processes.  |
|   | 4.4 Conflict is managed constructively within the organisation's processes.  |
|   | 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements. |

## RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer

- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Level 3 frontline management normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's social, ethical and business standards refers to:

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

Sources of information may be:

- internal or external and print or non-print

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Customers and suppliers would typically be from:

- internal sources, although there may be some limited external contact

Networks may be:

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be

- provided by frontline management or arranged from alternative internal or external sources

Occupational Health & Safety (OH&S) considerations may include:

- OH&S practice as an ethical standard as well as legislative requirements
- organisation's responsibilities to customers and suppliers
- change communication to cater for social and cultural diversity

## EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

### (1) Critical Aspects of Evidence

- establishes and maintains positive work relationships
- develops trust and confidence
- accesses and analyses information to achieve planned outcomes
- resolves problems and conflicts effectively and efficiently

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
  - developing trust and confidence
  - consistent behaviour in work relationships
  - identifying the cultural and social environment
  - identifying and assessing interpersonal styles
  - establishing networks
  - problem identification and resolution
  - handling conflict
  - managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias

#### Skills

The ability to:

- demonstrate communication skills including researching, analysing and interpreting information from a variety of people, reporting
- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities



**(4) Resource Implications**

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

**(5) Method of Assessment**

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBCOR0113A: Maintain workplace safety**

## Competency Descriptor

This unit deals with the skills and knowledge required for the frontline supervisor to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programmes to meet statutory requirements.

## Competency Field:

Front Line Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assist incorporation of Occupational Health and Safety policy and procedures into the work team	1.1 Understanding of basic requirements of Occupational Health and Safety legislation in area of responsibility appropriate for health and safety needs of a small work team are demonstrated.  1.2 Information on the organisation's Occupational Health and Safety policies, procedures and programs is provided in a readily accessible manner and clearly explained to the work group.  1.3 Information about identifying hazards and the outcomes of risk assessment and control is regularly provided and clearly explained to the work group.
2. Support participative arrangements for the management of Occupational Health and Safety	2.1 Organisational consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards.  2.2 Issues raised through consultation are promptly dealt with in accordance with organisational procedures for issue resolution.  2.3 Encouragement and assistance is given to team members to contribute to the management of Occupational Health and Safety at the workplace.  2.4 Feedback from individuals and teams is used to identify and implement improvements in the management of Occupational Health and Safety.

3. Support the organisation's procedures for providing Occupational Health and Safety training	3.1	Advice is provided on Occupational Health and Safety training needs of individuals and workgroup.
	3.2	Advice is provided on strategies and opportunities for development of workgroup's competencies in relation to Occupational Health and Safety.
	3.3	Coaching and mentoring assistance is provided to team members to support the effective development of individual and group competencies in Occupational Health and Safety.
4. Participate in identifying hazards and assessing and controlling risks for the work area	4.1	Advice is provided on hazards in the work area in accordance with organisation's Occupational Health and Safety policies and procedures.
	4.2	Support is provided in implementing procedures to control risks using the hierarchy of controls and in accordance with organisational procedures.
	4.3	Inadequacies in existing risk control measures are identified and reported in accordance with the hierarchy of controls.
	4.4	Occupational Health and Safety records of incidents in the work area are accurately completed and maintained in accordance with Occupational Health and Safety legal requirements.

## RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety legislation will include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees
- prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

- procedures for hazard identification
- procedures for risk assessment, selection and implementation of risk control measures
- incident (accident) investigation
- OHS audits and safety inspections
- consultative arrangements for employees in work area
- hazard reporting procedures
- safe operating procedures/instructions
- use & care of personal protective equipment
- emergency & evacuation procedures
- purchasing policy & procedures
- plant & equipment maintenance & use
- hazardous substances use and storage
- dangerous goods transport & storage
- OHS arrangements for on site contractors, visitors and members of public
- first aid provision/medical practitioner contact & attention
- site access

Identification of hazards and assessment of risk may occur through activities such as:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- checking equipment before and during work
- review of records, eg injury, hazardous substances including labels and Materials Safety Data Sheet register, dangerous goods storage list, training, plan and equipment maintenance, etc

Training needs relating to Occupational Health and Safety may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- personal study

Coaching and mentoring assistance may include:

- explaining/clarifying
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a safe workplace
- problem solving
- providing encouragement
- providing feedback to another team member

Controlling risks in the work area may include actions such as:

- application of the hierarchy of control, namely:
- eliminate the risk
- reduce/minimise the risk through engineering controls, administrative controls, personal protective equipment
- regular consultation with workers

Hazards and associated risks to which the work team may be exposed in the work area may include:

- blocked exits
- slippery and uneven floors
- untidy and or noisy work areas
- lack of adequate storage
- reliance on low order control measure (eg PPE) to reduce worker risk exposure instead of controlling the hazard itself
- unguarded /poorly maintained machinery and equipment
- unlabelled chemicals and substances
- ergonomically unsuitable work stations and task design, eg. repetitive work, poor lighting/ glare surfaces, non-adjustable work surfaces & seating
- internal/external threat of occupational violence and bullying

Organisational procedures for consultation and issue resolution may include:

- formal and informal meetings
- health and safety committees
- attendance of health and safety representatives at management meetings
- other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

## EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

### (1) Critical Aspects of Evidence

- identify and comply with Occupational Health and Safety legal and organisational requirements
- apply procedures for identifying hazards in the work area
- apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control
- provide specific, clear and accurate information and advice on workplace hazards to work group
- provide appropriate supervision of work group

**(2) Pre-requisite Relationship of units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- hazards and associated risks which exist in the workplace
- organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
- the relevance of Occupational Health and Safety management to other organisational systems and procedures of characteristics and composition of the workgroup

Skills

The ability to:

- understand workplace procedures and work instructions for identifying and reporting hazards and interpreting Occupational Health and Safety signs and symbols
- analysing skills to identify hazards and assess risks in the work area
- analysis data including incident (accident) monitoring environmental monitoring
- evaluation of effectiveness of risk control measures
- assess resources required to apply risk control measures
- demonstrate coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

**(5) Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

**CSBCOR0013A: Coordinate salon team**

Competency Descriptor:

This unit deals with the skills and knowledge required for effective coordination and communication in the workplace and resolution of client complaints.

Competency Field: Beauty

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Participate in identifying tasks for the salon team	1.1	Goals for the team are identified.
		1.2	Tasks required to achieve goals are identified
2.	Complete own tasks	2.1	Responsibilities allocated to the individual as part of the team are completed within designated timelines.
		2.2	Changes to workplace responsibilities are negotiated to meet reviewed demands.
		2.3	Information and feedback provided by others in the team is acknowledged.
3.	Assist others to complete team tasks	3.1	Participated in the evaluation of the team's performance in accordance with team goals.
		3.2	Support is offered to colleagues.
		3.3	Support is provided to colleagues to ensure designated teams goals are met.
4.	Coach on the job	4.1	Coached team members who are unfamiliar with specific procedures.
		4.2	Team member made aware of the work application of the skill or job being taught.
		4.3	A systematic approach is enlisted including explanation and demonstration where appropriate.
		4.4	Trainees encouraged by positive comments and feedback from the trainer.
		4.5	Feedback during instruction designed to help trainees learn from their mistakes.



	4.6	Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement.
	4.7	Trainees' performance evaluated according to salon policies and procedures.
5. Deal with client complaints	5.1	Client concerns are acknowledged.
	5.2	A strategy for resolution of the issue is developed.
	5.3	Client is kept informed at all times of the action proposed/being taken to resolve the issue.
	5.4	Client satisfaction with the resolution of the issue is checked by questioning.
	5.5	Client complaint form is completed as per industry codes of practice.

## RANGE STATEMENT

This unit applies to all beauty salon establishments where effective coordination and communication in the workplace and resolution of client complaints are required.

- salon policies and procedures
- contact with clients
- job descriptions/responsibilities
- interaction with other team members, and management
- information may include telephone, written or verbal messages
- teams may include small work teams or salon team
- communication may occur with external clients and internal contacts including management and other team members
- Instructions may be given to peers or more senior members of the salon team.
- coaching may be done frequently or infrequently, formally or informally
- varying levels of staffing, staff training and trading conditions
- full-time or part-time staff
- planning may be affected by salon procedures and unexpected contingencies
- these may include but not limited to clients and team members from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- variety of products for use on different hair and skin types
- relevant occupational health and safety legislation and codes of practice
- state and local government health regulations

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice for effective coordination and communication in the workplace and resolution of client complaints according to the performance criteria and the range statement

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to coordination and communication in the workplace
- resolve client's complaints in the appropriate context and to the level acceptable by the enterprise
- identify and assist in setting goals for the team
- support colleagues in achieving set goals
- coach team members who are unfamiliar with specific procedures

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to coordination of staff and communication in the workplace and resolution of client complaints
- communicating with staff, coaching, and motivating staff according to salon procedures
- relevant legislation and statutory requirements, including industry awards/agreements and salon policy in regard to working periods, overtime, breaks
- staff roster system
- employment classifications, full-time or part-time

#### Skills

The ability to:

- apply salon policies and procedures in regard to communicating with staff, coaching, and motivating staff according to salon procedures
- accurately interpret and consistently apply state and local statutory requirements or regulations including relevant industry awards/agreements and to maintain staff records as required
- identify team goals and methods of achieving goals and to assist and support the team in the achievement of designated goals
- evaluate team's performance in relation to achievement of goals and to offer solutions where goals are not met

Knowledge

## Knowledge of: (Cont'd)

- meeting procedure
- issues regarding, equal opportunity grievance procedures and discrimination
  - current industrial requirements
  - negotiation techniques
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - training/coaching skills
  - team building and motivation skills
  - conflict resolution
  - planning skills
  - assertiveness
- group presentation skills
- time management
- stress management
- goal setting
- local industry association code of ethics
- roles, responsibilities and allocated duties of self, peers and management
- salon policies in regard to verbal and non-verbal presentation
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

Skills

## The ability to: (Cont'd)

- complete own responsibilities as directed within defined timelines
- negotiate changes to workplace responsibilities as required
- coach team members according to the range of variables
- build positive and constructive relationships with a team
- accurately interpret and communicate information to team members
- accurately interpret the nature of client complaints, develop strategies to resolve complaints and provide service by keeping the client informed of the action being taken and confirming satisfactory resolution of the complaint with the client according to salon policy
- maintain client complaint records as required by salon policy and/or industry codes of practice
- consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- apply listening and questioning techniques
- use verbal and non-verbal communication skills
- use training/coaching skills
- use team building and motivation skills
- apply conflict resolution
- apply planning skills
- apply
- assertiveness
- use group presentation skills
- apply stress management skills
- set goal and manage goals
- consistently use time effectively
- apply salon policies/procedures in regard to coordination of staff and communication in the workplace and resolution of client complaints
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

**(4) Resource Implications**

The following resources should be made available:

- access to clients presenting with a range of requirements in a commercially operating salon environment

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

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

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on the job involving a variety of hairdressing services. The underpinning knowledge may be assessed off the job with the use of written or verbal items inclusive of essay, short answer or project and case study.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 3	
Communicating ideas and information	Level 3	
Planning and organising activities	Level 3	
Working with others and in teams	Level 3	
Use mathematical ideas & techniques	Level 2	
Solve problems	Level 3	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOR0003A: Maintain customer relations**

Competency Descriptor:

This unit deals with the skills and knowledge required to develop and implement strategies to meet the requirements of existing customers and identify potential new customers, products and services which may expand business opportunities.

Competency Field:

Beauty Services

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1.	Monitor the requirements of customers	1.1	Customer requirements are monitored formally and informally to enable customer feedback to be collated.
		1.2	An analysis of customer requirements is conducted to enable an effective response.
2.	Tailor products and services to customers requirements	2.1	Current products and services are assessed against identified customer demands.
		2.2	Customer needs are met through research and availability of new products and services.
		2.3	New products, services and processes are researched and introduced in a manner that ensures an adequate return on investment.
3.	Promote the salon to customers	3.1	The competitive position of the salon is enhanced through its promotion.
		3.2	A plan for promoting sales to customers is developed and instituted.
4.	Speak to groups	4.1	Information that is relevant to the topic is selected and prepared.
		4.2	Speech is delivered in a clear and sequential manner and within a pre-determined time.
		4.3	Questions from the audience are received and responded to.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to salon promotion
- ethical standards
- client service standards
- designated operating hours

Salon promotion may involve:

- outside presentations
- promoting a new or long established business
- prevailing salon culture and orientation to clients
- the external presentation of the business and the perceived image held by clients
- availability and reliability of information held on clients

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- existing and potential clients
- internal or external

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to salon promotion.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the maintenance of customer relations
- monitor current products and services against identified clients' requirements/needs
- ensure that new products and services are researched and made available as required in the appropriate context and to the level acceptable by the enterprise.
- promote the salon to customers

### (2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon services

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to salon promotion
- the following procedures/methods in relation to salon promotion including:
  - local industry associations code of ethics
  - roles, responsibilities and allocated duties of self, peers and management
  - salon policies in regard to verbal and non-verbal presentation
  - methods of monitoring and analysing client requirements/needs
  - marketing and promotional strategies
  - methods for researching new products, services and processes
  - development of sales plans
  - strategies for delivering information to groups, including use of a variety of methods including electronic media
- the following techniques and skills in relation to salon promotion including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - interpersonal skills
  - negotiation techniques/skills
  - research skills
  - planning skills
  - assertiveness
  - group presentation skills
  - time management
  - goal setting

Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs, and to ensure client comfort and safety
- consistently monitor clients, on a formal and informal basis, to identify clients' requirements/needs, and to ensure that client feedback is collated and analysed to enable an effective response
- demonstrate a practical ability to research and introduce new products, services and processes in a cost-effective manner
- demonstrate a practical ability to develop and institute an effective marketing plan and to enhance the competitive position of the salon through its promotion
- demonstrate of a practical ability to present information in a group situation, select and prepare relevant information, use a variety of media to enhance presentation, answer and respond to questions, and deliver presentation in a clear, sequential manner within a pre-determined time



**Skills**

The ability to: (Cont'd)

- demonstrate the following skills in relation to salon promotion including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - interpersonal skills
  - negotiation techniques/skills
  - research skills
  - planning skills
  - assertiveness
  - group presentation skills
  - time management
  - goal setting
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid
- apply salon policies/procedures in regard to the performance of a range of classic and current commercial hair cutting, beard designing and finishes

**(4) Resource Implications**

The following resources should be made available:

- access to clients presenting with a range of requirements in a salon/simulated assessment area
- in a salon/simulated assessment area

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

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

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of salon promotion activities until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBFLM0023A****Support leadership in the workplace**

## Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to provide support for leadership in the workplace while working with teams and individuals.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1 Management performance and behaviour meets the organisation's requirements.  1.2 Management performance and behaviour serves as a positive role model for others.  1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives.  1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2. Enhance the organisation's image	2.1 The organisation's standards and values are used in conducting business.  2.3 Standards and values considered to be damaging to the organisation are questioned through established communication channels.  2.3 Personal performance contributes to developing an organisation which has integrity and credibility.
3. Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work.  3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded.  3.3 Ideas and information receive the acceptance and support of colleagues.

- |    |                         |     |  |
|----|-------------------------|-----|--|
| 4. | Make informed decisions | 4.1 | Information relevant to the issue(s) under consideration is gathered and organised.                  |
|    |                         | 4.2 | Individuals/teams participate actively in the decision making processes.                             |
|    |                         | 4.3 | Options are examined and their associated risks assessed to determine preferred course(s) of action. |
|    |                         | 4.4 | Decisions are timely and communicated clearly to individuals/teams.                                  |
|    |                         | 4.5 | Plans to implement decisions are prepared and agreed by relevant individuals/teams.                  |
|    |                         | 4.6 | Feedback processes are used effectively to monitor the implementation and impact of decisions.       |

## RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule

- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's standards and values will be:

- stated or implied by the way the organisation conducts its business

Feedback processes may be:

- formal or informal and may be from internal or external sources

Organisation's requirements will be

- expressed in written documentation and orally. They will normally be expressed in terms of goals, plans, processes and procedures. The requirements also include the culture and standards demonstrated by the organisation

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

OHS considerations may include:

- implement and monitor OHS procedures in area of responsibility
- leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches evident in decisions

## EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

### (1) Critical Aspects of Evidence

- displays high standards of leadership
- demonstrates a positive influence on others
- uses effective consultative processes
- makes soundly researched decisions

### (2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBCMN302A Organise personal work priorities and development
- BSBFLM304A Participate in work teams
- BSBFLM306A Provide workplace information and resourcing plans

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
  - leading people
  - preparing performance plans
  - establishing key performance indicators
  - influencing others
  - establishing effective consultative processes
  - making decisions
- the characteristics of a positive role model
- the types of actions which uphold the organisation's image

Skills

The ability to:

- use written and oral information about workplace requirements
- demonstrate communication skills including receiving and analysing feedback and reporting
- access and interpret the organisation's standards and values
- research and analytical skills to interpret data
- plan and organise to meet work priorities
- monitor and introduce practices to improve work performance
- influence colleagues positively
- use information systems to advantage
- use feedback to achieve positive outcomes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

**(5) Method of Assessment**

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## BSBFLM0053A Support operational plan

### Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. 1.2 Operational plans contribute to the achievement of the organisation's performance/business plan. 1.3 Key performance indicators are developed within operational plans. 1.4 Contingency plans are prepared in the event that initial plans need to be varied.
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices. 2.2 Physical resources and services are acquired within the organisation's policies, practices and procedures.
3. Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. 3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. 3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation. 3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard.

- 3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
- 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.

## RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3 supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

OHS considerations may include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- employee induction
- systems, procedures and records
- organisation's procedures for dealing with hazardous events
- key performance indicators include OHS

The organisation's policies, practices and procedures are:

- those which govern the acquisition of resources, for example, the purchase of equipment

Designated persons/groups may include:

- those who have the authority to make decisions and/or recommendations about varying operations

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- equipment
- technology
- time

Operational plans are:

- the short term plans developed by the department/section to describe product/service performance

Colleagues and specialist resource managers may include:

- persons at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds

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## EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

### (1) Critical Aspects of Evidence

- produces short term plans for department/section
- plans, acquires and uses resources
- monitors and adjusts operational performance
- reports performance

**(2) Pre-requisite Relationship of Units**

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0043A Participate in work teams
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
  - planning operations
  - resource planning
  - resource management systems
  - budgeting and financial analysis and interpretation
  - monitoring performance
  - reporting performance
  - problem identification and resolution
  - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard

Skills

The ability to:

- access and use workplace information
- maintain a safe workplace and environment
- access and use feedback to improve operational performance
- prepare recommendations to improve operations
- access and use established systems and processes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

**(5) Method of Assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBSBM0012A: Craft personal entrepreneurial strategy**

## Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

- |    |                                   |     |   |
|----|-----------------------------------|-----|---|
| 3. | Develop self-assessment profile   | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.  |
|    |                                   | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.   |
|    |                                   | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.  |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.                |
|    |                                   | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
|    |                                   | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.   |
|    |                                   | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.  |
|    |                                   | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable.  |
|    |                                   | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.   |
|    |                                   | 4.7 | Potential problems, obstacles and risks in meeting goals are identified.  |
|    |                                   | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified.  |
|    |                                   | 4.9 | The method by which results will be measured is indicated.  |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability



The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

### (1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

**(4) Resource Implications**

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

**(5) Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6) Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOS0013A: Perform permanent hair colour services**

## Competency Descriptor:

This unit deals with the skills and knowledge required to perform a range of permanent hair colour services on clients. Services incorporate a combination of techniques to produce a current commercial fashion result.

Competency Field: Beauty Services

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1.	Consult and analyse for colour and lightening services	1.1	Assessment is based on the characteristics of % white, level of existing colour, texture, porosity, density, elasticity, existing chemical services and time span between services.
		1.2	Presence and effects of the following on hair structure and scalp identified, lightening agents, temporary colour, semi permanent colour and metallic based dyes.
		1.3	A colour result to complement skin tone and features is pre-determined with the client.
2.	Select and use hair colouring and lightening products	2.1	Product knowledge is developed and applied in the selection of colouring and lightening products according to the principles of the colour wheel.
		2.2	Products are mixed and removed according to manufacturers' instructions.
		2.3	Techniques are selected and applied appropriate to the products being used and client requirements.
		2.4	Client comfort and safety is ensured during processes.
		2.5	Hair colouring services are completed within defined commercial times.
		2.6	Client satisfaction with colour result is confirmed and recorded.
		2.7	Informed clients on after care products and maintenance.
3	Rectify colour problems	3.1	Colour problems are assessed and a course of action is planned.
		3.2	Planned process is discussed and confirmed with client.
		3.3	Colour correction is achieved using relevant techniques in line with manufacturer's specifications.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to the performance of temporary, semi-permanent and permanent colour and lightening services
- ethical standards
- client service standards
- designated operating hours

Hair colouring may be performed on clients:

- with different hair textures, colour, styles and effects and hair growth patterns
- with a variety of colour and lightening problems
- with virgin hair or a range of pre-existing hair colouring products on the hair
- requiring full head and partial head colours
- requiring current commercial and classic effects

Products may include:

- Temporary and semi-permanent colour and lightening products from various manufacturers' product ranges and appropriate to the commercially operating salon range

Legislation, codes and national standards relevant to the workplace may include:

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC).
- OHS and hygiene requirements.
- First Aid regulations/requirements.

Colour correction techniques may include:

- pre-softening
- pre-pigmentation
- colour lightening
- colour fillers in line with manufacturers' specifications

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to the performance of a range of hair colour services on clients incorporating a combination of techniques to produce current commercial fashion result.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the performance of a range of hair colour services on clients
- incorporate a combination of techniques to produce current commercial fashion result in the appropriate context and to the level acceptable by the enterprise
- knowledge and consistent application of safe work practices in regard to the provision of services, and safe use of product to Occupational Health and Safety regulations/requirements

**Critical Aspects of Evidence (Cont'd)**

- ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure clients' comfort and safety throughout the service
- apply and develop new criteria and techniques
- to be innovative and resourceful in the use of colour application tools

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

**(2) Pre-requisite Relationship of Units**

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon services
- CSBCOS0062A Remove chemicals from hair
- CSBCOS0032A Sell products and services
- CSBCOS0102A Perform semi-permanent hair colour services

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to the performance of a range of temporary, semi-permanent and permanent colour and lightening services
- current available salon services, procedures and product range including:
  - preparation of the service area
  - preparation of products and equipment
  - manufacturers' instructions for products and equipment
  - preparation of the client including gowning/draping
  - care and protection of client
  - selection, processing, timing and application of a variety of temporary, semi-permanent permanent colour and lightening products
  - selection, application and removal of colour and lightening conditioning products
- the factors likely to affect the suitability of each salon process to clients' needs
- effects on the hair colour on hair condition, hair growth patterns
- the use of various tools and techniques to produce a range of hair colouring and lightening effects
- the importance of correct removal of colour from the hair
- the colour wheel and it's importance in the selection of hair colouring and lightening products
- manufacturers colour chart systems.the elements and principles of design.
- the effects of hydrogen peroxide on the hair and hair colour
- the effects of colour/lightening products onto hair and skin

Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- read, accurately interpret and consistently apply manufacturers' instructions for temporary, semi-permanent and permanent colour and lightening products
- consistently select, prepare, apply and remove products according to manufacturers' instructions and salon procedures
- achieve outcomes as discussed and agreed with the client
- analyse the client's characteristics, identify the client's requirements/needs, and develop and record a pre-determined design, taking into account factors including:
  - natural hair , texture, porosity, density, elasticity
  - percentage of white hair
  - level and type of existing colour
  - existing chemical services
  - presence of lightening agents or artificial hair colourants on hair
  - length of hair
  - client's skin tone, facial features, hair growth patterns, and characteristics or limitations
  - client preferences/expressed requirements/occasion/
- perform and analyse the outcomes of skin tests
- consult with the client, develop and record a client analysis and recommend a course of action/service and finished look that is compatible with the client analysis and according to agreed client requirements

**Underpinning Knowledge and Skills (Cont'd)**Knowledge

Knowledge of:

- the effects of metallic-based products on the hair
- processing and development timings for a defined salon colour and lightening product range(s)
- the action and durability of temporary, semi-permanent and permanent colours and lightening on the structure of the hair
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

Skills

The ability to:

- consistently select techniques and apply procedures which are appropriate to the products being used, desired outcomes and pre-determined design according to manufacturers' instructions, salon procedures and client requirements
- consistently select colouring and lightening products which are appropriate to the desired outcomes and pre-determined design according to manufacturers' instructions and salon procedures
- analyse and assess a range of colour correction problems and planning a pre-determined course of action to achieve outcomes as discussed and agreed with the client
- consistently use time effectively and to perform services within defined commercial times
- evaluate the completed hair colour and/or lightening and confirm client satisfaction with the finished result
- correctly select, apply, and process various manufacturers' product ranges in temporary, semi-permanent and colour correction services
- consistently use time efficiently
- apply salon policies/procedures in regard to the performance of a range of hair colour services on clients
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid



**(4) Resource Implications**

The following resources should be made available:

- access to clients presenting with a range of requirements for hair colour services incorporating a combination of techniques to produce current commercial fashion result in a salon/simulated assessment area

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

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

**(4) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of hair colour services incorporating a combination of techniques to produce current commercial fashion result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 3
Communicating ideas and information	Level 3
Planning and organising activities	Level 3
Working with others and in teams	Level 2
Use mathematical ideas & techniques	Level 1
Solve problems	Level 2
Using technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBCOS0023A: Provide specialist hair styling services

### Competency Descriptor:

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

### Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select hair type	1.1 Human or synthetic hair is chosen according to characteristics.
2. Combine techniques to create specialist hair designs	2.1 A finished hair design is discussed and pre-determined with the client.
	2.2 A variety of techniques is selected and combined to produce a range of specialist or classic competition looks.
	2.3 A range of tools and products, which are appropriate for a variety of different combinations of hairstyling techniques are selected.
3. Provide a range of specialist or classic competition hair designs	3.1 Hair designs produced using a wide variety of roller and curl control and air-drying techniques according to the pre-determined design and/or client requirements.
	3.2 Produced hair designs, which include a variety of straight and curved direction, volume and indentation, and a variety of shapes according to the pre-determined design.
	3.3 Gelled, moulded postiche is designed and attached to ornament the completed hair design according to the pre-determined design if required.
	3.4 Client satisfaction is confirmed where appropriate.
	3.5 Hair designs produced using a wide variety of roller and curl control and air-drying techniques according to the pre-determined design and/or client requirements.
4. Use colour to enhance hair design	4.1 Hair designs produced using a wide variety of techniques according to the pre-determined design and client requirements.
	4.2 Completed hairstyle to be consistent with the pre-determined fashion/classic or long hair design.

- 4.3 Gelled, moulded postiche is designed and attached to ornament the completed hair design according to the pre-determined design if required.
- 4.4 Client satisfaction is confirmed.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policy and procedures in regard to the performance of a wide range of specialist, classic, competition, or long hair design techniques
- policy and procedures of the client contracting the services of the specialist hair designer in regard to the performance of specialist skills in a variety of locations
- ethical standards
- client service standards
- designated operating hours

Hair design tools to include

- brushes
- combs
- blow dryers
- heat diffusers
- a variety of pins
- other styling implements

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients within all environment

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations.
- Local health regulations.
- OHS and hygiene requirements.
- First Aid regulations/requirements.
- Insurance against mal practice

Styling and finishing products may be selected from a wide range available for use

- specialist
- classic competition
- long hair techniques

Hair designs may be performed on

- clients and/or mannequins with a variety of hair types and fashion requirements

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply broad complex knowledge and consistent application of policies and procedures and industry codes of practice in regard to the performance of a range of specialist hair design services.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply policies and procedures and industry codes of practice in regard to the performance of a wide range of specialist, classic competition or long hair design techniques
- apply safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required
- use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure client comfort and safety throughout the service
- evaluate and synthesise specialist, classic competition or long hair designs
- develop and record the hair design according to the pre-determined design
- use time effectively and to control product waste
- evaluate the completed specialist hair design looks and confirm client satisfaction with the finished result
- advise the client on a variety of maintenance techniques, home care and complementary products if appropriate
- use creativity and imagination at all times and innovation and resourcefulness in the selection and application of techniques is to be emphasised

### (2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon services
- CSBCOS0202A Perform hair styling services

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- policies and procedures and industry codes of practice in regard to the performance of a wide range of specialist, classic competition or long hair design techniques
- contractual policies and procedures in regard to the performance of a wide range of specialist, classic competition or long hair design services
- knowledge and application of available product ranges
- the elements and principles of design
- knowledge of the following techniques and skills in relation to client consultation including:
  - negotiation techniques
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - selling skills
- internal and external client contact, personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

Skills

The ability to:

- apply policies and procedures and industry codes of practice in regard to the performance of a wide range of specialist, classic competition or long hair design techniques
- apply safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required
- use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure client comfort and safety throughout the service
- ability to produce a range of finishing techniques including but not limited to hair ornament/s gelled and moulded postiche, padded rolls and wirework
- evaluate and synthesise specialist, classic competition or long hair designs
- develop and record the hair design according to the pre-determined design
- use time effectively and to control product waste
- evaluate the completed specialist hair design looks and confirm client satisfaction with the finished result
- advise the client on a variety of maintenance techniques, home care and complementary products if appropriate

## Underpinning Knowledge and Skills (Cont'd)

### Skills

The ability to:

- ability to determine the effects on the hair style of factors including:
  - natural and synthetic hair condition, quality and texture
  - hair growth patterns, fall and movement
  - hair characteristics including elasticity, diameter, density
  - facial shapes and features, skin tone, bone structure, body shape
  - client characteristics/limitations
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

### (4) Resource Implications

The following resources should be made available:

- access to clients presenting with a range of requirements for specialist hair design services incorporating a combination of techniques in a salon/simulated assessment area

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

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

### (3) Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- portfolio

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of specialist hair styling services.

Evidence collected should encompass a wide range of high fashion, specialist, classic competition or long hair design techniques.

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

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer, portfolio or project.

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 3	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 2	
Solve problems	Level 2	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## CSBCOS0033A: Provide specialist hair design services

### Competency Descriptor:

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

### Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Combine techniques to create specialist hair designs	1.1 A finished look is suggested and pre-determined with the client including various combinations of techniques and products, which may be used to produce and enhance the specialist hair design service.  1.2 Record confirmed technique and process.  1.3 A range of tools and products, which are appropriate for a variety of different combinations of haircutting, hairstyling, permanent waving and hair colouring techniques, is selected.
2. Provide arrange of specialist hair cuts	2.1 Haircuts produced using a wide variety of techniques according to the pre-determined design and client requirements.  2.2 Haircut techniques to be combined and applied to produce a change in perimeter design line, weight distribution, textural appearance and structured and unstructured designs.  2.3 Complementary texturising techniques applied according to the pre-determined design and client requirements.  2.4 Haircut result to be consistent with the pre-determined aim and client requirements.  2.5 Client satisfaction is confirmed.
3. Use colour to enhance hair design	3.1 Client is advised of a variety of colour combinations and procedures to complement the hair design.  3.2 Colour is selected from a wide range of colour products, according to the haircut design.  3.3 Haircut design is evaluated and analysed to determine the appropriate colour selection and application technique.

- 3.4 Colour result to be consistent with the client requirements.
    - 3.5 Client satisfaction is confirmed.
  - 4. Use permanent wave or strengthening techniques to enhance hair designs
    - 4.1 Client is advised of a variety of permanent wave or straightening techniques to complement the hair design.
    - 4.2 A range of permanent wave or straightening techniques and products are selected, according to the haircut design.
    - 4.3 Haircut design is evaluated and analysed to determine the appropriate permanent wave and/or straightening technique to be performed.
    - 4.4 Result to be consistent with the client requirements.
    - 4.5 Client satisfaction is confirmed.
  - 5. Use finishing techniques to enhance hair designs
    - 5.1 Client is advised of a variety of finishing techniques to complement the hair design.
    - 5.2 A range of finishing techniques is evaluated and selected, appropriate to the finish required for the design.
    - 5.3 Finishing techniques are performed according to the hair design.
    - 5.4 Result to be consistent with the client requirements.
    - 5.5 Client satisfaction is confirmed
  - 6 Advise clients
    - 6.1 Client is advised of a variety of maintenance techniques for the hair design.
    - 6.2 Client is advised and appropriate products are recommended to maintain the hair design.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policy and procedures in regard to the performance of a wide range of specialist haircuts, colour, permanent wave, straightening and finishing techniques
- policy and procedures of the client contracting the services of the specialist hair designer, in regard to the performance of specialist skills in a variety of locations
- ethical standards
- client service standards
- designated operating hours

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations.
- Local health regulations.
- OHS and hygiene requirements.
- First Aid regulations/requirements.
- Insurance against mal practice

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients within all environment

Hair designs may be performed on:

- clients or wigs and hair pieces with a variety of hair types and range of hair design requirements
- shapes, styles and effects and hair growth patterns
- with a variety of colour and lightening problems
- with virgin hair or a range of pre-existing hair colouring products on the hair

Hair design tools to include

- scissors of various sizes, texturising scissors
- razors, clippers, brushes, combs, blow dryers, heat diffusers
- permanent wave and colour tools
- colour, permanent wave and finishing products from a variety of manufacturers' product ranges

Product knowledge to include

- colour and permanent wave chemicals, styling aids, mousses, gels, hairsprays pre-softening

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply broad complex knowledge and consistent application of policies and procedures and industry codes of practice in regard to the performance of a range of specialist hair design services.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply policies and procedures and industry codes of practice in regard to the performance of a range of specialist hair design services
- apply safe work practices in regard to the provision of services, and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required

**Critical Aspects of Evidence (Cont'd)**

- use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure client comfort and safety throughout the service
- use hair design tools to include scissors of various sizes, texturising scissors, razors, clippers, brushes, combs, blow dryers, heat diffusers, permanent wave and colour tools
- develop and record the specialist hair design
- use time effectively and to control product waste
- evaluate the completed specialist hair design looks and confirm client satisfaction with the finished result
- advise the client on a variety of maintenance techniques and procedures

**(2) Pre-requisite Relationship of Units**

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon services
- CSBCOS0021A Style hair

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- policies and procedures and industry codes of practice in regard to the performance of a range of specialist hair design services
- contractual policies and procedures in regard to the performance of a range of specialist hair design services
- hair design tools to include scissors of various sizes, texturising scissors, razors, clippers, brushes, combs, blow dryers, heat diffusers, permanent wave and colour tools
- current available salon services
- effects on the hair design of factors including:
  - natural and synthetic hair type, hair condition, quality, texture
  - hair growth patterns, fall and movement
  - hair characteristics including elasticity, diameter, density, porosity/resistance
  - existing chemical treatment/s
  - natural colour
  - facial shapes and features, skin tone, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/film set, photographic session, fashion parade, theatre or platform work
  - the use of various design tools and techniques on curl shape, wave movement, hair volume
  - balancing hair length and volume
- a range of combinations of perming and straightening techniques, products and tools to achieve hair design services

### Knowledge

Knowledge of: (Cont'd)

- applications for permanent wave and straightening products including alkaline wave, acid wave, exothermic wave, thio relaxers, sodium hydroxide relaxers
- the elements and principles of design
- negotiation techniques
- listening and questioning techniques
- verbal and non-verbal communication skills
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements

### Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs and to ensure client comfort and safety throughout the service
- determine the effects on the hair design of factors including:
  - natural and synthetic hair type, hair condition, quality, texture
  - hair growth patterns, fall and movement
  - hair characteristics including elasticity, diameter, density, porosity/resistance
  - existing chemical treatment/s
  - natural colour
  - facial shapes and features, skin tone, bone structure, body shape
  - client characteristics/limitations
  - client preferences/expressed requirements/film set, photographic session, fashion parade, theatre or platform work
- the use of various design tools and techniques on curl shape, wave movement, hair volume
- balancing hair length and volume
- demonstrate manipulative skills in the application of specialist hair design services
- select and apply of a range of combinations of perming and straightening techniques, products and tools to achieve hair design services
- ability and skill in the application of a range of combinations of haircutting structures, techniques and tools to achieve specialised hair design looks
- apply and create new criteria and techniques
- evaluate and synthesise specialist hair design services
- Create design and record the specialist hair design
- consistently use time effectively and to control product waste
- evaluate the completed specialist hair design looks and confirm client satisfaction with the finished result
- ability to advise the client on a variety of maintenance techniques and procedures
- apply salon policies/procedures in regard to the performance of a range of classic and current commercial hair cutting, beard designing and finishes
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid

**(4) Resource Implications**

The following resources should be made available:

access to clients presenting with a range of requirements for specialist hair design services incorporating a combination of techniques in a salon/simulated assessment area

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

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

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study
- portfolio

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of specialist hair services incorporating a range of finishing techniques to achieve pre-determined high fashion looks, incorporating a variety of techniques, styling and finishing tools and products until competency is achieved.

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

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

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

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

**Context of Assessment (Cont'd)**

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer, portfolio or project.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 2	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 3	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 2	
Solve problems	Level 2	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBSBM0024A: Research business opportunities**

Competency Descriptor:

This unit deals with the investigation and research required to ascertain the opportunities available and the feasibility of a business opportunity. It is suitable for those considering setting up a business.

Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify business opportunities.	1.1 Business opportunities are investigated and identified. 1.2 Feasibility study is undertaken to determine likely business viability. 1.3 Specialist services and sources of advice are identified where required. 1.4 Impacts of emerging or changing technology including e-commerce, on business operations are evaluated. 1.5 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available.
2. Identify personal business skills.	2.1 Financial and business skills available are identified and taken into account when business opportunities are researched. 2.2 Technical competencies required in regard to the business opportunity identified and assessed in line with current competencies of available personnel. 2.3 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity. 2.4 Business Risks are identified and assessed according to resources available and personal preferences.



## RANGE STATEMENT

The Range statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- enterprise agreements and relevant industrial instruments
- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant industry codes of practice

Business opportunities may be influenced by:

- expected financial viability
- skills of operator
- amount and types of finance available
- returns expected or required by owners
- likely return on investment
- finance required
- lifestyle issues

Business viability may include:

- opportunities available
- market competition
- timing/ cyclical considerations
- skills available
- resources available
- location and/ or premises available
- risk related to a particular business opportunity, especially in regard to Occupational Health and Safety and environmental considerations

Business risks may be affected by and may include but are not restricted to:

- occupational health and safety and environmental considerations
- relevant legislative requirements
- security of investment
- market competition
- security of premises/ location
- supply and demand
- resources available

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Personal skills/attributes may include:

- technical and/ or specialist skills
- business knowledge and skills
- entrepreneurship
- willingness to take risks

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- The ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/ market climate and resources available.

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination.
- OHS responsibilities and procedures for managing hazards relevant to the business opportunity.
- legislation and regulations relevant to the business operation
- methods for researching business opportunities
- principles of risk management relevant to the business opportunity
- methods of identifying relevant specialist services to complement the business opportunity

#### Skills

The ability to:

- apply literacy skills to enable interpretation of business information
- use numeracy skills for data analysis to aid research
- use research skills to identify a business opportunity and to conduct a feasibility study
- use analytical skills to assess personal attributes and to identify business risks
- relate to people from different social and cultural backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:

- computer equipment
- business references such as relevant legislation and regulation relating to the business operation

**(5) Method of assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations. Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the critical Employability Skills.

**BSBSBM0034A: Establish business and legal requirements**

Competency Descriptor:

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1 Possible legal options for the business structure are identified.  1.2 Legislation, codes and regulatory requirements affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance.
2. Comply with legislation, codes and regulatory requirements	2.1 Systems are established to ensure the legal rights and responsibilities of the business are identified, and the business is adequately protected, especially in regard to Occupational Health and Safety, business registration and environmental requirements.  2.2 Taxation principles and requirements relative to the business are identified, and procedures are followed to ensure compliance.  2.3 Legal documents are identified; carefully maintained and relevant records are kept and updated to ensure their ongoing security and accessibility.  2.4 Insurance requirements are identified and adequate cover is acquired.  2.5 Compliance with legal and regulatory requirements monitored.  2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required.

3. Negotiate and arrange contracts.
- 3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities the planned business direction is sought and confirmed.
  - 3.2 Potential products/services are investigated and assessed to determine procurement rights and to ensure protection of business interests where applicable.
  - 3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required.
  - 3.4 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan.
  - 3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan.

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legal options for the business structure may be influenced by:

- preferences of owners
- requirements of financial backers
- confidentiality
- taxation
- superannuation
- ownership transfer
- partnership considerations

Ownership transfer considerations may include:

- ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc.

Occupational Health and Safety and requirements must include:

- establishing hazard management arrangements to identify workplace specific hazards
- establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures
- establishing OHS record keeping arrangements in accordance with regulatory requirements
- developing and implementing procedures to evaluate and review effectiveness of risk control measures
- the establishment and maintenance of a system for managing OHS

OHS may also include:

- establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel
- developing workplace arrangements to consult employees

Legal rights and responsibilities may include:

- marketing the business in accordance with consumer legislation
- operating the business with a duty of care (Law of Torts)
- obligations imposed by choice of business structure

Record-keeping may include but is not restricted to:

- personnel, financial, taxation, OHS and environmental
- record-keeping may include:
  - workers compensation and rehabilitation;
  - hazardous substances register;
  - material safety data sheets;
  - manufacturers' and suppliers' information;
  - OHS audits and inspections;
  - first aid and medical; accident reports and investigations
- plant maintenance and testing;
- instruction & training

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice
- 

Legal options for the business structure may include:

- company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based

Taxation principles and requirements may include:

- Tax Registration Number (TRN), GTC registration, PAYE and pay roll withholding arrangements
- relevant taxation requirements/obligations for business

Legislation, codes and regulatory requirements may include:

- national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing e.g. (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts

Legal documents may include:

- partnership agreements
- constitution documents
- statutory books for companies (Register of Members, Register of Directors and Minute Books)
- Certificate of Incorporation
- Franchise Agreements and financial documentation
- appropriate software for financial records

Procurement rights to products and services may include:

- royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing

Contracts with relevant people may include:

- owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Insurance requirements may include:

- third party bodily injury on motor vehicles
- workers compensation
- any other insurance cover declared mandatory by government legislation

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

### (1) Critical Aspects of Evidence

- The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements
- Interpreting compliance data and formulating appropriate action

### (2) Pre-requisite Relationship of Units

- BSBSBM0054A: Develop a business plan



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant OHS responsibilities and procedures
- business registration and licensing requirements
- legal rights and obligations of alternative ownership structures
- relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- industrial law relevant to recruitment and dismissal of employees
- creation and termination of relevant legal contracts
- relevant industry codes of practice
- relevant consumer legislation

Skills

The ability to:

- interpret legal requirements, develop company policies and procedures and analyse compliance information
- use communication, reporting and consultation skills necessary for the business operation
- apply time management skills to prioritise tasks and to meet datelines
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**(5) Method of assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable Skills Levels at the end of this unit.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the critical Employability Skills

**BSBSBM0044A: Undertake financial planning**

## Competency Descriptor:

This unit deals with the development of a financial plan to support business viability. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

## Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Analyse the financial requirements of the business	1.1 Income and outgoing expenditure is identified and assessed to plan for business viability. 1.2 Costs associated with the production and delivery of the business' products/services are identified and documented. 1.3 Appropriate pricing strategies are identified in relation to market conditions to meet the profit targets of the business. 1.4 Contribution margins of products/services are considered to obtain the optimum sales mix. 1.5 Profit projections are prepared to supplement the business plan.
2. Develop a business plan	2.1 Profit targets/ goals set to reflect owners desired returns. 2.2 Working capital requirements necessary to attain profit projections are identified. 2.3 Non-current asset requirements are identified and alternative asset management strategies considered. 2.4 Cash flow projections are prepared to enable business operation in accordance with the business plan and legal requirements. 2.5 Capital investment requirements are identified accurately for each operational period. 2.6 Budget targets are selected to enable ongoing monitoring of financial performance.
3. Acquire finance	3.1 Start-up and ongoing financial requirements identified according to financial plan/budget.

- 3.2 Sources of finance, including potential financial backers, to provide required liquidity for the business are identified to complement business goals and objectives.
- 3.3 Cost of securing finance on optimal terms is investigated.
- 3.4 Strategies to obtain finance are identified as required to ensure financial viability of the business.

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- enterprise agreements and relevant industrial instruments
- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant industry codes of practice

Pricing strategies may include:

- cost/volume/profit analysis
- competitor analysis
- market conditions
- perceived value
- penetration pricing
- skimming
- discounting

Cash flow projections may include:

- customer credit policy / debt recovery
- anticipated receipts
- anticipated payments
- taxation provisions

Costs may include:

- direct / indirect costs
- fixed, variable, semi-variable costs

Pricing methods may include:

- mark up on cost
- hourly charge-out rates
- unit cost of production

Profit targets/ goals may include:

- desired return on investment
- desired actual/notional salary for owner/manager(s)
- sales turnover/ gross fees or income
- cost of goods/ services sold
- gross profit/ net profit
- breakeven point

Financial backers may include:

- financiers/banks/lending institutions
- shareholders/partners/owners

Financial plan may include:

- working in conjunction with external consultants e.g. investment analyst, accountant/s, financiers
- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- Development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- financial decision making relevant to the business
- basic costing for the business, including margin/mark-up, hourly charge-out rates and unit costs
- breakeven analysis
- working capital cycles
- methods and relative costs of obtaining finance
- purpose of financial reports
- relevant accounting terminology
- basic accounting principles
- principles of budgeting
- principles for preparation of profit and loss statements
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts

Skills

The ability to:

- use numeracy concepts to analyse financial information regarding the business
- communicate including reporting
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

- the learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable Skills Levels at the end of this unit.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the critical Employability Skills.