

10 September 2020

This document was updated on the [14 April 2021](#) to contain the additional discretions agreed by the Hair Professional Apprenticeship Steering Group (HPASG) with the Institute for Apprenticeships and Technical Education (the Institute), Ofqual and end point assessment organisations (EPAOs) as detailed on the [Institute's website](#) - [Hair Professional Standard \(ST0213\)](#).

These changes are detailed in scenario 1 (discretion 1) on pages 5-14 (highlighted in blue).

HBA D2 v4 Hair professional apprenticeship trailblazer statement regarding adaptations for the hair professional apprenticeship suite of mandatory on-programme qualifications (diplomas) flexibilities, and dispensations for the End Point Assessment (EPA) due to COVID-19.

Purpose

The coronavirus (COVID-19) pandemic has resulted in restrictions to hair apprenticeship education and training during 2020-2021. Guidance has been provided by the Government, with varied opening dates for businesses. Some services and treatments were not permitted to open, and it is possible that the public health restrictions may continue to occur either locally or nationally during the rest of the year. We know that both employers and training providers wish to continue with delivery of apprenticeships, the mandatory on-programme diploma qualifications and end point assessments (EPA). In this paper we will set out the factors we are proposing to enable the mandatory on-programme diploma qualifications and EPA of hair apprenticeships to continue.

Aim

This statement's aim is to provide clear direction, guidance, and support for employers, EPAOs, training providers and apprentices. It is provided in relation to temporary adaptations for the hair apprenticeship suite of mandatory on-programme qualifications (Diplomas), flexibilities and dispensations for the End Point Assessments (EPAs) due to COVID-19.

The Impact of COVID-19

We are all aware of the dramatic impact the COVID-19 pandemic has had on the sector and will continue to have when we are able to return to work. New ways of working will be required. Maintaining professionalism, competency and standards within the sector is key to the sector returning to a new normal and assuring public confidence.

Impact of proposed changes to competency levels

As detailed in our joint industry statement, supported by key industry organisations, it is important that any adaptations, flexibilities or dispensations to the mandatory on-programme qualification or EPA, maintain the rigour and validity required and do not devalue the apprenticeships, leading to confusion over levels of competence.

This statement is subject to review based on Government guidance.

We believe that the following principles should continue to be applied when considering any flexibilities and discretions. They:

1. Must ensure that learners/apprentices are competent and safe to practise, meeting health, safety and legal requirements
2. Must meet COVID-19 safe risk assessment guidance as detailed in the [Government guidelines](#)
3. Must support the standards set by employers, standard setting authorities, and individual industries
4. Will neither advantage nor disadvantage apprentices historically, now or in the future
5. Must maintain the validity, reliability and integrity of standards and qualifications
6. Must cover all the knowledge, skills, behaviours, and competencies
7. Must consider apprentices' attendance and duration of learning completed, addressing any gaps in learning (a typical apprentice will need the whole allocated apprenticeship timescale of 20% off-the-job training to cover the required knowledge, skills and behaviours and gain the relevant competence to meet 100% of the existing KSB statements).

All stakeholders have a duty of care to every apprentice and ultimately the client. The achievement of a hair apprenticeship standard is confirmation of competence that an apprentice is 100% job-ready to work in the sector, endorsed by the issued apprenticeship certificate.

Wherever possible, the full mandatory on-programme diploma qualification and EPA must be completed as detailed in the standard (qualification diploma and EPA plan). Adaptions, flexibilities and dispensations have been agreed if a treatment/service cannot be completed due to Government restrictions or the Government guidelines preclude the standard (full qualification and/or EPA being completed).

Definitions

An adaption is a permitted change of regulated qualifications in line with the Extraordinary, Regulated Framework (ERF) and Extended Extraordinary Regulated Framework (EERF)

A dispensation is special permission to do something that is not usually allowed within the EPA

A flexibility is the ability to change or for something to be changed easily within the EPA according to the situation

A discretion is a temporary applied additional special permission to further adapt the EPA

Hair Professional suite of apprenticeship standards

- Hair Professional - Hairdressing (Level 2)
- Hair Professional - Barbering (Level 2)
- Advanced and Creative Hair Professional (Level 3)

2020-2021 Mandatory regulated on-programme diploma qualification adaptations post 24 March 2020

Hair Professional Diplomas Knowledge (Knowledge and Understanding):

The apprentice must demonstrate 100% achievement of the knowledge detailed within the hair professional standards mandatory on-programme diploma qualifications required by each apprentice.

The recommended approach, including the knowledge statements usually assessed by externally set mandatory testing (closed book) or knowledge assignments, is as follows and should be conducted virtually and recorded with appropriate consent:

- Knowledge statements assessed by externally set mandatory question papers where it creates an unnecessary risk to invigilate under formal assessment conditions ('closed book'); the knowledge should be evidenced and referenced to other forms of knowledge evidence achieved to include:
 - evidence cross-referenced from another unit already achieved as a mandatory question under formal assessment conditions (closed book)
 - assignment/project evidence cross-referenced to the knowledge statements
 - written questions
- Where possible knowledge should be inferred from practical observation and evidenced
- Where knowledge cannot be inferred, oral/questions and answers and professional discussion should be used to generate evidence against the remaining criteria
- Assessment of knowledge, professional discussion and answers and professional discussion sessions must be carried out by an assessor who is occupationally competent and in a way that authenticates the responses are the apprentice's own. All evidence gathered should be traceable, auditable, and authenticated

Hair Professional Diplomas Skills (Performance Criteria):

- The training provider and employer must confirm and agree the specific venue requirements that must be in place to include ensuring a realistic working environment. The real work environment must meet the following principles:
 - All practical skills observation assessments must be carried out under realistic commercial conditions, meeting the current close contact services [Government guidelines](#)
 - The range of services, professional products, tools, materials, and equipment must be current and available for use and adhere to current close contact services [Government guidelines](#)
 - All byelaws, legislation or local authority requirements including risk assessments that have been set down in relation to the type of work that is being carried out must be taken full account of
 - all relevant large items of equipment e.g. therapist's chair, treatment couches including relevant mitigations for close contact services (e.g. visor, guards and/or screen) and PPE must be provided as outlined in [Government guidelines](#)
 - All products, tools and equipment must be available, be in good working order and legally compliant.
- There is no requirement to work on a set number of 'clients'. The clients can be from the apprentice's workplace, educational or household bubble.
- Up to 20% additional discretionary time (in addition to the existing discretionary 10%) can be allowed for an apprentice to implement additional PPE, screens/guards and social distancing requirements following [Government and industry guidelines](#) and [FAQs](#).
- Where traditional, physical on-site practical skills observations are undertaken by the assessor:

This statement is subject to review based on Government guidance.

- Start times may be staggered for multiple practical skills observations
- The number of apprentices completing practical skills observations may be reduced to reflect and meet social distancing guidelines as per [Government guidelines](#)
- Apprentices should be given the opportunity to be observed virtually for any practical skills observation assessment following external quality assurance (Ofqual) guidelines:
 - A vocationally competent employer or a vocationally competent senior member of staff must be present during the practical skills observation for safety and to assist the assessor on areas of clarification or where the assessor needs to see a close-up image
 - Virtual observations can only be completed on a one-to-one basis
 - 100% of the practical skills observation assessment must be observed by the assessor, should be live streamed wherever possible and should be recorded with the relevant data authorities confirmed by all participants. However, where this is not possible, (remote geographical locations or insufficient live-streaming access) allowances should be made to accept recorded practical skills observation evidence for assessment. Professional discussion can be asked by the assessor to confirm any points of clarification, evidenced and retained. Protocols must be created and implemented to ensure all evidence gathered is traceable, auditable, and authenticated.
- Practical skills observation assessments can be adapted to meet [Government guidelines](#), limiting close proximity timescales associated with providing treatments or services to increased numbers of ‘clients’ or ‘customers’. Examples to consider:
 - Evidence collection could be cross-referenced from another unit already achieved to cover a range
 - Clustering the performance of multiple treatments and services on individual ‘clients’ to maximise the evidence opportunities

The use of artificial mannequins or head blocks is not a permitted simulation.

2020-2021 End Point Assessment (EPA) flexibilities and dispensations

The following THREE flexibilities, dispensations and discretions have been developed to consider the impact of COVID-19 Government restrictions, guidelines and potential service/treatment restrictions or local lockdowns for the Hair Professional EPA:

Discretion 1 (scenario 1): available for apprentices who have reached the EPA gateway having completed the mandatory on programme qualification affected by:

- Government or local guidelines that state personal services /close contact services are not permitted therefore no practical/skills training or EPA can be completed.
- COVID 19 guidelines/restrictions for personal services/close contact services apply to maintain social distancing and reduction of transmission of the virus affecting full operational commercial activity of the employer.

ST0213 Hair Professional Standard only ¹

Discretion 1 available for apprentices who have reached the EPA gateway having completed the mandatory on programme qualification.

EPA with discretion

- Apprentices can only be allocated a maximum of a pass grade if this new EPA Discretion is applied. (The distinction grade cannot be assessed through this approach, as the on-programme qualification used as an evidence base is assessed at pass/fail)
- Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade. (In line with existing Institute policy)

Parameters for interpreting this discretion:

A. Parameters for Eligibility:

It is anticipated that most apprentices will still access the practical aspects of their EPA in line with the assessment plan, or via the previously existing COVID-19 flexibilities and dispensations (as per Autumn 2020 scenario 2 and 3).

This additional discretion option has been provided for circumstances where that is not possible, or in exceptional circumstances where it would not be appropriate to use the previously existing COVID-19 flexibilities and dispensations.

¹ Institute for Apprenticeships and Technical Education (IfATE) [announced the new Covid-19 discretion](#) on the 17 of March 2021

The new discretions were published on the [IfATE website on the hair professional standards link](#)

The high-level principles for eligibility, for apprentices who will have already met the existing gateway requirements, are set out below:

- Where close contact/personal services are not available (due to national or regional lockdowns, other restrictions, or Government COVID-19 guidance) and the apprentice does not wish to delay their EPA
- Where it is not safe for the apprentice to undertake close contact work for personal medical reasons (e.g., Shielding) or similar (e.g. in line with PHE guidance)
- Difficulties in accessing appropriate venues (e.g. Feasibility issues due to commercial difficulties)
- Where employment situation of the apprentice has changed, or is changing in a way which necessitates the use of this discretion

The above reasons are not exhaustive - they set out the high-level principles which will be implemented by EPAOs, to assist in aligning their approaches to this discretion.

EPAOs will consider any other request on its merits, and the key test is the degree to which it would or would not be possible for the EPA to be delivered in line with the assessment plan, or via the previously existing Covid-19 flexibilities and dispensations (as per Autumn 2020 scenario 2 and 3).

B. Parameters for EPA discretion delivery:

The discretionary assessment method is a professional discussion underpinned by package of evidence:

1. The apprentice/provider must produce a package of information that shows evidence from the summative assessment. This will include a mapping document, utilising evidence provided from the apprentices on programme learning, which is mapped to the knowledge skills and behaviours detailed on the EPA. As a minimum this should include:
 - A consultation record card/sheet if available
 - Observation records signed by the apprentice and the on-programme assessor
 - Any photographic or digital evidence supporting the apprentice's level of attainment if available
 - Where this discretion is used for a resit/retake of a failed assessment, the evidence package must include some evidence of further guided learning since the previous assessment was taken (e.g., signed statement from training provider).
2. A joint statement of the apprentice's competence from the employer and on-programme assessor. The accountability statement of the apprentice's competence to include:
 - a. technical skills
 - b. Safe working practices (health and safety)
 - c. ways of working
 - d. customer service
 - e. behaviour and communication
 - f. professionalism and values
 (Employer in this context can be an occupationally competent senior member of staff with direct experience of the apprentice's work).
3. Professional discussion is used to confirm the apprentice's skills, knowledge and behaviours against the existing pass grade descriptors for the EPA.

EPAOs will be co-ordinating their approach to grading collaboratively to ensure that grading is approached consistently.

Evidence 1 and 2 should be provided to the EPAOs in advance of the professional discussion to provide sufficient time for the assessor to review, as detailed in the individual EPAO’s guidance.

The expectation is that the training provider/employer will review the evidence package prior to submission to ensure that it includes sufficient evidence to support the professional discussion, in line with mapping documentations (provided by EPAOs).

The timing for professional discussion would be up to a maximum of 1 hour on a one-to-one basis with one apprentice to one assessor.

Professional discussions can be conducted remotely or face-to-face.

End Point Assessment guidance to support preparation for assessment using the discretion.

EPAOs will administer all end-point assessments and make all grading decisions in accordance with Ofqual issued parameters. This information is to assist interested stakeholders to prepare for assessment when using the discretion. It gives examples of the types of evidence and areas of questioning which may be explored during the professional discussion, this is not exhaustive. The information produced here is underpinned by the occupational standard and end-point assessment plan which must be referred to. Definitive guidance can be sought from your chosen EPAO.

Hair Professional - Hairdressing 3a. Technical Skills (70% Element)

The below skills should be embedded within the professional discussion for the practical technical skills assessment:

- Safe working practices
- Consultation
- Shampoo, condition and treat the hair and scalp

Colour and lighten hair using a range of techniques

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The type of topics the apprentice could be asked to discuss with the assessor</i>
Colour and lighten hair using a range of techniques	Two colour and/or lightened hair services using a minimum of two products: <ul style="list-style-type: none"> • One woven highlights • One other colouring technique 	<ul style="list-style-type: none"> • A minimum of a “T” section of the head • A change in depth and tone, and one other colouring technique 	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. The factors that have influenced the finished look <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics

			<ul style="list-style-type: none"> • Client requirements • Contra-indications <ol style="list-style-type: none"> 3. why the colouring technique was chosen 4. the steps taken to achieve the look 5. how was the change in depth and tone achieved 6. the products, tools and equipment used to achieve the look 7. the preparation and removal process 8. the finished result 9. Advice to give to clients throughout and after the service
--	--	--	---

Cut hair using a range of techniques to create a variety of looks

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The type of topics the apprentice could be asked to discuss with the assessor</i>
Cut hair using a range of techniques to create a variety of looks	One creative restyle and finish using a minimum of three cutting techniques	The creative restyle should be finished to complement the style. If this includes a blow dry using a round brush this can be counted as one of the two style and finish looks listed below	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. The factors that have influenced the finished look <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications <ol style="list-style-type: none"> 1. the looks created 2. the cutting techniques use 3. the drying and finishing techniques used 4. the products tools and equipment used 5. Advice to give to clients throughout and after the service

Style and finish hair using a range of techniques to create a variety of looks

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The type of topics the apprentice could be asked to discuss with the assessor</i>
Style and finish hair using a range of techniques to create a variety of looks	Two finished looks using a minimum of four techniques: <ul style="list-style-type: none"> • A blow dry • A hair-up style 	One above and one below shoulder look <ul style="list-style-type: none"> • One setting technique • 80% of the hair should be taken up • Three dressing techniques • The blow dry must include the use of a round brush 	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. The factors that have influenced the finished look <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications • Lifestyle • adaptations • product choice 3. the looks created 4. the drying and finishing techniques used 5. the products tools and equipment used 6. Advice to give to clients throughout and after the service

Hair Professional - Hairdressing 3b. demonstrate technical knowledge and understanding - (20% Element 4)

Safe working practices

Legal and organisational requirements; use of tools, equipment, materials and products; adherence to workplace cleaning, disinfection, sterilisation, supplier or manufacturer’s instructions; waste disposal; client preparation and protection; direct and indirect cross-infection; methods that promote environmental and sustainable working practices; reducing risk of injury to self and others; posture, personal hygiene, protection; health and safety legislation and practice

Colour and lighten hair using a range of technique

The principles of colour selection, how the natural pigment within hair affects the choice of colour and colouring products, the effect of different colouring and lightening products on the hair structure, and when to use the different types of lighteners and toners available

Hair Professional - Hairdressing 3c. Ways of working (5% Element 2).

Assessment methods:

- Link to Technical Skills
 - Consultation
 - Shampoo, condition and treat the hair and scalp
 - Cut hair using a range of techniques to create a variety of looks
 - Style and finish hair using a range of techniques to create a variety of looks
 - Colour and lighten hair using a range of techniques

Hair Professional - Hairdressing 3d Customer Service (5% Element 3)

- Link to Technical Skills
 - Consultation
 - Shampoo, condition and treat the hair and scalp
 - Cut hair using a range of techniques to create a variety of looks
 - Style and finish hair using a range of techniques to create a variety of looks
 - Colour and lighten hair using a range of techniques

Hair Professional - Hairdressing 3e Professionalism and values

Industry codes of practice and ethics; quality assurance systems; time management principles; self-management principles; commercially viable times for the completion of services; industry and organisational standards of appearance; the importance of continuing professional development, equality and diversity.

Hair Professional - Barbering 3a. Technical Skills (70% Element)

The below skills should be embedded within the professional discussion for the linked practical technical skills assessment:

- Safe working practices
- Consultation
- Shampoo, condition and treat the hair and scalp

Cut hair using barbering techniques to create a variety of looks

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The type of topics the apprentice could be asked to discuss with the assessor</i>
Cutting hair using barbering	Two barbering looks using a	<ul style="list-style-type: none"> • Two of the neckline shapes 	The reasons for and benefits of using a range

<p>techniques to create a variety of looks</p>	<p>minim of nine techniques</p>	<ul style="list-style-type: none"> • Two of the outline shapes 	<p>of techniques to create the look</p> <ol style="list-style-type: none"> 2. The factors that have influenced the finished look <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications 3. the looks created 4. the cutting techniques use 5. the drying and finishing techniques used 6. the products tools and equipment used 7. Advice to give to clients throughout and after the service
--	---------------------------------	---	---

Style and finish men’s hair

<p>Reference to the Standard</p>	<p>Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i></p>	<p>Specific requirements</p>	<p>Professional discussion <i>The type of topics the apprentice could be asked to discuss with the assessor</i></p>
<p>Style and finish men’s hair</p>	<p>One finished looks on men’s hair</p>	<ul style="list-style-type: none"> • one drying technique 	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. The factors that have influenced the finished look <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements

			<ul style="list-style-type: none"> • Contra-indications 3. the looks created 4. the drying and finishing techniques used 5. the products tools and equipment used 6. Advice to give to clients throughout and after the service
--	--	--	--

Cut facial hair into shape

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The type of topics the apprentice could be asked to discuss with the assessor</i>
Cut facial hair into shape	Two facial hair cuts	<ul style="list-style-type: none"> • A full beard and moustache • A partial beard and moustache 	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. All the factors that have been taken into account which have influenced the finished look <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications 3. The tools and equipment used 4. The cutting techniques used 5. The advice that was provided to the client throughout and after the service

Shaving services

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Professional discussion <i>The type of topics the apprentice could be asked to discuss with the assessor</i>
Shaving services	One full shaving service	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. The types of tools and equipment used

		<p>3. All the factors that have been taken into account which have influenced the finished look</p> <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications <ul style="list-style-type: none"> • Adverse skin conditions • Unusual features • Skin elasticity • Facial contour • Facial piercing • Clients' wishes <p>4. The pre- shave product used</p> <p>5. The lather product and technique used</p> <p>6. The shaving technique used</p> <p>Skin tensioning</p> <ul style="list-style-type: none"> • Forehand stroke • Backhand stroke <p>7. The finishing product used</p> <p>8. The advice that was provided to the client throughout and after the service</p>
--	--	---

Hair Professional - Barbering 3b. demonstrate technical knowledge and understanding - (20% Element 4)

Safe working practices

Legal and organisational requirements; use of tools, equipment, materials and products; adherence to workplace cleaning, disinfection, sterilisation, supplier or manufacturer's instructions; waste disposal; client preparation and protection; direct and indirect cross-infection; methods that promote environmental and sustainable working practices; reducing risk of injury to self and others; posture, personal hygiene, protection; health and safety legislation and practice

Shaving services

The types of blades available, lathering products, the structure and function of the skin, the scalp and facial skin disorders commonly affecting men, lathering and the function it performs on the skin, in-growing hairs, and the effect of heat on the hair and skin. The use of Personal Protective Equipment.

Hair Professional - barbering 3c. Ways of working (5% Element 2).

- Link to Technical Skills
 - Cutting hair using barbering techniques to create a variety of looks
 - Style and finish men's hair

- Cut facial hair into shape
- Shaving services

Hair Professional - Barbering 3d Customer Service (5% Element 3)

- Link to Technical Skills
 - Cutting hair using barbering techniques to create a variety of looks
 - Style and finish men's hair
 - Cut facial hair into shape
 - Shaving services

Hair Professional - Hairdressing 3e Professionalism and values

Industry codes of practice and ethics; quality assurance systems; time management principles; self-management principles; commercially viable times for the completion of services; industry and organisational standards of appearance; the importance of continuing professional development, equality and diversity.

Demonstrate technical knowledge and understanding

Selected appropriate techniques, products, tools and equipment for each service in line with client needs and test results.

Identified influencing factors used to select the appropriate techniques and adapted the service plan. Accurate aftercare advice provided consistently to all clients.

Responded to any questions accurately

Scenario 2: Government guidelines state that close contact services on the face are not permitted:

No practical/skills training or EPA can be completed (reschedule as soon as possible) for:

8. Barbering pathway- outlining and detailing of beards and moustaches
9. Barbering pathway - shaving

Due to this suspension in service, the following EPA dispensations can be applied:

- Unit accreditation of the shaving unit within the Hair Professional - Barbering qualification **must have been achieved before the closure of the close contact services**
- Professional discussion should be based on a completed summative assessment used within the Hair Professional - Barbering qualification. Oral question should be a maximum of 30 minutes
- The apprentice must produce a package of information that shows evidence of the summative assessment.

It is highly recommended that employers and training providers concentrate on training and assessment on the face when services are permitted to open in case further restriction or local lockdowns are in place.

Hair Professional (level 2 and 3 standards) End Point Assessment flexibilities - Knowledge

- Online written test as detailed in the end point assessment plan: apprentices should be given the opportunity to complete the written test via remote invigilation following external quality assurance (Ofqual) guidelines

Hair Professional (level 2 and 3 standards) End Point Assessment flexibilities - Skills

- The training provider and employer must confirm and agree the specific venue requirements that must be in place to include ensuring a realistic working environment to meet the EPA requirements as outlined in the EPA. The real work environment must meet the following principles:
 - All EPA skills must be carried out under realistic commercial conditions, meeting the current close contact services [Government guidelines](#)
 - The range of services, professional products, tools, materials, and equipment must be current and available for use and adhere to current close contact services [Government guidelines](#)
 - All byelaws, legislation or local authority requirements including risk assessments that have been set down in relation to the type of work that is being carried out must be taken full account of
 - all relevant large items of equipment e.g. therapist's chair, treatment couches including relevant mitigations for close contact services (e.g. visor, guards and/or screen) and PPE must be provided as outlined in [Government guidelines](#)
 - All products, tools and equipment must be available, be in good working order and legally compliant.
- up to 20% additional discretionary time can be allowed for an apprentice to implement additional PPE and social distancing requirements following [Government and industry guidelines](#) and [FAQs](#).
- Apprentices can be observed virtually for the full duration of the EPA following external quality assurance guidelines:
 - A vocationally competent employer, a senior vocationally competent member of staff or assessor must be present during the EPA for safety and to assist the independent end point assessor on areas of clarification or where the independent end point assessor needs to see a close-up image

This statement is subject to review based on Government guidance.

- Virtual observations can only be completed on a one-to-one basis
- 100% of the EPA must be observed by the independent end point assessor, should be live-streamed, wherever possible and should be recorded with the relevant data authorities confirmed by all participants. Recording can be used only if any internet connection is temporarily lost during the EPA. The employer and the training provider must confirm there is a sufficient internet connection in the venue being used for the full duration of the EPA
- Professional discussion can be asked by the independent end point assessor to confirm any points of clarification, evidenced, and retained. Protocols must be created and implemented to ensure all evidence gathered is traceable, auditable, and authenticated
- There is no requirement to work on a set number of ‘clients’ or ‘customers’. The clients can be from the apprentice’s workplace, educational or household bubble.
- Where traditional, physical practical EPA are undertaken by the independent end point assessor:
 - Start times may be staggered for multiple practical skills observations
 - The number of apprentices completing practical skills observations may be reduced to reflect and meet social distancing guidelines as per Government guidelines

Hair Professional - Hairdressing pathway

- As detailed in Scenario 3, a dispensation can be applied where Government guidelines preclude the full EPA being completed due to social distancing or limited space restrictions

Hair Professional - Barbering pathway

Specific hair professional - barbering flexibility and dispensations are detailed below. These can only be applied to live (not virtual) observations:

- Up to 20% additional discretionary time can be allowed (3 hours 36 minutes)
- Clients must be kept to a minimum; it is recommended that **two** clients are used for the EPA where possible to maintain social distancing in the workplace

Observation 1

- Two** barbering looks using a minimum of nine techniques
- One** (style and finish) finished looks on men’s hair
- One** a facial hair cut, a partial beard

The skills, knowledge and behaviours set out below must be assessed through **practical observation on a live model/client and professional discussion** by the EPA assessor:

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The knowledge and behaviours referenced below must be sampled by the EPA Assessor. As a minimum, one question must be asked about each service</i>
Cutting hair using barbering techniques to create a variety of looks	Two barbering looks using a minimum of nine techniques	<ul style="list-style-type: none"> Two of the neckline shapes Two of the outline shapes Used all the tools and equipment Cut both wet and dry hair Used a minimum of 9 of the techniques (excluding eyebrow trim) Taken into account all the factors 	<ol style="list-style-type: none"> The reasons for and benefits of using a range of techniques to create the look The factors that have influenced the finished look <ul style="list-style-type: none"> Consultation Hair classifications Hair characteristics Client requirements Contra-indications Advice to give to clients throughout and after the service
Style and finish men’s hair	One finished looks on men’s hair	<ul style="list-style-type: none"> One drying technique Used a minimum of 3 styling and finishing products Used all tools and equipment Considered all the factors 	

		<ul style="list-style-type: none"> • Used a minimum of 1 of the drying techniques • Achieved a minimum of one of the finished looks 	
Cut facial hair into shape	a facial hair cut	<ul style="list-style-type: none"> • A partial beard • Used relevant tools and equipment • Taken into account all the factors • Used relevant cutting techniques 	

Hair Professional - Barbering pathway dispensation

The skills, knowledge and behaviours for outlining and detailing of beards and moustaches and shaving services below cannot be completed as detailed in the [Government guidelines](#).

Due to this suspension in service, the following requirements must be completed:

- The apprentice must be in Gateway, the on-programme barbering qualification must have been achieved before the closure of the close contact services
- Professional discussion should be based on a completed summative assessment used within the hair therapy qualification
- Professional discussion should be asked on the following summative assessments used within the Hair Professional - Barbering qualification
 - Cut facial hair into shape
 - Shaving services
- Professional discussion should be a maximum of 30 minutes
- The apprentice must produce a package of information that shows evidence of the summative assessment. This should include:
 - A consultation record card/sheet
 - Observation records signed by the apprentice and the assessor
 - Any photographic or digital evidence if available

The skills, knowledge and behaviours set out below must be assessed through professional discussion by the EPA assessor:

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The knowledge and behaviours referenced below must be sampled by the EPA Assessor</i>
Cut facial hair into shape	a facial hair cut	<ul style="list-style-type: none"> • A full beard and moustache • Used all the tools and equipment • Used all cutting techniques 	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. All the factors that have been taken into

This statement is subject to review based on Government guidance.

		<p><i>The apprentice does not have to repeat any of the specific requirements if already completed on the live model/client.</i></p>	<p>account which have influenced the finished look</p> <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications <p>3. The tools and equipment used</p> <p>4. The cutting techniques used</p> <p>5. The advice that was provided to the client throughout and after the service</p>
Shaving services	One full shaving service		<p>1. The reasons for and benefits of using a range of techniques to create the look</p> <p>2. The types of tools and equipment used</p> <p>3. All the factors that have been taken into account which have influenced the finished look</p> <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications <p>4. The pre- shave product used</p> <p>5. The lather product and technique used</p> <p>6. The shaving technique used</p> <p>7. The finishing product used</p> <p>8. The advice that was provided to the client throughout and after the service</p>

Advanced and Creative Hair Professional

- As detailed in Scenario 3, There are no dispensations.

Scenario 3: Close contact services on the face are permitted in line with Government guidelines (mitigations)

Hair Professional suite of standards flexibilities:

- Up to 20% additional discretionary time can be allowed for an apprentice to implement additional PPE and social distancing requirements following Government and industry guidelines and FAQs.
- Knowledge and understanding: The apprentice must demonstrate 100% achievement of the knowledge detailed within the End Point Assessment plan. The following flexibility can be applied:
 - Knowledge statements usually assessed by externally set mandatory testing (closed book): apprentices should be given the opportunity to complete the written test via remote invigilation following external quality assurance (Ofqual) guidelines
- Apprentices can be observed virtually for the full duration of the practical EPA following external quality assurance (Ofqual) guidelines:
 - An employer or a senior member of staff must be present during the observation for safety and to assist the EPA Assessor on areas of clarification or where the EPA assessor need to see a close-up image
 - Virtual observations can only be completed on a one-to-one basis
 - The EPA must be live-streamed and should be recorded with the relevant data authorities
 - 100% of the EPA must be observed by the EPA assessor, recording can be used only if any internet connection is temporarily lost during the EPA. The employer and the training provider must confirm there is a sufficient internet connection in the venue being used for the full duration of the EPA.
- There is no requirement to work on a set number of models/clients
- Start times may be staggered with agreement from the EPAO
- The number of apprentices completing the EPA may be reduced

To achieve an apprenticeship, the full range of knowledge, skills and behaviours must be completed as detailed in the apprenticeship standard. The practical observation must be carried out under realistic commercial conditions in a location as detailed in the EPA plan.

Hair Professional suite of standards dispensations

Hair Professional - Hairdressing pathway

Specific hair professional - hairdressing flexibilities are detailed below; these flexibilities can only be applied to live (not virtual) observations:

- Up to 20% additional discretionary time can be allowed (up to 7 hours 12 minutes)
- Clients must be kept to a minimum; it is recommended that one client is used for the Hairdressing EPA where possible

The skills, knowledge and behaviours set out below must be assessed through **practical observation on a live model/client and professional discussion** by the EPA assessor:

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The knowledge and behaviours referenced below must be sampled by the EPA Assessor</i>
Cut hair using a range of techniques to create a variety of looks	One creative restyle and finish using a minimum of three cutting techniques	The creative restyle should be finished to complement the style. If this includes a blow dry	1. The reasons for and benefits of using a range of techniques to create the look 2. The factors that have influenced the finished look:
Style and finish hair using a range of techniques to create a variety of looks	A finished look using a range of techniques <ul style="list-style-type: none"> • A blow dry • Minimum of 2 products • Minimum 2 tools and equipment 	using a round brush this can be counted as one of the two style and finishes. <i>If the look is above shoulder length hair, the look on the mannequin block head must be below or vice versa</i>	<ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications • Lifestyle • Adaptations
Colour and lighten hair using a range of techniques	Two colour and/or lightened hair services using a minimum of two products: <ul style="list-style-type: none"> • One woven highlights • One other colouring technique 	A minimum of a 'T' section of the head: <ul style="list-style-type: none"> • A change in depth and tone, and one other colouring technique • Taken into account all the factors 	3. Advice to give to clients throughout and after the service

Hair Professional - Hairdressing pathway dispensation

Where Government guidelines preclude the full EPA being completed due to social distancing or limited space restrictions to demonstrate a hair-up style, curly blow dry and/or setting technique a mannequin block head can be used in these extenuating circumstances.

This dispensation will apply for a six-month period, after which it will be reviewed by the Hair Professional steering group.

This statement is subject to review based on Government guidance.

The following dispensations can be applied in extenuating circumstances due only to Government restrictions or if the Government guidelines preclude the full EPA being completed due to social distancing or limited space restrictions. This may be, for example, the size of a salon or barbershop in relation to the number of individuals required to facilitate an individual EPA.

The skills, knowledge and behaviours set out below can be assessed through **practical observation of the skill on a mannequin block head** by the EPA assessor *(The apprentice does not have to repeat any of the specific requirements if already completed on the live model/client):*

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The knowledge and behaviours referenced below must be sampled by the EPA Assessor</i>
Style and finish hair using a range of techniques to create a variety of looks	A finished look •A hair-up style •A blow dry (only if the specific requirements have not completed on the live model) The apprentice must show that they have used a minimum of 4 techniques in total o Blow drying with a round brush o Blow drying with a paddle brush o Setting o Finger drying o Plaiting/braiding/knots and twisting o Dressing hair o Adding hair to enhance a style	<ul style="list-style-type: none"> • One setting technique • 80% of the hair should be taken up • Three dressing techniques • The blow dry must include the use of a round brush <p><i>The apprentice does not have to repeat any of the specific requirements if already completed on the live model/client.</i></p>	1. The reasons for and benefits of using a range of techniques to create the look
Colour and lighten hair using a range of techniques			Professional discussion can be asked to cover the following tests: <ul style="list-style-type: none"> • Skin • Incompatibility

Hair Professional - Barbering pathway

Specific hair professional - barbering flexibilities are detailed below, these can only be applied to live (not virtual) observations:

- Up to 20% additional discretionary time can be allowed (3 hours 36 minutes)
- Clients must be kept to a minimum; it is recommended that **two** clients are used for the EPA where possible

The skills, knowledge and behaviours set out below must be assessed through **practical observation on a live model/client and professional discussion** by the EPA assessor:

Reference to the Standard	Practical assessment <i>All the skills referenced below will be observed by the EPA assessor</i>	Specific requirements	Professional discussion <i>The knowledge and behaviours referenced below must be sampled by the EPA Assessor. As a minimum one question must be asked about each service</i>
Cutting hair using barbering techniques to create a variety of looks	Two barbering looks using a minimum of nine techniques	<ul style="list-style-type: none"> • Two of the neckline shapes • Two of the outline shapes • Used all the tools and equipment • Cut both wet and dry hair • Used a minimum of 9 of the techniques (excluding eyebrow trim) • Taken into account all the factors 	<ol style="list-style-type: none"> 1. The reasons for and benefits of using a range of techniques to create the look 2. The factors that have influenced the finished look <ul style="list-style-type: none"> • Consultation • Hair classifications • Hair characteristics • Client requirements • Contra-indications 3. Advice to give to clients throughout and after the service
Style and finish men’s hair	One finished looks on men’s hair	<ul style="list-style-type: none"> • One drying technique • Used a minimum of 3 styling and finishing products • Used all tools and equipment • Considered all the factors • used a minimum of one of the drying techniques • achieved a minimum of one of the finished looks 	
Cut facial hair into shape	A facial hair cut	<ul style="list-style-type: none"> • A partial beard • A full beard and moustache • Used relevant tools and equipment • Taken into account all the factors • Used relevant cutting techniques 	

Shaving services	One full shaving service	<ul style="list-style-type: none"> •Used all the types of tools and equipment •Taken into account all the factors •Used pre-shave product •Used lathering product •Used a lathering technique •Used shaving techniques •Used finishing product •Given advice and recommendations 	
------------------	--------------------------	--	--

Advanced and Creative Hair Professional

There are no dispensations.

EPA FAQs

Q1. Do I have to use the same end point assessment organisation (EPAO) I used for the on-programme part of the apprenticeship to complete the EPA for my apprentice?

A1. No, employers can choose which EPAO (need to decide how you want to write 'end-point assessment' and be consistent throughout document) organisation to use.

The following organisations offer hair end-point assessments:

City and Guilds: <https://www.cityandguilds.com/apprenticeships>

VTCT: <https://www.vtct.org.uk/apprenticeships/employers/apprenticeship-standards/>

TQUK: <https://epa.tquk.org/>

Q2. How should my apprentice be prepared for the end-point assessment?

A2. Timescales for the end-point assessment should be planned and agreed with the apprentice, employer and training provider. The end-point assessment should be booked well in advance.

The apprentice should take mock tests, both observation and oral questioning. The client selected should be informed, well-prepared and all arrangements made to ensure everything goes to plan on the day, including back-up plans to avoid any disruptions.

All EPAOs have extensive guidance on their websites explaining the EPA process, centre requirements and the support they provide:

City and Guilds: <https://www.cityandguilds.com/apprenticeships/endpoint-assessment-service>

VTCT: <https://www.vtct.org.uk/apprenticeships/>

TQUK: <https://epa.tquk.org/apprenticeships/hair-professional-apprenticeship-standard/>

Q3. Can an apprentice complete their EPA in their own salon/workplace?

A3. The EPA can take place at the employer's salon, a training provider's salon or a college's salon. As far as reasonably practicable the location of end-point assessment should match conditions of a real work environment. The salon or barbershop must have a clearly separated area, where the apprentice will not be disturbed and can operate, e.g. no assistance provided and no risk of collusion or support.

Q4. Is there additional support, time allowance, reasonable adjustments or special consideration for apprentices with learning difficulties or social barriers?

A4. You would need to follow the guidance detailed in the policy for the EPA on the EPAO website.

City and Guilds <https://www.cityandguilds.com/apprenticeships>

VTCT <https://www.vtct.org.uk/apprenticeships/>

TQUK <https://epa.tquk.org/apprenticeships/hair-professional-apprenticeship-standard/>

Q5. What should the appointment schedule include?

A5. Times, client's names, and services being carried out. However, it is good practice to include as much detail as possible, for example: services, products and techniques that will be used per client.

Q6. Can clients bring in their children?

A6. No, they need to be aware that the apprentice is under exam conditions and this could be a distraction.

This statement is subject to review based on Government guidance.

https://nhfed-my.sharepoint.com/personal/caroline_larissey_nhf_info/Documents/OfQual/dispensation/HBA D2 V5.3 FINAL 140421.docx

Q7. If an apprentice attends college on a weekly basis can the EPA be in the college?

A7. Yes.

Q8. What needs to be presented to the apprenticeship assessor on the day of the EPA?

A8. A valid form of photographic ID for the apprentice, completed and signed Client Declaration Forms and an EPA schedule.

Q9. Is a copy of the apprentice's ID okay rather than the original?

A9. Yes, as long as it is clear and contains a photograph.

Q10. What happens if the apprentice does not bring their photographic ID on the day of the EPA?

A10. If there are concerns over the validity/identity of the apprentice, the IEPA will liaise with the EPA team who will make that decision in liaison with the EPA customer.

Q11. What would happen if the documentation presented to the apprenticeship assessor was incomplete?

A11. The EPA cannot go ahead if the documentation requested by the EPAO has not been completed.

Q13. Should the end-point assessor interact with the model/client?

A13. An assessor may interact with a model/client on occasion. For example, they may check that the model/client is happy with the service or to ask their permission to take photographs. On occasion the assessor will check the model's hair to ensure all criteria has been met. If one model is checked all models will be checked.

Q14. What interaction is permitted between the apprentice and other salon colleagues during the assessment?

A14. During the assessment, interaction between apprentices should be limited to their clients and end-point assessor only. This is to ensure that the assessment is conducted under controlled conditions. The employer, senior stylist or designated person can be an intermediary for recording and validation purposes only as directed by the assessor. This will be monitored by the assessor. It is advised that this is made known to any persons that may be present in other parts of the assessment location during the assessment period.

The assessor will monitor this throughout the assessment. Assessments can be done in-house only if the salon has a clearly separated area e.g. separate floor, operating under exam conditions e.g. no talking to learners, no assistance provided, no risk of collusion, no shared areas e.g. colour bars.

Q15. What would happen if the apprentice does not meet the minimum health and safety standards?

A15. If the apprenticeship assessor believes there is a risk relating to health and safety, then the EPA will be stopped. If the risks are appropriately addressed the EPA may continue. The assessor will make a judgment on whether the EPA can continue or not.

Q16. Should the apprentice wear a uniform for the EPA?

A16. Apprentices are expected to look professional and wear their usual salon/training academy uniform on the day of the EPA. This must be in accordance with health and safety requirements (no open-toe shoes) and salon standards of presentation and dress.

Q17. Are male clients suitable for the hairdressing EPAs?

A17. Yes, male clients can be used for the EPA as long as they meet the requirements of the Hair Professional Assessment Plan.

Q18. Can the clients be known to the apprentice?

A18. Yes, the clients can be known to the apprentice.

Q19. Can the apprentice use more than one client for the hair professional assessments?

A19. Yes, the hair professional assessment plan requires a minimum of two clients. The advanced and creative plan requires a minimum of one client. The apprentice and employer are responsible for providing suitable models for the EPA. The employer and training provider should provide support, where necessary. The models can be familiar to the apprentice.

Q20. Is there a limit to the number of services that can be completed on a single model/client during the EPA?

A20. There is no limit to the number of services that can be completed on one model/client, as long as the apprentice adheres to having the minimum of two models/clients. When performing multiple services on one model/client, an apprentice will also need to take into consideration the effect multiple services can have on the hair. Multiple models/clients are therefore required and advised accordingly.

Q21. If the apprentice drops a comb/hairbrush or any other piece of equipment, will they fail their EPA?

A21. The apprentice will not fail; however, they must ensure that they have spare equipment ready and it is clean and sterilised prior to use.

Q22. If the apprentice cuts their finger, will the apprentice fail the EPA?

A22. The apprentice will not fail if they accidentally cut their finger. However, the apprentice must take the appropriate action to deal with the cut.

Q23. Can the apprentice use their own tools during the EPA?

A23. Yes, it is recommended that the apprentice uses their own tools.

Q24. If the apprentice changes their order for completing clients during the assessment, will they fail their EPA?

A24. No, the apprentice will not fail if they change their order on the day/during the EPA. However, the apprentice will have to provide the apprenticeship assessor with a rationale for any changes made.

Q25. Do all tools and equipment need personalised labels?

A25. No, the apprentice's tools and equipment are not required to have personalised labels.

Q26. Do the clients need to be present for all of the EPA?

A26. The clients only need to be present for the section of the EPA that they are required for.

Q27. Can background music be played?

A27. It is acceptable for music to be on in the background.

Q28. Does the salon need to be closed for the EPA?

A29. The salon does not need to be closed; however, the apprentice must have a dedicated space for their EPA and have no direct distractions.

Q30. Is there a minimum age requirement for the clients?

A30. The clients must be a minimum of 16 years old.

Q31. Is there a maximum number of clients that an apprentice can have in the EPA?

A31. There is no restriction on the maximum number of clients that the apprentice can have.

Q32. If the apprentice achieves a pass can they resit to achieve a higher grade?

A32. No.

Q33. What will result in a fail?

A33. An apprentice will fail if they are shown to not meet the desired criteria for any of the assessment components. As well as their practical skill being assessed, they must also ensure that they adhere to all health and safety practices.

Q34. If the assessor identifies practice which results in the assessment being graded as a fail, will the assessment be stopped?

A34. An assessment will not be stopped if an assessor identifies practice which is graded as a fail unless the assessment has become life-threatening or has put others at risk. In all other circumstances, the assessment will continue as normal. This allows the apprentice to receive feedback on all areas of the assessment to aid a more successful retake.

Q35. If an element of the assessment is graded as a fail, is it just this element that has to be retaken or the entire assessment?

A35. Apprentices who fail their Hair Professional EPA will be required to re-sit/retake their entire EPA. For example, an apprentice who fails part of their practical assessment will have to re-sit/retake the entire practical observation and oral questioning.

Q36. If my apprentice fails the EPA, how quickly can they re-sit it?

A36. The apprentice will not be able to retake the EPA until they have completed a period of further learning agreed by both the employer and training provider. A minimum period of 30 days is required before the EPA is taken. Additional mock tests are highly recommended to ensure the apprentice is prepared. The apprentices should only resit the EPA when the employer and training provider agree they are ready to re-sit it. The apprentice will need to select a different client, not the same one they used on earlier EPAs.

Q37. I am interested in becoming an independent end point assessor, where can I find further information?

A37. Please find below links to information on current vacancies and how to become an EPA independent assessor from the three EPAOs.

City and Guilds: <https://www.cityandguilds.com/apprenticeships/independent-end-assessor>

VTCT: <https://www.vtct.org.uk/vacancies/>

TQUK <https://epa.tquk.org/about-tquk/join-the-epa-team/>



Joint Apprenticeship
Chairs Statement re A