

# VTCT Skills Level 2 Diploma in Women's Hairdressing

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Accreditation start date: .....	1 August 2010
Credit value: .....	52
Total Qualification Time (TQT): .....	520
Guided Learning Hours (GLH): .....	448
Qualification number: .....	500/8976/6

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## Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV20483				
UV20484				
UV20386				
UV20488				
UV20486				
UHB339				
UV10345				
Optional units				

# Qualification

## Introduction

VTCT Skills Level 2 Diploma in Women's Hairdressing is a qualification that has been specifically designed to develop your practical skills in; the creative art of cutting or dressing hair, how to provide effective shampooing and conditioning services, the artistic skill of colouring and lightening hair and how to provide a good consultation service for your clients.

To further enhance your practical skills you will have the opportunity to choose from the following units; how to provide perming and neutralising services, effective scalp massage services, how to create a hair and beauty image, plaiting and twisting hair, colouring hair using semi and temporary colour, style and finish afro-textured hair, displaying stock or promoting products and services to clients and the opportunity of working on a salon reception.

Underpinning this qualification you will develop a sound knowledge and understanding of each unit including health and safety and what it is like to work in the hairdressing industry.

The purpose of this qualification is to develop your practical skills to a high level of occupational ability to enable you to perform your own salon services.

The legislations referred to within this qualification apply to UK learners. For learners outside of the UK, you should familiarise yourself with legislations that may apply to you.

## National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

## Prerequisite

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

## Progression

When you have successfully completed this qualification will have the opportunity to progress to the following VTCT Skills qualifications:

NVQ qualifications:

- Level 2 NVQ Diploma in Barbering
- Level 3 NVQ Diploma in Hairdressing

Apprenticeships:

- VTCT Skills Level 2 Diploma for Hair Professionals (Barbering)
- VTCT Skills Level 3 Diploma in Advanced and Creative Hairdressing

Progression opportunities also exist in the form of specialist VTCT Skills vocationally related qualifications:

- Level 2 Diploma in Barbering
- Level 2 Certificate in Barbering
- Level 2 Award in Preventing Contact Dermatitis
- Level 3 Diploma in Hairdressing
- Level 3 Award in Bridal Hairstyling

This qualification may lead directly into employment in a salon as a junior hairdresser or to work as an independent hairdresser.

# Qualification structure

**Total credits required - 52**

All mandatory units must be completed.

## Mandatory units - 36 credits

VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV20483	R/600/8763	Follow health and safety practice in the salon	3	22
UV20484	M/600/8611	Working in the hair industry	4	35
UV20386	A/600/9065	Client consultation for hair services	3	30
UV20488	H/600/8539	Shampoo and condition the hair and scalp	3	29
UV20486	A/600/8630	Colour and lighten hair	10	91
UHB339	L/650/8077	Cut hair using hairdressing techniques	8	75
UV10345	Y/502/3979	The art of dressing hair	5	30

## Optional units - Minimum of 16 credits

VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV20512	Y/600/8537	Perm and neutralise hair	7	60
UV20490	J/600/8761	Display stock to promote sales in a salon	3	24
UV20492	T/600/8769	Promote products and services to clients in a salon	3	28
UV20499	J/600/8632	Create an image based on a theme within the hair and beauty sector	7	60
UV20513	L/600/8535	Provide scalp massage services	4	33
UV20489	A/600/8773	Salon reception duties	3	24
UV30342	Y/502/3805	Plaiting and twisting hair	3	30
UV20494	T/600/8626	The art of colouring hair	7	60
UHB345	M/650/8078	Style and finish Afro-textured hair	5	45

# Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT Skills will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

## Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT Skills external quality assurers.

## External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT Skills. Externally assessed hard-copy question papers will be set by VTCT Skills, marked by centre staff and sampled by VTCT Skills external quality assurers.

## Assessment explained

VTCT Skills qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.

## Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

# Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20483	Follow health and safety practice in the salon	1	✓	✓
UV20484	Working in the hair industry	0	✗	✓
UV20386	Client consultation for hair services	1	✓	✓
UV20488	Shampoo and condition the hair and scalp	1	✓	✓
UV20486	Colour and lighten hair	1	✓	✓
UHB339	Cut hair using hairdressing techniques	1	✓	✓
UV10345	The art of dressing hair	1	✓	✓

Optional units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20512	Perm and neutralise hair	1	✓	✓
UV20490	Display stock to promote sales in a salon	0	✓	✓
UV20492	Promote products and services to clients in a salon	0	✓	✓
UV20499	Create an image based on a theme within the hair and beauty sector	0	✓	✓
UV20513	Provide scalp massage services	1	✓	✓
UV20489	Salon reception duties	0	✓	✓
UV30342	Plaiting and twisting hair	0	✓	✓
UV20494	The art of colouring hair	1	✓	✓
UHB345	Style and finish Afro-textured hair	1	✓	✓

# Unit glossary

	Description
VTCT Skills product code	All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided Learning Hours (GLH)	The activity of a learner in being taught or instructed or otherwise participating in education or training under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total Qualification Time (TQT)	The number of hours an awarding organisation has assigned to a qualification for guided learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed. However unlike Guided Learning Hours, TQT is not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Maximum service times	The maximum time in which a particular service or practical element must be completed.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

# UV20483

## Follow health and safety practice in the salon

The aim of this unit is to increase your understanding of health and safety and its importance in the salon in which you work. You will develop the ability to carry out a simple risk analysis, recognise a hazard, responsibly deal with the hazards you have found and follow safe and hygienic working practices. You will also need to be able to locate firefighting equipment, first aid resources and have an awareness of fire, emergency and evacuation procedures.

This unit applies to salons or barbershops.

For the purposes of this unit the generic term of practitioner has been used to incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up, Massage therapist, Nail technician. The term salon is used to incorporate the fixed business locations where services provided by the above practitioners may take place.

Level

**2**

Credit value

**3**

GLH

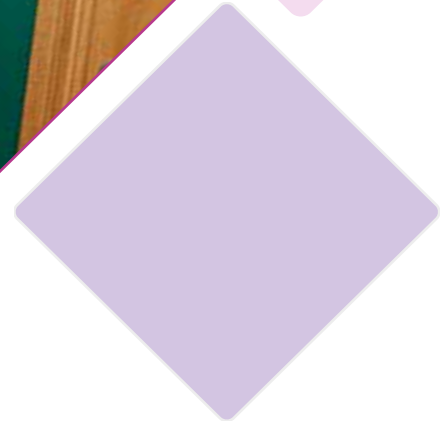
**22**

Observation(s)

**3**

External paper(s)

**1**



# Follow health and safety practice in the salon



## Learning outcomes

### On completion of this unit you will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

## Evidence requirements

1. **Environment**  
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**  
Simulation is not allowed in this unit.
3. **Observation outcomes**  
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.
6. **External paper**  
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Achieving range

There is no range section that applies to this unit.

# Observations

## Learning outcome 1

### Be able to maintain health, safety and security practices

**You can:**

- a. Conduct yourself in the workplace to meet with health and safety practices and salon policy
- b. Deal with hazards within your own area of responsibility following salon policy
- c. Maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements
- d. Follow salon policy for security
- e. Make sure tools, equipment, materials, and work areas meet hygiene requirements
- f. Use required personal protective equipment
- g. Position yourself and the client safely
- h. Handle, use, and store products, materials, tools, and equipment safely to meet with manufacturers' instructions
- i. Dispose of all types of salon waste safely and to meet with legal and salon requirements

<b>Observation</b>	1	2	3	Optional
<b>Date achieved</b>				
<b>Criteria questioned orally</b>				
<b>Portfolio reference</b>				
<b>Assessor initials</b>				
<b>Learner signature</b>				

## Learning outcome 2

### Be able to follow emergency procedures

**You can:**

- a. Follow emergency procedures
- b. Follow accident reporting procedures which meet with salon policy
- c. Locate fire fighting equipment

<b>Observation</b>	1	2	3	Optional
<b>Date achieved</b>				
<b>Criteria questioned orally</b>				
<b>Portfolio reference</b>				
<b>Assessor initials</b>				
<b>Learner signature</b>				

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Achieving the external paper

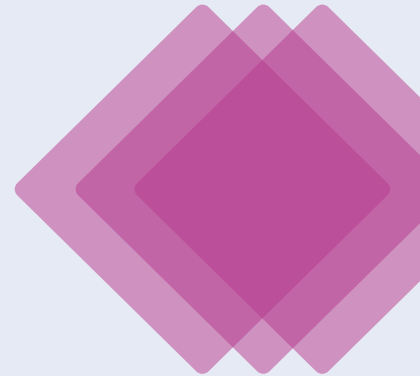
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		



# Knowledge



## Learning outcome 1

### Be able to maintain health, safety and security practices

You can:	Portfolio reference/ Assessor initials*
j. Explain the difference between legislation, codes of practice and workplace policies	
k. Outline the main provisions of health and safety legislation	
l. State the employer's and employee's health and safety responsibilities	
m. State the difference between a 'hazard' and a 'risk'	
n. Describe hazards that may occur in a salon	
o. State the hazards which need to be referred	
p. State the purpose of personal protective equipment used in a salon during different services	
q. State the importance of personal presentation, hygiene, and conduct in maintaining health and safety in the salon	
r. State the importance of maintaining the security of belongings	
s. Outline the principles of hygiene and infection control	
t. Describe the methods used in the salon to ensure hygiene	
u. Describe the effectiveness and limitations of different infection control techniques	
v. Describe how to dispose of different types of salon waste	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

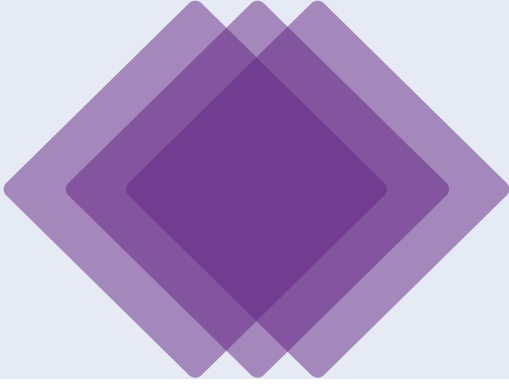


## Learning outcome 2

### Be able to follow emergency procedures

You can:	Portfolio reference/ Assessor initials*
d. Identify named emergency personnel	
e. Describe procedures for dealing with emergencies	
f. Outline the correct use of firefighting equipment for different types of fire	
g. State the dangers of the incorrect use of firefighting equipment on different types of fires	
h. State the importance for reporting and recording accidents	
i. Describe the procedure for reporting and recording accidents	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.



# Notes

Use this area for notes and diagrams.

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# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Be able to maintain health, safety and security practices

### **Working in accordance with current health and safety legislation:**

Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Hazards** – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Reasons for risk assessment** – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

**Salon hazards:** Require immediate action – refer to job description, level of responsibility, report, duty to recognise/deal with hazards, training on dealing with hazards, deal with hazards without endangering self/others, if in doubt call for assistance, nominated personnel, duty to recognise/deal with hazards.

**Environmental** – wet/slippery floor, cluttered passage/corridors, rearrange furniture, blocked passageway/entrance/exit.

**Equipment** – broken, worn, faulty, incorrect use.

**Chemicals** – leaking, damaged packaging.

**Security (cash)** – unattended reception/till, money in transit, cash left in till overnight.

**Security (people)** – staff, clients, visitors, children, personal belongings, disregard of systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

**General hygiene:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to treatment/service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise practitioners' hands before, during and after treatments/services.

## Learning outcome 1: Be able to maintain health, safety and security practices (continued)

### Salon policy for security:

**Cash** – staff training, point of sale, regular banking, in transit.

**People** – staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

**Belongings** – client to retain personal belongings where possible, empty pockets prior to hanging coat, staff belongings to remain in staff room, avoid personal items in salon.

**Security breaches** – inform salon/barbershop owner/lecturer/teacher, review records (stock levels/control, monitor takings, inventory of equipment, manual and computerised records), take statements, eye witness accounts, review findings, call in police, notify data protection registry/clients of breach, maintain confidentiality, could result in loss of employment.

**Equipment:** Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

### Maintenance of tools and equipment:

Equipment and tools cleaned, washed, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces), heat or chemical methods, visual check, remove and label broken tools and equipment, store correctly.

**Preparation of work area:** Work station/bed/chair/trolley, equipment cleaned, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces, large work areas, floors and work surfaces), heat or chemical methods, bactericides, fungicides, viricides, full access around work area, safe professional presentation tools and equipment, visual check on large/ small equipment, portable appliance tested, bed/seat/basin (select height).

### How to follow safe and hygienic working practices:

**Management of health and safety at work:** Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**Personal protective equipment (PPE):** Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

## Learning outcome 1: Be able to maintain health, safety and security practices (continued)

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

**Control of substances hazardous to health:** Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use, PPE.

**Professional ethical conduct:** Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and ability.

**Professional appearance:** Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

**Client preparation and care:** Preparing for and performing a treatment/service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

**Work area:** Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

**Position yourself and the client appropriately:**

**Practitioner** – position self safely, when you sit or stand ensure good posture (straight back, stand upright, even weight distribution, maintain balance, remain relaxed, don't overstretch), poor posture will result in fatigue, uneven service, back/shoulder injury.

**Client** – seated/laid comfortably (adjust height of chair, adjust back rest of bed), if seated keep feet flat on floor, legs uncrossed, back supported, regular comfort breaks.



## Learning outcome 1: Be able to maintain health, safety and security practices (continued)

### **The difference between health and safety legislation, regulations and code of conduct:**

**Legislation and regulations** – government led, implemented, monitored.

**Code of practice and policies** – salon/barbershop led, implemented, monitored.

**Employer responsibility for safety of staff/employees/clients:** Hold current/valid liability insurance, display health and safety rules covering staff/employees/clients/ fire evacuation, provide regular training, accurate record keeping, monitoring, consult experts.

**Liability insurance:** Employers, public, professional indemnity.

**Infection prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene- handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and treatment/ service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

**Environmental working practices:** Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees', water conservation, environmental waste management.

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists, energy uses reduction, green energy, reduce carbon footprint.

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, chemical, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

## Learning outcome 2: Be able to follow emergency procedures

### Emergency procedures:

**Accidents** – call ambulance, nominated first aider, follow the organisations policy, maintain and update records.

**First aid** – call nominated first aider, follow the organisations policy, ensure accurate records.

**First aid equipment** – first aid box(es), list of equipment, general advice leaflet, individually wrapped sterile plasters in assorted sizes, sterile eye pads, individually wrapped triangular bandages, safety pins, large and medium sterile dressings, disposable gloves, eyewash.

**Fire evacuation** – nominated assembly point, fire wardens, regular simulation/drills.

**Incidents** – call security, emergency external numbers 999 (UK) or 112 (EU), follow the organisations policy.

**Position of firefighting equipment** – induction process.

**How to use firefighting equipment** – designated personnel, initial/ongoing training.

**Records and documentation** – initial/ongoing training, up-to-date, accurate.

**Safety drills** – induction process, initial/ongoing training person, regular simulation/drills.

**Staff responsible for safety** – overall safety; nominated health and safety officer (internal/external). All staff are responsible for day to day.

**Firefighting equipment:** Location, extinguishers (water, foam, powder, CO2 gas), sand bucket, fire blanket, alarm.

**Incorrect use of firefighting equipment:** Fire could escalate or become uncontrollable, injury to staff/clients, risk to life, damage to belongings/property.

# UV20484

## Working in the hair industry

Through this unit you will develop a sound knowledge of how the hairdressing industry works. You will research the types of services, roles and responsibilities of staff, available career opportunities, legislation that governs the hair industry, good working practices, employment rights and responsibilities of staff. This unit is suitable for both hairdressers and barbers.

Level

**2**

Credit value

**4**

GLH

**35**

Observation(s)

**0**

External paper(s)

**0**



# Working in the hair industry



## Learning outcomes

### On completion of this unit you will:

1. Be able to describe the key characteristics of the hair industry
2. Be able to describe working practices in the hair industry

## Evidence requirements

1. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.
3. **External paper**  
There is no external paper requirement for this unit.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

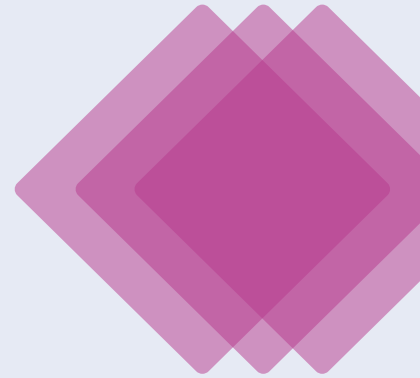
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.



# Knowledge



## Learning outcome 1

### Be able to describe the key characteristics of the hair industry

You can:	Portfolio reference/ Assessor initials*
a. Access sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry	
b. Outline the types of organisations within the hair industry	
c. Outline the main services offered by the hair industry	
d. Describe occupational roles within the hair industry	
e. State the employment characteristics of working in the hair industry	
f. State career patterns within the hair industry	
g. Outline the education and training opportunities within the hair industry	
h. Outline opportunities to transfer to other sectors or industries	

\*Assessor initials to be inserted if orally questioned.

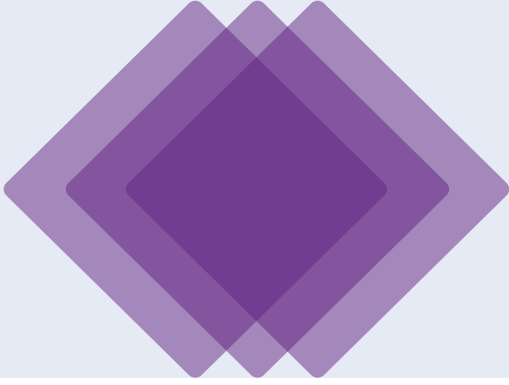


## Learning outcome 2

### Be able to describe working practices in the hair industry

You can:	Portfolio reference/ Assessor initials*
a. Outline good working practices in the salon	
b. State the importance of personal presentation in reflecting the professional image of the hair industry	
c. Outline opportunities for developing and promoting own professional image within the hair industry	
d. State the basic employee employment rights and responsibilities	
e. Outline the main legislation that affects working in the hair industry	

\*Assessor initials to be inserted if orally questioned.



# Notes

Use this area for notes and diagrams.

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# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Be able to describe the key characteristics of the hair industry

### Sources of information can be accessed

**through:** Websites, social media platforms, publications, magazines, journals, career advisors, job centres, course leaflets, exhibitions/shows, prospectus, career conventions, open days/evenings, newspaper/TV/radio advertisements, word of mouth, work experience.

### Types of organisations involved in training:

Colleges, schools, independent training providers, in-house salon/barbershop training, wholesalers, spa and health resorts.

**Hairdressing** – consultation, cutting, setting, blow-drying, hair up, colouring, perming.

**Barbering** – consultation, cutting, fading, detailing, blow-drying, facial hair cutting, hot towel shaving, colouring, perming.

**Occupational roles:** Salon/barbershop junior, salon/barbershop apprentice, junior hairdresser/barber, senior hairdresser/barber, receptionist, salon/barbershop manager, salon/barbershop owner, trainer, liaison officer, work-based or in-house assessor, internal/external verifier, tutor, course team leader, company representative.

### Educational opportunities:

College (full/part-time), in-salon training, university, school, apprenticeships, scholarship, prison, government, tier progression, independent training providers, hairdressing manufacturers, wholesalers, awarding body.

**Training opportunities:** Short/long course, specialist, award, certificate, VRQ/NVQ, qualifications, awarding bodies, certificate of attendance/competence, record of achievement, foundation learning tier.

**Employment characteristics:** Good customer service, reliable, friendly, well presented, approachable, keen, enthusiastic, motivated, communication skills, good personal hygiene, client care, enjoys working with others, passion for hair, creative, up to date with current and emerging fashion trends.

**Career patterns:** Hairdressing/barbering are building block careers (Salon/barbershop junior, salon/barbershop apprentice, junior hairdresser/barber, senior hairdresser/barber, receptionist, salon/barbershop manager, salon/barbershop owner, trainer/assessor, tutor/lecturer, freelance hairdresser/barber (self-employed)), spas, health resorts, on cruise liners, abroad or holiday theme parks.

**Career progression:** Personal development plan/appraisal (meet targets, motivation, enthusiasm), competitions, job applications, recommendations, head hunted, career change, Continual Professional Development (CPD).

### Opportunities to transfer to other

**sectors/industries:** Beauty therapy, spa industries, hairdressing/barbering product manufacturer, hairdressing/barbering wholesaler, hairdressing/barbering awarding body, animal grooming, technical writing for hair industry, hairdressing/barbering author.

## Learning outcome 2: Be able to describe working practices in the hair industry

### How to follow safe and hygienic working practices:

#### Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**Infection Prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene- handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

**Personal protective equipment (PPE):** Use appropriate personal protective equipment for self, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, log accidents.

**Control of substances hazardous to health:** Store, handle, use, dispose, replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, use manufacturers' instructions for use.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, department, balance weight, protect back, prevent slouching, avoid straining or overreaching.

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

**Product storage:** Check end date/packaging, store away from heat/damp/direct sunlight, empties, avoid theft.

**Importance of personal presentation:** Promotes you as a person, promotes the salon, increases business, takings and commission, shows your enthusiasm and motivation, boosts self-esteem, increases client trust and confidence.

**Professional appearance:** Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

## Learning outcome 2: Be able to describe working practices in the hair industry (continued)

**Professional ethical conduct:** Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

**Hairdresser/Barber health and wellbeing:** Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

**Opportunity for self-development:** Strengths and weaknesses, personal development plan, feedback, individual learning plan, targets, reading trade magazines, attending seminars, courses, training sessions.

**Opportunities to promote the professional image of the salon:** Build/ increase clientele, take part in competition/exhibition work, organise hair/fashion shows, charity work, share good practice within the team/workplace, demonstration, advertise/gain publicity (including newspapers, magazines, websites, e-mails, social media platforms, liaise with others within the organisation (salon/barbershop owners/managers), company representatives, awarding bodies, college tutors/lecturers.

**Employee rights and responsibilities:** Contract of employment, job role/responsibilities, days and hours of work, rest breaks, overtime, holiday entitlement, salary, sick/maternity/paternity/adoption leave and pay, redundancy pay, pension scheme.

**Environmental working practices:** Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.



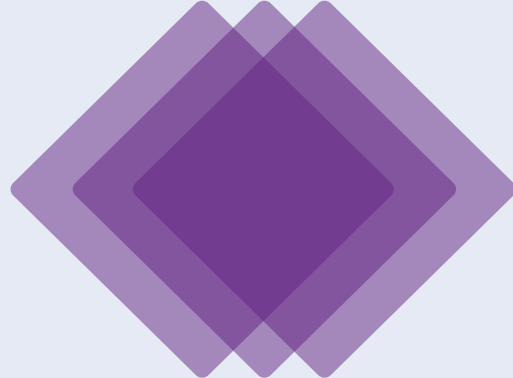
## Learning outcome 2: Be able to describe working practices in the hair industry (continued)

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.

**Working in accordance with current health and safety legislation:** Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

**Liability insurance:** Employers, public, professional indemnity.

# Notes



Use this area for notes and diagrams.

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# UV20386

## Client consultation for hair services

Through this unit you will develop the ability to provide an effective consultation and advisory service for your clients. Being able to identify the capability of your clients' hair will allow you to make recommendations based on questioning, observation and test results.

You will learn how to deal with influencing factors like the client's previous history of their hair, contra-indications, skin and scalp disorders, their lifestyle, and commitment to the service and cost involved, which all impact on the services you suggest.

This unit is suitable for both hairdressers and barbers.

Level

**2**

Credit value

**3**

GLH

**30**

Observation(s)

**3**

External paper(s)

**1**



# Client consultation for hair services



## Learning outcomes

### On completion of this unit you will:

1. Be able to consult and advise clients
2. Know the characteristics of the hair

## Evidence requirements

1. **Environment**  
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**  
At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**  
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**  
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



# Observations

## Learning outcome 1

### Be able to consult and advise clients

**You can:**

- a. Communicate in a manner that creates confidence and trust, and maintains goodwill
- b. Establish client requirements for products and services, using appropriate communication techniques
- c. Consult and complete client records
- d. Identify factors that may limit or prevent the choice of services or products\*
- e. Advise the client on any factors which may limit, prevent or affect their choice of service or product\*
- f. Provide the client with clear recommendations for referral when required\*
- g. Recommend and agree a service or product
- h. Follow safe and hygienic working practices

\*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

# Range

\*You must practically demonstrate that you have:

<b>Provided an effective consultation for all types of client</b>	<b>Portfolio reference</b>
New	
Regular	

<b>Used all consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Observation	
Testing	

<b>Considered all influencing factors</b>	<b>Portfolio reference</b>
Adverse hair, skin and scalp conditions	
Incompatibility of previous services and products used	
Lifestyle	

<b>Dealt with all problems</b>	<b>Portfolio reference</b>
Suspected infections	
Suspected infestations	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		



# Knowledge

## Learning outcome 1

### Be able to consult and advise clients

You can:	Portfolio reference/ Assessor initials*
i. Explain how to communicate effectively	
j. Outline communication techniques used during client consultation	
k. State the importance of consulting client records	
l. Describe the tests carried out for different services	
m. State the importance of following manufacturers' instructions, salon policies and legal requirements	
n. State the importance of identifying factors that may limit, prevent or affect the service	
o. State the importance of identifying and recording contra-indications	
p. State who to refer to for different contra-indications	
q. State the importance of not naming referable contra-indications	
r. Describe the information that should be on a record card	
s. Describe how client records should be held and maintained	
t. State the importance of client confidentiality	
u. Outline legislation that affects how information is used during client consultation	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.



## Learning outcome 2

### Know the characteristics of the hair

You can:	Portfolio reference/ Assessor initials*
a. Describe visual signs of suspected infections, infestations, and disorders visible to the naked eye	
b. Describe the basic structure of the skin and hair	
c. Describe the characteristics of the hair structure and the different hair types	
d. Describe the hair growth cycle	
e. State the average hair growth rate	
f. Describe the general factors that contribute to healthy hair	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.

# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Be able to consult and advise clients

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/service.

**Non-verbal** – eye contact, body language, listening.

**Written** – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

**Visual aids** – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

**Adapting and tailoring approaches** – for different clients, for example, new and existing clients, according to age, health conditions.

**Clarification** – checking client understanding of proposed treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

### Professional ethical conduct:

Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful

and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

**Consultation techniques:** Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

**Questioning** – open, closed, probing.

**Language** – appropriate level for client, use of technical/non-technical language.

**Client expectations/needs** – listen, clarify, advise, plan.

**History of hair** – hair tests, previous services/treatments, touch, feel, look of hair.

**Advice** – what will work, what will not work.

**Use visual aids** – shade charts, digital media, style book, portfolio, collection of pictures.

## Learning outcome 1: Be able to consult and advise clients (continued)

### Services needing a consultation:

**Shampooing and conditioning** – treating hair/scalp conditions, cleansing, adding moisture, protein-building.

**Blow-drying** – finger dry, curling, straightening and smoothing, volume, enhancing natural movement.

**Setting** – brick, directional, wet, dry, finger waves, pin-curls.

**Hair up** – plaiting, rolls, pleat.

**Cutting** – uniform layer, one length, short graduation, long graduation, fringe.

**Shaving and beard-cutting** – trim, re-shape, moustache, beard, shaving.

**Colouring** – full-head colour (semi/quasi/demi-permanent,) re-growth permanent, full-head permanent, highlights/lowlights (woven, slices, pulled through).

**Perming** – brick, directional, basic.

**Aftercare advice** – how to maintain hair condition, products, styling/finishing products, dressing techniques, use of styling equipment, interval (between services-cuts, colour and perms).

### Advise clients on product use:

**Shampoos** – normal (balanced), dry, oily, chemically treated, damaged, dandruff, hair curl classifications.

**Conditioners** – surface, penetrating, scalp treatments, leave in.

**Styling products** – lotions, mousse, gel, moisturiser/oil, texturising spray, heat protector.

**Finishing products** – dressing cream, wax, pomade, serum, gel, spray, oil.

**Facial hair products** – pre/post-shaving lotions, creams, moisturisers.

**Record keeping:** Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, medical history, contra indications, sport/hobbies, recent activities, service history, allergies/hypersensitivity, test results, service requirements, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

### Why you should consult record cards:

Professional image, legal implications, future reference, maintain high standard of service, correct use of products, equipment and tools, avoid mistakes, successful results.

**Confidentiality:** Compliance by all staff, authorisation for use (consent/permission), client relations (maintain goodwill), infringement or breach can result in prosecution.

## Learning outcome 1: Be able to consult and advise clients (continued)

### Assessing the potential of the hair:

Clarify the condition of hair, previous chemical services, benefit to client, identify influencing factors, test hair, compatible with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

**Factors that influence services:** Previous chemical services, percentage of white, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

**Hair curl classification** – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

**State of hair** – non-chemically treated hair, partially chemically treated hair, chemically treated hair.

**Hair condition** – dry (chemical/physical/environmental damage), oily, normal (balanced).

**Hair cut/style** – uniform layer, one length, short graduation, long graduation.

**Temperature** – body heat, salon temperature, added heat.

**Hair characteristics** – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

**Length** – short, medium, long.

**Skin tone** – warm, cool

**Skin classification** – Fitzpatrick scale

**Face shape** – oval, round, square, oblong, heart, pear.

**Head size** – large, medium, small.

**Lifestyle** – job, family, financial, hobbies, time.

**Test results** – expected outcomes, positive, caution, negative.

### Contra-indications:

**Absolute contra-indication** – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

### Examples of absolute contra-indications – contagious hair and skin disorders:

**Bacterial** – impetigo (blisters, weep, yellow crust), folliculitis (yellow pustules), sycosis (yellow, spot, follicle), furunculosis (pus filled spot).

**Viral** – warts (raised, rough skin, brown), herpes (blisters).

**Fungal** – tinea capitis/ringworm (patches, pink/grey, scaly, broken hair).

**Animal parasites** – pediculosis capitis/head lice (parasite, 6 legs, suck blood), scabies (parasites, mites).

**Relative contra-indication** – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.



## Learning outcome 1: Be able to consult and advise clients (continued)

### Examples of relative contra-indications:

**Medication/treatment** – prescription medication, radiotherapy

**Medical condition/pre-existing condition** – high blood pressure, cancer, pregnancy

**Allergies** – latex, nut, plasters, perfume, oil.

**History of allergic reaction** – positive reaction to skin test, colour service.

### Skin and scalp conditions – non-contagious:

**Psoriasis** – over-production of skin cells, dry, silvery, scales.

**Eczema/dermatitis** – allergic reaction to detergent, red, irritation, swollen, weeping.

**Dandruff** – itchy, white, skin cells.

**Seborrhoea** – overactive sebaceous glands/excessive oil.

**Sebaceous cyst** – sebum-filled lump. Acne – raised bumps and spots.

**Androgenic alopecia (male and female pattern baldness)** – hair recedes at hairline, hair loss at crown, diffuse hair loss.

**Cicatricial alopecia** – scar.

**Alopecia totalis** – complete hair loss.

**Traction alopecia** – excessive pulling, brushing, curling and straightening.

**Alopecia areata** – stress, bald patches.

### Hair conditions:

**Fragilitas crinium** – split, dry, ends.

**Monilethrix** – beaded hair.

**Trichorrhexis nodosa** – rough, swollen, broken shaft.

**Contra-actions:** Establish if it is an expected reaction or an unexpected/adverse reaction.

**In the case of expected reactions** – provide immediate post-treatment/service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

**In the case of unexpected/adverse reactions** – discontinue treatment/service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

**Possible expected reactions** – redness of the skin, scalp sensitivity.

**Possible unexpected/adverse reactions** – skin reaction, allergy, allergic reaction to products.

**Recommendations to client:** Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.

### Health care professional/specialists:

General practitioner, trichologist, dermatologist, pharmacist.

**Referring contra-indications:** The hairdresser/barber is a non-medical professional and could provide an incorrect diagnosis, cause embarrassment, show lack of goodwill, dampen reputation, cause legal implications and a decline in business.

## Learning outcome 1: Be able to consult and advise clients (continued)

**Hair tests:** Use manufacturers' instructions, salon guidelines, before, during and after service.

**Elasticity test** – elasticity test is used to assess the strength of the hair's cortex.

**Porosity test** – porosity test is used to assess the condition of/damage to the hair's cuticle.

**Strand test/test cutting** – strand test/test cutting can also be referred to as a colour test and is carried out prior to the service to test the chemical reaction on the hair and to show the potential colour outcome.

**Incompatibility test** – incompatibility test is used to assess the presence of metallic salts in the hair.

**Development test** – development test is the removal of product during the service to check and reaffirm the development time.

**Skin/allergy alert test** – skin/allergy alert test is used to assess a client's sensitivity.

**Pull test** – pull test is used to assess the severity of hair loss.

**Pre-perm test curl** – pre-perm test curl is carried out prior to the service to test the chemical reaction on the hair for the desired outcomes.

**Perming development test curl** – perming development test curl is the partial unwinding of a perm rod during the service to check and reaffirm an 'S' or 'C' shape/pattern has been achieved.

**Management of health and safety at work:** Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**General hygiene:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

**Working in accordance with current health and safety legislation:** Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

**Liability insurance:** Employers, public, professional indemnity



## Learning outcome 1: Be able to consult and advise clients (continued)

**Personal protective equipment (PPE):** Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

**Control of substances hazardous to health:** Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

**Product storage:** Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

## Learning outcome 2: Know the characteristics of the hair

### The formation of hair structure:

**Cuticle** – colourless cells, protective surface.

**Cortex** – polypeptide chains, protein (keratin, amino acids, flexible), spiral chains/fibres (strength, curl, thickness), cross-links (disulphide bonds/sulphur bonds (strong, hydrogen bonds), salt links (weak, allows stretch), pigment (melanin, natural colour).

**Medulla** – no known function.

### The formation of the skin structure:

**Follicle** – growth space for hair.

**Epidermis** – external skin layer, layers cell tissue.

**Dermis** – papilla, blood vessels, nerve endings, germinal matrix (formation of hair cells), arrector pili muscle (holds hair in place, goose bumps), sebaceous gland (sebum, natural oil), sweat gland (sweat), sweat pore (prevents overheating).

### Basic anatomical structure of the head, neck and shoulders:

#### Bones of the head and neck:

**Frontal** – front of skull.

**Parietal** – top of head/crown.

**Occipital** – back of head.

**Temporal** – temple area.

**Sphenoid** – front of temple area.

**Ethmoid** – lower eye socket.

**Zygomatic** – cheekbone.

**Nasal** – bridge of the nose.

**Maxilla** – upper jaw containing the upper/top teeth.

**Mandible** – lower jaw containing the lower/bottom teeth.

**Cervical vertebrae** – 7 bones that support the weight of the head.

**Clavicle** – collar bone.

**Scapular** – shoulder blade.

### Position of the muscles in the head and neck:

**Frontalis** – top of the head from the forehead to the occipital bone.

**Temporalis** – side of head, temple area.

**Corrugator** – pair of muscles between the eyebrows.

**Nasalis** – across the nose.

**Masseter** – cheeks.

**Orbicularis oris** – around the lips.

**Depressor anguli oris** – corners of the mouth to the chin.

**Risorius** – corners of the mouth to the cheeks.

**Zygomaticus** – alongside the nose, between the eyes and the mouth.

**Sternocleidomastoid** – from the base of the skull to the sternum each side of the neck.

**Platysma** – from the jaw to lower neck, upper chest, each side of the neck.

**Trapezius** – shoulder blade areas on each side of the back.

**Deltoid** – shoulder, top part of arm.



## Learning outcome 2: Know the characteristics of the hair (continued)

### Alpha and Beta keratin states:

**Alpha keratin state** – natural state of hair, straight, wavy or curly.

**Beta keratin state** – changed, stretched, new formation, when set or blow dried, temporary state, will revert to alpha keratin status.

### Description of hair types:

**Asian hair** – round shaped, straight, up to 12 layers of cuticle scales, coarse, resistant to chemicals.

**Caucasian/European hair** – oval shaped, can be straight, wavy or curly, 4 to 7 layers of cuticle scales, can be fine, medium or coarse.

**African/Afro-textured hair** – kidney-shaped, very tightly curled, 7 to 11 layers of cuticle scales, fragile.

### The pH scale explained:

**Acid** – closes cuticle, 0-6.9.

**Neutral** – 7.

**Alkaline** – opens cuticle, 7.1-14.

**pH of hair** – 4.5-5.5.

**Restoring the hair to its natural pH using conditioner:** Stops oxidation process (colouring/perming), prevents damage, returns hair to its natural state (slightly acidic), closes cuticles.

**Hair growth cycle:** Anagen, Catagen, Telogen (ACT), repeating cycle, client variation in hair length (long, medium, short).

**Anagen** – active growth, growing period between 1.5-7 years.

**Catagen** – changing stage, 2 weeks.

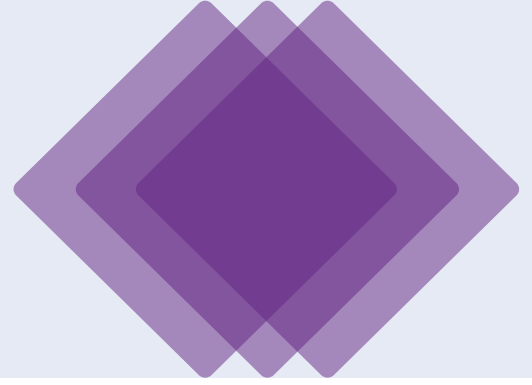
**Telogen** – resting stage, average 4 months.

**Hair growth:** 0.5 inch, 1.25cm, 12mm per month.

### How to maintain healthy hair:

General health, blood circulation, exercise, balanced diet, minimal chemical treatments, regular haircuts, conditioning treatments, protection, styling/finishing products, minimal use of finishing equipment (straightening irons, tongs, wand, heated rollers, hairdryer).

# Notes



Use this area for notes and diagrams.

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# UV20488

## Shampoo and condition the hair and scalp

The aim of this unit is to develop your skills in shampooing, conditioning and treating the hair and scalp using a variety of products and massage techniques. Being able to identify the condition of your client's hair, skin and scalp will determine which products and massage techniques to use. You will develop a sound knowledge of shampooing and conditioning products which will enable you to balance your client's hair and scalp and provide good aftercare advice.

This unit is suitable for hairdressers and barbers.

Level

**2**

Credit value

**3**

GLH

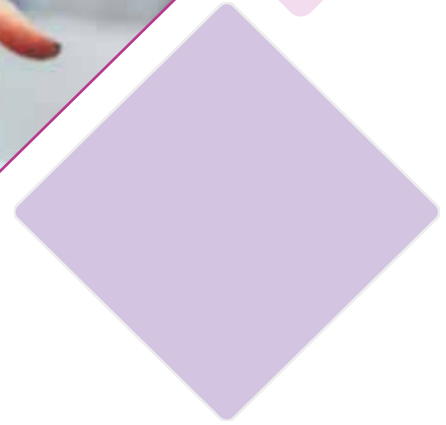
**29**

Observation(s)

**3**

External paper(s)

**1**



# Shampoo and condition the hair and scalp



## Learning outcomes

### On completion of this unit you will:

1. Be able to prepare to shampoo and condition the hair and scalp
2. Be able to shampoo and condition the hair and scalp

## Evidence requirements

1. **Environment**  
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**  
At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**  
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**  
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

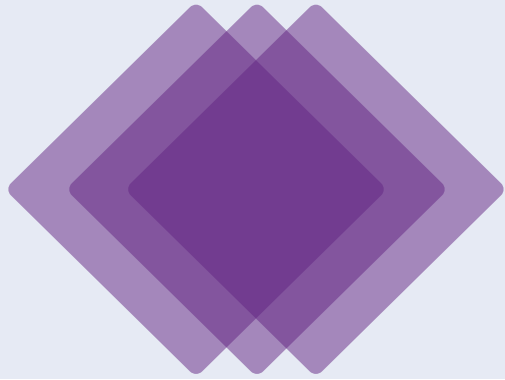
Your assessor will document the portfolio reference once a range has been competently achieved.

## Maximum service times

The following maximum service times apply to this unit:

**Shampoo, condition/treat** – 10 minutes  
(above shoulders – excluding development time)

**Shampoo, condition/treat** – 15 minutes  
(below shoulders – excluding development time)



# Observations

## Learning outcome 1

### Be able to prepare to shampoo and condition the hair and scalp

**You can:**

- a. Prepare yourself, the client and work area for shampoo and conditioning services
- b. Identify the condition of the hair and scalp using suitable consultation techniques

\*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



## Learning outcome 2

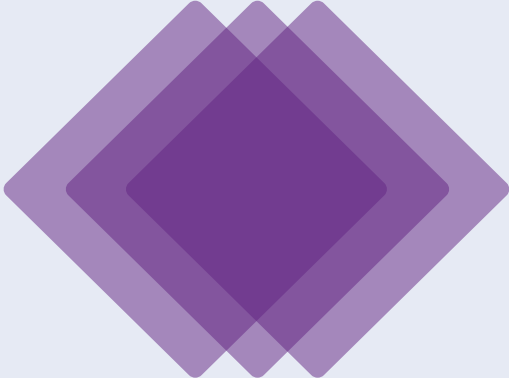
### Be able to shampoo and condition the hair and scalp

#### You can:

- a. Communicate and behave in a professional manner
- b. Select and use products, tools and equipment suitable for the client's hair and scalp condition
- c. Use and adapt massage techniques to meet the needs of the client
- d. Adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, leaving hair clean and free of products
- e. Disentangle hair without causing damage to hair or scalp
- f. Follow safe and hygienic working practices
- g. Provide suitable aftercare advice

\*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



# Notes

Use this area for notes and diagrams.

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# Range

\*You must practically demonstrate that you have:

Treated a minimum of 3 hair conditions	Portfolio reference
Chemically damaged	
Heat damaged	
Environmentally damaged	
Product build-up	
Normal/Non-chemically treated	

Treated a minimum of 3 scalp conditions	Portfolio reference
Dandruff affected	
Oily	
Dry	
Product build-up	
Normal (balanced)	

Used all massage techniques	Portfolio reference
Effleurage	
Rotary	
Petrissage	

Treated both hair lengths	Portfolio reference
Above shoulders <ul style="list-style-type: none"> <li>Shampoo, condition/treat (excluding development time)</li> <li>Maximum service time 10 minutes</li> </ul>	
Below shoulders <ul style="list-style-type: none"> <li>Shampoo, condition/treat (excluding development time)</li> <li>Maximum service time 15 minutes</li> </ul>	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

**\*You must practically demonstrate that you have:**

<b>Considered all contra-indications</b>	<b>Portfolio reference</b>
Skin and scalp disorders and diseases	
Cuts and abrasions	
Product allergies	
Recent scar tissue	
Recent injuries to the treatment area	

<b>Used all conditioning products</b>	<b>Portfolio reference</b>
Surface	
Penetrating	
Scalp treatment/tonic	

<b>Given all types of advice</b>	<b>Portfolio reference</b>
Correct combing and brushing techniques	
Frequency of use of shampoos and conditioning products	
Suitability of shampoos and conditioning products and how to use them	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Achieving the external paper

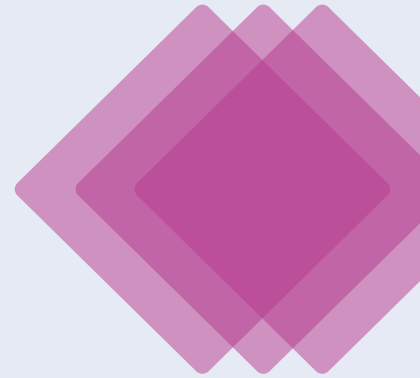
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		



# Knowledge



## Learning outcome 1

### Be able to prepare to shampoo and condition the hair and scalp

You can:	Portfolio reference/ Assessor initials*
c. Describe the salon's requirements for preparation of yourself, the client and work area	
d. Describe the different consultation techniques used	
e. Describe hair and scalp conditions and their causes	
f. Describe different ranges of shampooing and conditioning products and equipment	
g. Explain the importance of following manufacturers' instructions	

\* Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.

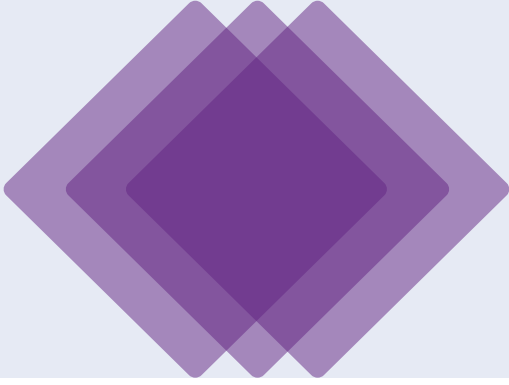


## Learning outcome 2

### Be able to shampoo and condition the hair and scalp

You can:	Portfolio reference/ Assessor initials*
h. Describe when and how to use products and equipment to treat different hair and scalp conditions	
i. Explain how the pH value of shampoo and conditioning products used affects the hair structure	
j. Describe the possible consequences of using incorrect shampooing and conditioning products	
k. Describe the effects of massage techniques when shampooing and conditioning different lengths and densities of hair	
l. Describe how shampoo and water act together to cleanse the hair	
m. Describe how water temperature affects the hair structure	
n. Explain the importance of thoroughly rinsing hair to remove shampoo and conditioning products	
o. Explain the direction in which the hair cuticle lies and its importance when disentangling wet hair	
p. Outline safe and hygienic working practices	
q. Describe the aftercare advice that should be provided	
r. State how to communicate and behave within a salon environment	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.



# Notes

Use this area for notes and diagrams.

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# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp

**Professional appearance:** Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed-in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

**Client preparation and care:** Preparing for and performing a treatment/service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

**Work area:** Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

**Infection Prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

**Environmental working practices:** Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single use items, record product usage, paper-free appointment systems and pricelists.

## Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp (continued)

### **Working in accordance with current health and safety legislation:**

Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

**Liability insurance:** Employers, public, professional indemnity.

**Consultation techniques:** Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

**Questioning** – open, closed, probing.

**Language** – appropriate level for client, use of technical/non-technical language.

**Client expectations/needs** – listen, clarify, advise, plan.

**History of hair** – previous treatment/services.

**Advice** – what will work, what will not.

**Assessing the potential of the hair:** Clarify the condition of the hair, previous chemical services and benefit to client, identify influencing factors, results of hair test, ensure compatibility with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

### **Hair and scalp conditions and causes:**

**State of hair** – non-chemically treated, partially chemically treated, chemically treated.

**Hair condition** – dry, oily, normal (balanced), non-chemically treated, chemically treated.

**Causes** – dry (chemical/physical/environmental damage), oily (overactive sebaceous gland/excessive product), chemically treated (porous/damage to internal structure), normal (good elasticity and porosity), non-chemically treated (no previous chemical services).

**Scalp conditions** – dry, oily, normal (balanced), dandruff.

**Causes** – dry (moisture imbalance/irritation from environment/chemical treatments/products), oily (overactive sebaceous gland), normal (balanced scalp), dandruff (fungal or yeast infection/stress/irritants).

## Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp (continued)

### Contra-indications:

**Absolute contra-indication** – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

**Examples of contra-indications that may prevent treatment (absolute contra-indications)** – contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies),

**Relative contra-indication** – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

**Examples of contra-indications that may restrict treatment (relative contra-indications)** – cancer, product allergies, pregnancy. Skin and scalp conditions – psoriasis, eczema, dandruff, seborrhoea, sebaceous cyst, acne, uneven skin surface, broken skin, androgenic alopecia (male and female pattern baldness), cicatricial alopecia, alopecia totalis, traction alopecia, alopecia areata. Hair conditions – fragilitas crinium, trichorrhexis nodosa, monilethrix.

**Contra-actions:** Establish if it is an expected reaction or an unexpected/adverse reaction.

**In the case of expected reactions** – provide immediate post-treatment/service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

**In the case of unexpected/adverse reactions** – discontinue treatment/service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

**Possible expected reactions** – redness of the skin, scalp sensitivity.

**Possible unexpected/adverse reactions** – skin reaction, allergy, allergic reaction to products.

### Recommendations to the client:

Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contractions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.



## Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp (continued)

**Shampoo products:** Protein-based, clarifying/purifying, medicated, gently moisturising.

**Methods of use** – wet hair, apply chosen product, use appropriate massage techniques, rinse the hair and repeat if necessary.

**Conditioning products:** Surface, penetrating, scalp treatments/tonics

### **Methods of use**

**Surface** – (rinse-off) – moisturising – pre-shampoo, apply (effleurage), massage scalp (petrissage), detangle ends to roots, rinse, (leave-in) – pre-shampoo, towel dry, apply using effleurage, detangle ends to roots.

**Penetrating** – intensive mask, reconstructors – pre-shampoo, towel dry, section the hair in to four (quarters), using a bowl and brush apply from roots to ends, detangle with a wide tooth comb/ detangling wet brush, use petrissage massage techniques, apply heat.

**Scalp treatment/tonic** – (dry, dandruff, oily), pre-shampoo, towel dry, take small sections and apply directly to the scalp, ensure complete coverage.

### **Following manufacturers' instructions:**

On bottle, packaging, leaflet, colour chart, ensures successful service, storage (temperature, location, light), handling (correct mixing), use (application, removal), dispose of (dilution-products, recycle empties), prevents legal action.

## Learning outcome 2: Be able to shampoo and condition the hair and scalp

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/service.

**Non-verbal** – eye contact, body language, listening.

**Written** – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

**Visual aids** – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

**Adapting and tailoring approaches** – for different clients, for example, new and existing clients, according to age, health conditions.

**Clarification** – checking client understanding of proposed treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

### Behave professionally in a salon

**environment:** Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect

for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

### Products, tools and equipment:

Chair – adjustable, trolley, apron, gloves, gown, towels, waterproof cape, processing cap, cotton wool, a waste bin with a lid and a liner, steamer, bowl and brush, wide tooth comb/detangling wet brush, sectioning clips/clamps. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

### Hairdresser/barber health and wellbeing:

Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.



## Learning outcome 2: Be able to shampoo and condition the hair and scalp (continued)

**Client:** Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

**Management of health and safety at work:** Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**General hygiene:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Hazards** – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Reasons for risk assessment** – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

### **Personal protective equipment (PPE):**

Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

### **Control of substances hazardous to health:**

Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

## Learning outcome 2: Be able to shampoo and condition the hair and scalp (continued)

**Product storage:** Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

**Massage techniques:** Effleurage – smooth, soothing, stroking action (application of products). Rotary – pads of fingers, circular movement stimulates, removes dirt/oil. Petrissage – on scalp, fingertips, gentle/ firm/even pressure, rotate, rhythmic.

**Adapt massage techniques for hair and scalp types:** Repeated confirmation of client comfort. Long hair – effleurage, rotary on scalp, avoid tangles. Density of hair – firm rotary (thick), light rotary (fine). Damaged hair – effleurage, caution, avoid further damage. Oily scalp – light rotary, effleurage, avoid stimulating sebaceous gland. Dry scalp – firm rotary, stimulate sebaceous gland.

**Adapting water temperature and flow:** Test temperature on wrist, vary to client comfort, check repeatedly throughout, flow (direct away face), regulate pressure, avoid splashing. Hot water will burn scalp and hair, warm water opens cuticle, cool water closes cuticle, cold water causes discomfort.

**Leave hair free from product:** Ensures correct preparation for further services, emulsify, avoid scalp irritation, dandruff, dull hair.

**Disentangle hair:** Wide tooth comb/ detangling wet brush, ends-to-roots, section hair, avoid damage to cuticle/ tugging/pain/further knots.

**Provide suitable aftercare advice:** Important part of service, avoid technical language, maintain eye contact, suggest/ advise/recommend, provide information.

**Maintenance** – frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

**How acid and alkaline products affect the hair structure:** Alkaline products – swell cuticle, enable product penetration. Acid products – close cuticles, restore natural pH, lock in moisture, smooth, soft.

**pH scale** – acid: 0-6.9 (closes cuticle), neutral: 7, alkaline: 7.1-14 (opens cuticle), pH of hair: 4.5-5.5.

**pH of shampoo and conditioner** – shampoos (alkaline), conditioners (acid), pH balanced product (pH of hair = 4.5-5.5).

**Consequences of using incorrect products:** Incorrect preparation/barrier to following service, difficult to manage/style, brittle (break), flyaway (floating upwards), static (electricity in hair), oily, dry (lack moisture).

**The action of shampoo and water to cleanse the hair:** Shampoo is a detergent (cleaning fluid) and wetting agent (spreads water), molecule has two magnetic ends (hydrophilic attracted to water, hydrophobic repels water, attracts oil), emulsion oil suspended in water), rinsing (removes dirt, oil, detergent).

**The cuticle layer:** Protective surface of hair, colourless cells, lie flat root-to-ends, avoid combing from roots-to-ends (delicate, easily damaged).

# UV20486

## Colour and lighten hair

The aim of this unit is to develop your skills to change hair colour using semi-permanent, quasi/demi-permanent, permanent and lightening products. The use of a variety of colouring techniques such as full head, regrowth and highlighting and/or lowlighting effects provide the basis for all hair services at level 2. You will develop the ability to take into account a variety of factors and contra-indications that their client may present with.

Part of this service is to provide the client with good aftercare advice. This unit is suitable for both hairdressers and barbers.

Level

**2**

Credit value

**10**

GLH

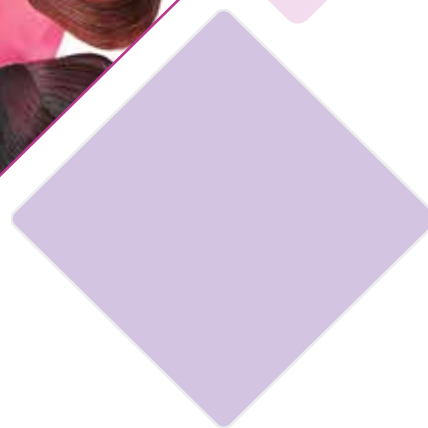
**91**

Observation(s)

**7**

External paper(s)

**1**



# Colour and lighten hair

## Learning outcomes

### On completion of this unit you will:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

## Evidence requirements

1. **Environment**  
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**  
At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**  
Competent performance of Observation outcomes must be demonstrated on at **least seven occasions**.
4. **Range**  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**  
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

## Maximum service times

The following maximum service times apply to this unit:

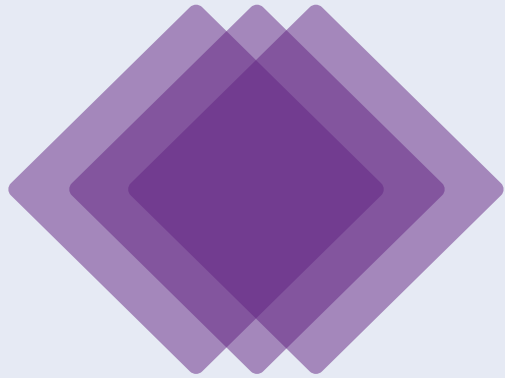
**Regrowth application of permanent colour**  
– 25 minutes

**Pulled through highlights and/or lowlights**  
– 35 minutes (full head)

**Pulled through highlights and/or lowlights**  
– 15 minutes (minimum of 20% of the head)

**Woven highlights and/or lowlights**  
– 75 minutes (full head)

**Woven highlights and/or lowlights**  
– 35 minutes (minimum of 20% of the head)



# Observations

## Learning outcome 1

### Be able to prepare for colouring hair

**You can:**

- a. Prepare yourself, the client and work area for colouring services
- b. Use suitable consultation techniques to identify service objectives
- c. Assess the potential of the hair to achieve the desired look by identifying the influencing factors
- d. Explain the safety considerations that must be taken into account when colouring and lightening hair

\*May be assessed through oral questioning.

Observation	1	2	3	4
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Observation	5	6	7	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

## Learning outcome 2

### Be able to provide a colouring service

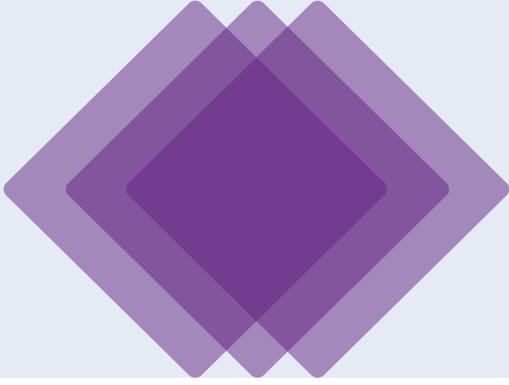
#### You can:

- a. Communicate and behave in a professional manner
- b. Select and use the application method, products, tools and equipment to colour hair
- c. Position yourself and the client appropriately throughout the service
- d. Mix and apply the colour using neat sections
- e. Monitor the development of the colour accurately, following manufacturer's instructions
- f. Remove the colour product thoroughly from the hair and scalp, without disturbing packages still requiring development\*
- g. Apply a suitable conditioner or post-colour treatment to the hair, following manufacturer's instructions
- h. Create a desired look to the satisfaction of the client
- i. Provide suitable aftercare advice
- j. Follow safe and hygienic working practices

\*May be assessed through oral questioning.

Observation	1	2	3	4
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Observation	5	6	7	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



# Notes

Use this area for notes and diagrams.

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# Range

\*You must practically demonstrate that you have:

Used a minimum of 3 colouring products	Portfolio reference
Semi-permanent	
Quasi/demi-permanent	
Permanent	
Lighteners	
Toners	

Considered all possible contra-indications	Portfolio reference
History of previous allergic reactions to colouring products	
Other known allergies	
Skin disorders	
Incompatible products	
Medical advice or instructions	
Evident hair damage	

Performed all tests	Portfolio reference
Skin/allergy alert test	
Strand test/test cutting	
Incompatibility test	
Porosity test	
Elasticity test	
Development test	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



**\*You must practically demonstrate that you have:**

Considered all influencing factors	Portfolio reference
Temperature	
Hair curl classification	
Hair characteristics	
Existing colour of hair	
Percentage of white hair	
Test results	
Strength of hydrogen peroxide	
Hair length	
Skin tone	

Used all colouring techniques	Portfolio reference
Full head application of quasi/demi-permanent colour	
Regrowth application of permanent colour	
Full head application of permanent colour	
Pulled through highlights and/or lowlights (full head)	
Pulled through highlights and/or lowlights (partial head – covering at least 20% of the head)	
Woven highlights and/or lowlights	

Given all types of advice	Portfolio reference
Suitable aftercare products and their use	
How lifestyle can affect durability of colour	
Use of heated styling equipment	
Time interval between services	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Achieving the external paper

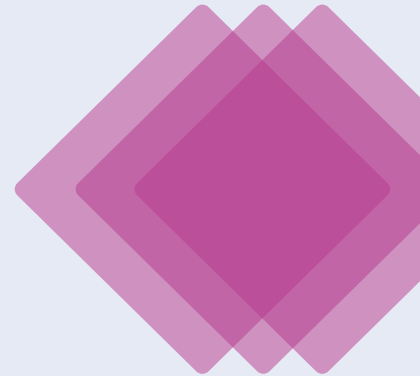
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		



# Knowledge



## Learning outcome 1

### Be able to prepare for colouring hair

You can:	Portfolio reference/ Assessor initials*
e. Explain the dangers associated with inhalation of powder lighteners	
f. Outline the types of colouring and lightening products	
g. State the factors that need to be considered when selecting colouring products	
h. Explain the importance of carrying out the necessary tests prior to, and during, the colour service and recording the results	
i. Explain the principles of colour selection	
j. Explain how natural hair pigments influence colour selection	
k. Describe how the international colour chart is used to select colour	
l. Describe how each of the colour products affect the hair structure	
m. Explain the uses of hydrogen peroxide when colouring and lightening the hair	
n. State what 'percentage and volume strength hydrogen peroxide' means	
o. Explain the importance of following manufacturers' instructions	
p. Describe the different consultation techniques used to identify service objectives	
q. Describe the salon's requirement for preparation of yourself, the client and work area	

\* Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.

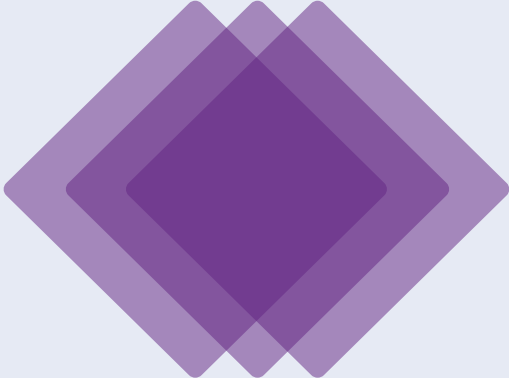


## Learning outcome 2

### Be able to provide a colouring service

You can:	Portfolio reference/ Assessor initials*
k. Describe the correct use and routine maintenance of tools and equipment	
l. State the importance of restoring the pH of the hair after a permanent colour	
m. Outline the types and causes of problems that can occur during the colouring service and how to resolve them	
n. Describe the aftercare advice that should be provided	
o. Outline safe and hygienic working practices	
p. State how to communicate and behave within a salon environment	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.



# Notes

Use this area for notes and diagrams.

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# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Be able to prepare for colouring hair

**Professional appearance:** Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

**Client preparation and care:** Preparing for and performing a service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

**Preparation of work area:** Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

**Infection Prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

**Environmental working practices:** Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.

## Learning outcome 1: Be able to prepare for colouring hair (continued)

**Salon health and safety legislation and regulations:** Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

**Liability insurance:** Employers, public, professional indemnity.

**Consultation techniques:** Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

**Questioning** – open, closed, probing.

**Language** – appropriate level for client, use of technical/non-technical language.

**Client expectations/needs** – listen, clarify, advise, plan.

**History of hair** – previous services/treatment.

**Advice** – what will work, what will not work.

**Assessing the potential of the hair:** Clarify the condition of hair, previous chemical services and benefit to client, identify influencing factors, results of hair tests, ensure compatibility with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

**Factors that influence colouring:** Previous chemical services, percentage of white, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

**State of hair** – non-chemically treated hair, partially chemically treated hair, chemically treated hair.

**Hair condition** – dry (chemical/physical/environmental damage), oily, normal (balanced).

**Hair cut/style** – uniform layer, one length, short graduation, long graduation.

**Temperature** – body heat, salon temperature, added heat.

**Hair characteristics** – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

**Length** – short, medium, long.

**Skin tone** – warm, cool.

**Skin classification** – Fitzpatrick scale.

## Learning outcome 1: Be able to prepare for colouring hair (continued)

**Face shape** – oval, round, square, oblong, heart, pear.

**Head size** – large, medium, small.

**Hair curl classification** – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

**Lifestyle** – job, family, financial, hobbies, time.

**Test results** – expected outcomes – positive, caution, negative.

### **Contra-indications:**

**Absolute contra-indication** – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

**Examples of contra-indications that may prevent treatment (absolute contra-indications)** – contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies).

**Relative contra-indication** – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

**Examples of contra-indications that may restrict service (relative contra-indications)** – cancer, product allergies, pregnancy. Skin and scalp conditions – psoriasis, eczema, dandruff, seborrhoea, sebaceous cyst, acne, uneven skin surface, broken skin, androgenic alopecia (male and female pattern baldness), cicatricial alopecia, alopecia totalis, traction alopecia, alopecia areata. Hair conditions – fragilitas crinium, trichorrhesis nodosa, monilethrix.

**Contra-actions:** Establish if it is an expected reaction or an unexpected/adverse reaction.

**In the case of expected reactions** – provide immediate post-service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

**In the case of unexpected/adverse reactions** – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/Pharmacy/emergency services/NHS direct) if required.

**Possible expected reactions** – redness of the skin, scalp sensitivity.

**Possible unexpected/adverse reactions** – skin reaction, allergy, allergic reaction to products.



## Learning outcome 1: Be able to prepare for colouring hair (continued)

### Types of colouring products:

**Temporary colour** – colour rinse, hair mascara, coloured wax, coloured mousse, coloured setting lotions, colour creams, colour sprays, colour shampoos, colour conditioners.

**Semi-permanent colour** – cream, rinses, liquid.

**Quasi/demi-permanent colour** – cream, liquid.

**Permanent colour** – cream.

**High-lift permanent colour** – cream.

**Lightening products** – powder, gel, oil, cream.

### Types of colouring products and how they affect the hair structure:

**Temporary colour** – large colour molecules, coats cuticles, lasts one shampoo, does not lift, deposits colour (depth and tone).

**Semi-permanent colour** – small and large colour molecules deposited under cuticle/ outer edge of cortex, lasts between 4-8 shampoos, direct colorant (no activator/ developer/hydrogen peroxide required), does not lift, deposits colour (depth and tone).

**Quasi/demi-permanent colour** – contains para dyes, small colour molecules coat the cuticle and lie in the cortex, whereas the medium molecules penetrate the cortex when oxidised with activator/developer/ hydrogen peroxide to allow the deposit of depth and tone, not permanent, lasts 12-24 shampoos, does not lift, requires mixing with activator/developer/hydrogen peroxide.

**Permanent colour** – contains para dyes, small molecules enter cortex, swell and become trapped, permanent, can lighten up to 3-4 levels of lift, darken, add/change/ neutralise tone, covers 100% white hair, requires activator/ developer/hydrogen peroxide.

**High-lift permanent colour** – permanent, lightens hair 4-5 levels of lift, change/ neutralise tone, mix with activator/ developer/hydrogen peroxide, gentler than lightening products.

**Lightening products** – permanent, removes pigment from the colour molecules leaving them colourless (oxymelanin), lifts, lightens up to 6-7 levels of lift, requires activator/developer/hydrogen peroxides in various strengths depending on levels of lift required, according to manufacturers' instructions.

**Hair tests:** Use manufacturers' instructions, salon guidelines, before, during and after service.

**Elasticity test** – elasticity test is used to assess the strength of the hair's cortex.

**Porosity test** – porosity test is used to assess the condition of/damage to the hair's cuticle.

**Strand test/test cutting** – strand test/test cutting can also be referred to as a colour test and is carried out prior to the service to test the chemical reaction on the hair and to show the potential colour outcome.

**Incompatibility test** – incompatibility test is used to assess the presence of metallic salts in the hair.

## Learning outcome 1: Be able to prepare for colouring hair (continued)

**Development test** – development test is the removal of product during the service to check and reaffirm the development time.

**Skin/allergy alert test** – skin/allergy alert test is used to assess a client's sensitivity.

**Pull test** – pull test is used to assess the severity of hair loss.

**Testing and recording results:** Record card up-to-date and accurate, essential information, future reference, professional image, legal implications, all test results, skin sensitivities (reaction), allergies (latex, nut, plasters, perfume, oil), history of allergic reactions (positive reaction to skin test), incompatible products (metallic salts, previous chemical treatments), medication (prescription medication), medical condition (high blood pressure, pregnancy, radiotherapy, cancer).

**Record keeping:** Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, medical history, contra-indications, sport/hobbies, recent activities, service history, allergies/hypersensitivity, test results, service requirements, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

### The principles of colouring:

Colour spectrum, colour circle/wheel, primary and secondary colours, neutralisation of colour/ creation of colour, cortex, colour pigments, melanin (eumelanin/pheomelanin), natural warm, cool tones.

**Natural hair pigments:** Melanin, located in cortex, quantities of natural pigment vary in individuals, white hair has lost all pigment.

**Eumelanin** – cool tones, brown, black.

**Pheomelanin** – warm tones, yellow, red.

**Dark hair/depth** – high levels eumelanin, little pheomelanin.

**Light hair/depth** – high levels pheomelanin, little eumelanin.

### International Colour Chart (ICC):

Visual aid, international numbering system, depths 1 to 10, 1 = black, 10 = lightest blonde.

### Examples numbering of number system

– 0/00, 00.00, the first number(s) identifies depth, how light/how dark, numbers after forward slash or full stop identifies the tone(s), warm/cool effect.



## Learning outcome 1: Be able to prepare for colouring hair (continued)

**Tones** – primary tone, secondary tone, 6 main tones (ash, gold, red, copper, mahogany, pearl), vary slightly from each manufacturer, some manufacturers use letters to identify tones (for example G = gold tone), appealing names given to colours for the client's benefit

### **Use of hydrogen peroxide ( $H_2O_2$ – volume and strength):**

**1.9% / 6 volume** – tone, darken.

**3% / 10 volume** – tone, darken.

**4% / 13 volume** – tone, darken.

**6% / 20 volume** – darken, lighten 1 level of lift, tone, covers white hair.

**9% / 30 volume** – lightens 2-3 levels of lift.

**12% / 40 volume** – lightens 3-4 levels of lift with tint, 4-5 levels of lift with high-lift permanent tint, lightens up to 6-7 levels of lift with lightening products, according to manufacturers' instructions.

## Learning outcome 2: Be able to provide a colouring service

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

**Non-verbal** – eye contact, body language, listening.

**Written** – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

**Visual aids** – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

**Adapting and tailoring approaches** – for different clients, for example, new and existing clients, according to age, health conditions.

**Clarification** – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.

**Professional ethical conduct:** Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride

in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

### Suitability and application of products:

**Application methods for colouring products** – use personal protective equipment, follow manufacturers' instructions for individual selected product.

**Temporary colour** – blends up to 10% white hair, apply to shampoo, towel dried hair, or dry hair depending on porosity and elasticity of hair, apply using a sponge or cotton wool, apply colour directly over the top, will add depth, tone, neutralise unwanted tone, refresh colour.

**Semi-permanent colour** – apply to shampooed/ towel dried hair, divide hair into four equal sections, bowl and brush, directly from applicator bottle, apply to all hair, work methodically, even application, comb through, can be applied at basin, (blends and covers up to 30% white hair).

**Quasi/demi-permanent colour** – apply to shampooed/towel dried/clean dry hair, section in quarters, bowl and brush, directly from applicator bottle, apply to all hair, work methodically, even application, comb through, can be applied at basin, (covers up to 70% white hair).



## Learning outcome 2: Be able to provide a colouring service (continued)

**High-lift permanent colour** – apply to dry hair, develop following manufacturers' instructions, used to lighten or pre-lighten, methods of application – weaves (full/partial head), regrowth, full head, partial, block colour.

**Lightening products** – apply to dry hair, methods of application (weaves, full/partial head), regrowth (full head/partial/ block colour).

**Toner** – apply to pre-shampooed hair, can be temporary colour, semi-permanent colour, quasi/demi-permanent colour and permanent colours; may be mixed with activator/developer/hydrogen peroxide, used to deposit tone to the hair usually following a lightening process, develop following manufacturers' instructions.

**Equipment:** Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

**Products, tools and equipment:**  
Chair – adjustable, trolley, cutting chair/stool – adjustable, gown, towels, waterproof cape, processing cap, cotton wool, a waste bin with a lid and a liner. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service:

### **Colouring and lightening hair:**

Wide-tooth comb/detangling wet brush, pin tail comb, sectioning clips, non-metallic bowl, applicator, brush, sponge, bottle, barrier cream, gloves and apron, colour remover lotion/wipes, colour key, colour rake/board, colour chart, electrical accelerator/processor, steamer, foils/meche/wraps, highlighting cap, pull-through highlighting hook, whisks, timers, electric scales, measuring jugs.

### **Hairdresser/barber health and wellbeing:**

Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

## Learning outcome 2: Be able to provide a colouring service (continued)

**Client:** Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

### **Monitor the development of the colour:**

Use manufacturers' instructions for individual products, development test, accurate timing (use timer), use additional heat, use processing cap, update record card.

### **The importance of accurate timing:**

Manufacturers' instructions, prevents over or under processing, prevents deterioration of hair condition, successful/correct result, prevents legal action.

### **Problems that can occur and the correct course of action:**

**Hair damage/breakage** – recondition/restructurant treatments, cut, retest, advice.

**Hair not light enough** – product removed too soon, re-apply if conditions allow, report to salon manager/owner/tutor/assessor.

**Hair over lightened** – recondition/restructurant treatment, toner, cut, retest, advice.

**Uneven colour result** – spot colour if condition allows.

**Too yellow** – reapply lightening product if condition allows, violet toner.

**Product seepage at root area after highlighting** – spot colour using natural depth colour.

**Colour fade** – quasi/demi-permanent colour (stains cortex).

**Too orange** – neutralise with blue/ash tones.

**Scalp irritation** – remove immediately, seek medical advice, report problems to salon manager/owner/tutor.

**Inadequate coverage on white hair** – pre-soften hair, double/intensive base colour, mix base shade mixed with fashion shade.

**Removal methods:** Use personal protective equipment, follow manufacturers' instructions.

**Semi-permanent colour** – emulsify, rinse, condition.

**Quasi/demi-permanent colour** – emulsify, rinse, condition.

**Permanent colour** – emulsify, rinse, shampoo, repeat, condition.

**Lightening products** – emulsify, rinse, shampoo, repeat, condition.

**Highlighting cap** – emulsify, rinse, condition, comb through, remove highlighting cap, shampoo, repeat, condition.

**Foil/meche/wrap** – open individual foil/meche/wrap, rinse, repeat until all are removed, shampoo, repeat, condition.



## Learning outcome 2: Be able to provide a colouring service (continued)

### **Removal of colour surrounding foil/meche/wrap**

– remove colour prior to foil/meche/wrap, being careful not to disturb them, emulsify, rinse until colour removed, when ready, open individual foil/meche/wrap, rinse, repeat until all colouring products are removed, shampoo, repeat, condition.

### **Conditioners and post-colour treatments:**

Follow manufacturers' instructions, apply to pre-shampooed hair, remove excess moisture, types of product (surface, penetrating, restructurant, scalp treatment, leave-in), soften, moisturise, prevent creeping oxidation, close cuticle, restore natural pH.

### **The pH scale explained:**

**Acid** – closes cuticle, 0-6.9.

**Neutral** – 7.

**Alkaline** – opens cuticle, 7.1-14.

**pH of hair** – 4.5-5.5.

**pH of permanent colour:** Permanent colour registers alkaline on scale, conditioner registers acidic.

**The importance of restoring the hair to its natural pH using conditioner:** Stops the oxidation (colouring) process, prevents damage, returns hair to its natural state (slightly acidic), closes cuticles.

### **Methods of confirming client satisfaction:**

Body language, facial expressions, verbal/written feedback, surveys/questionnaires, achieved client requirements, based on prior/thorough consultation, target shade/look, repeat booking, recommendation.

### **Provide suitable aftercare advice:**

Important part of service, avoid technical language, maintain eye contact, suggest/advise/recommend, provide information.

**Maintenance:** Frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

**Evaluate the service/results:** Finished result, longevity of service, benefits, review, problem solving, causes of action, analyse results, synthesis, summarise, judging, compare and contrast results, modify, justify, what worked well, what did not work well, draw conclusions.

### **Management of health and safety at work:**

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**General hygiene:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

## Learning outcome 2: Be able to provide a colouring service (continued)

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Hazards** – Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Reasons for risk assessment** – Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

**Personal protective equipment (PPE):** Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

**Control of substances hazardous to health:** Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturer's instructions for use.

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, chemical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

**Product storage:** Check end date/ packaging, store away from heat/damp/direct sunlight, empties, avoid theft.

**Dangers of lightening powders:** Can cause choking, coughing, chest tightness/problems, internal damage, scarring of the respiratory tract, asthma attack (use face mask, well ventilated area).

# UHB339

## Cut hair using hairstyling techniques

The aim of this unit is to develop your skills to create a variety of basic haircut looks, using club cutting, freehand and scissor-over-comb techniques. Using these cutting techniques you will demonstrate that you can produce one length hair cuts (for both above and below shoulder length), uniform layers, and short and long graduation haircuts. You must also demonstrate that you can work on a variety of hair curl classification types.

Part of this service is to provide your client with good aftercare advice.

Level

**2**

Credit value

**8**

GLH

**75**

Observation(s)

**8**

External paper(s)

**1**



# Cut hair using hairdressing techniques



## Learning outcomes

### On completion of this unit you will:

1. Be able to prepare for cutting hair
2. Be able to provide a haircutting service

## Evidence requirements

1. **Environment**  
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**  
At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**  
Competent performance of Observation outcomes must be demonstrated on at **least eight occasions**.
4. **Range**  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**  
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



# Observations

## Learning outcome 1

### Be able to prepare for cutting hair

**You can:**

- a. Prepare yourself, the client and work area for cutting services
- b. Use suitable consultation techniques to identify service objectives
- c. Assess the potential of the hair to achieve the desired look by identifying the influencing factors

\*May be assessed through oral questioning.

Observation	1	2	3	4	5
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Observation	6	7	8	Optional	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

## Learning outcome 2

### Be able to provide a hair-cutting service

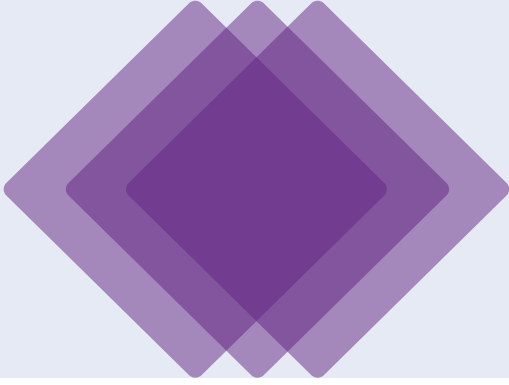
#### You can:

- a. Communicate and behave in a professional manner
- b. Select and use cutting equipment to achieve the desired look
- c. Establish and follow guidelines to accurately achieve the required look
- d. Use cutting techniques that take into account the identified factors
- e. Position yourself and the client appropriately throughout the service
- f. Crosscheck the haircut to ensure even balance and weight distribution
- g. Create a finished cut that is to the satisfaction of the client
- h. Provide suitable aftercare advice
- i. Follow safe and hygienic working practices

\*May be assessed through oral questioning.

Observation	1	2	3	4	5
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Observation	6	7	8	Optional	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					



# Notes

Use this area for notes and diagrams.

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# Range

\*You must practically demonstrate that you have:

Used all cutting tools and equipment	Portfolio reference
Scissors	
Clippers	
Trimmers	

Considered all factors	Portfolio reference
Hair classifications	
Hair characteristics	
Head and face shape	
Hair elasticity	
Hair porosity	

Worked on a minimum of 1 hair state	Portfolio reference
Non-chemically treated	
Partly chemically treated	
Chemically treated	

Worked on a minimum of 3 hair curl classifications	Portfolio reference
Straight	
Wavy	
Curly	
Tight curls	
Combination	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

**\*You must practically demonstrate that you have:**

<b>Created all looks</b>	<b>Portfolio reference</b>
One length	
Uniform layer	
Short graduation	
Long graduation	
With a fringe	

<b>Used a minimum of 5 cutting techniques</b>	<b>Portfolio reference</b>
Club cutting	
Freehand	
Scissor over-comb	
Clipper over-comb	
Texturising	

<b>Given all types of aftercare advice</b>	<b>Portfolio reference</b>
How to maintain their look	
Time interval between services	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Achieving the external paper

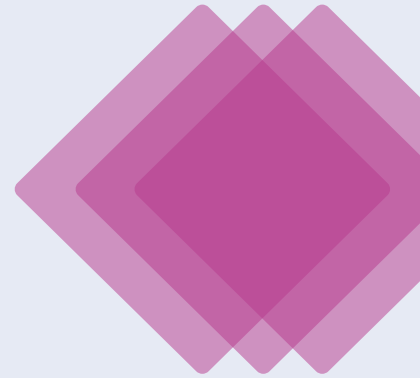
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		



# Knowledge



## Learning outcome 1

### Be able to prepare for cutting hair

You can:	Portfolio reference/ Assessor initials*
d. Explain the safety considerations that must be taken into account when cutting hair	
e. State the factors that need to be considered when cutting hair	
f. Describe the different consultation techniques used to identify service objectives	
g. Describe the salon's requirement for preparing yourself, the client and work area	
h. Describe a range of looks	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.

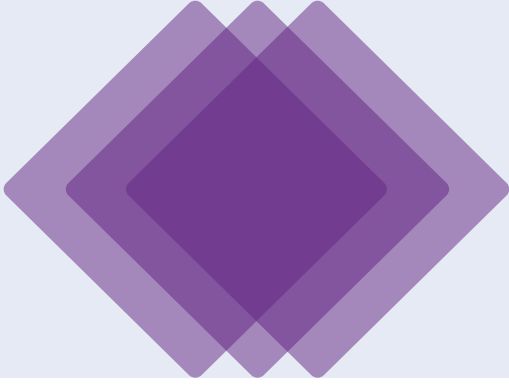


## Learning outcome 2

### Be able to provide a hair-cutting service

You can:	Portfolio reference/ Assessor initials*
j. Describe the correct use and routine maintenance of cutting tools and equipment	
k. Describe the effect of different cutting techniques	
l. State the effect cutting hair at different angles has on the finished look	
m. State the importance of applying the correct degree of tension to the hair when cutting	
n. State the importance of crosschecking the cut	
o. Describe the aftercare advice that should be provided	
p. Outline safe and hygienic working practices	
q. State how to communicate and behave within a salon environment	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.



# Notes

Use this area for notes and diagrams.

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# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Be able to prepare for cutting hair

### **Professional appearance:**

Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

**Client preparation and care:** Preparing for and performing a service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

**Work area:** Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

**Infection Prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

**Environmental working practices:** Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.

**Consultation techniques:** Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

## Learning outcome 1: Be able to prepare for cutting hair (continued)

**Questioning** – open, closed, probing.

**Language** – appropriate level for client, use of technical/non-technical language.

**Client expectations/needs** – listen, clarify, advise, plan.

**History of hair** – previous services/treatments.

**Advice** – what will work, what will not

### **Assessing the potential of the hair:**

Clarify the condition of hair, previous chemical services and benefit to client, identify influencing factors, test hair, ensure compatibility with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

### **Factors that influence hair cutting:**

Previous chemical services, , client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

**Hair condition** – dry, oily, normal (balanced), elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

**State of hair** – non-chemically treated hair, partially chemically treated hair, chemically treated hair  
**Haircut/style** – uniform layer, one length, short graduation, long graduation.

**Temperature** – body heat, salon temperature, added heat.

**Hair characteristics** – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

**Length** – short, medium, long.

**Face shape** – oval, round, square, oblong, heart, pear.

**Head size** – large, medium, small.

**Hair curl classification** – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

**Lifestyle** – job, family, financial, hobbies, time.

**Test results** – expected outcomes, positive, caution, negative.

### **Contra-indications:**

**Absolute contra-indication** – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

**Examples of contra-indications that may prevent treatment (absolute contra-indications)** – contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies).

## Learning outcome 1: Be able to prepare for cutting hair (continued)

**Contra-actions:** Establish if it is an expected reaction or an unexpected/adverse reaction.

**In the case of expected reactions** – provide immediate post-service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

**In the case of unexpected/adverse reactions** – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

**Possible expected reactions** – redness of the skin, scalp sensitivity.

**Possible unexpected/adverse reactions** – skin reaction, allergy, allergic reaction to products.

**Hair tests:** Use manufacturers' instructions, salon guidelines, before during and after service.

**Elasticity test** – elasticity test is used to assess the strength of the hair's cortex.

**Porosity test** – porosity test is used to assess the condition of/damage to the hair's cuticle.

**Pull test** – pull test is used to assess the severity of hair loss.

**Skin/allergy alert test** – skin/allergy alert test is used to assess a client's sensitivity.

**Record keeping:** Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, medical history, contra indications, sport/hobbies, recent activities, service history, allergies/hypersensitivity, test results, service requirements, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

### **Recommendations to the client:**

Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contractions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.

**Safety considerations:** Consultation, check for contra-indications, hair tests, wear personal protective equipment, remove hair cuttings immediately, client comfort/safety, posture of self/client maintained to minimise fatigue/injury, identify hazards (trailing flexes, spillages, obstacles/obstructions), check electrical equipment prior to use (do not use with wet hands, follow manufacturers' instructions, store correctly), handle/store scissors correctly, dispose of sharps safely.



## Learning outcome 1: Be able to prepare for cutting hair (continued)

### **The correct use and routine maintenance of cutting tools and equipment:**

Clean equipment and tools, appropriate sterilisation, remove broken/faulty tools and equipment, only use for intended purpose, scissors (fit for purpose), cutting tools (remove hair cuttings, store in pouch/case when not in use, sharpen regularly, change razor blade after each client), clippers (remove haircuttings, sterilise with spray or wipes, regularly oil), make use of trolley, ensure safe professional presentation of tools and equipment, check electrical equipment, portable appliance testing, visual check on both large and small equipment.

### **Working in accordance with current health and safety legislation:**

Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

**Liability insurance:** Employers, public, professional indemnity.

### **Range of cutting looks:**

**Uniform layer** – to suit both long and short hair, all hair cut to the same length (classic round layer), short hair (in preparation for setting, blow drying and tonging), longer length hair (highly layered), all hair cut to the same length (classic round layer).

**Long graduation** – short internal layers, long perimeter length, natural inversion (short layers keeping length), square layer cut (box layer), front/back graduation where the internal hair is layered, introduce layers to clients.

**Short graduation** – shorter perimeter length, longer internal layers, hair cut into nape increasing length towards crown (short to long, building weight line), incorporate scissor over-comb technique (very short), classic graduation, classic graduated bob.

**One length cut** – above (bob) and below shoulders (keeping corners) concave/converse.

**Fringe** – cutting existing to desired length, introduce to suit desired requirements (heavy, fine, straight, angled/sweeping).

## Learning outcome 2: Be able to provide a hair cutting service

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

**Non-verbal** – eye contact, body language, listening.

**Written** – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

**Visual aids** – photographs, digital media, magazines and images, can provide inspiration and assist the client's understanding.

**Adapting and tailoring approaches** – for different clients, for example, new and existing clients, according to age, health conditions.

**Clarification** – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.

**Professional ethical conduct:** Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride

in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

**Equipment:** Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

### Products, tools and equipment:

Chair – adjustable, trolley, cutting chair/stool – adjustable, gown, towels, waterproof cape, processing cap, cotton wool, a waste bin with a lid and a liner. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

**Equipment used to cut hair:** Sectioning clips, cutting collar/cape, wide-tooth comb/detangling wet brush, cutting comb, scissors, thinning/texturising scissors, clippers, clipper attachment/grades – different sizes, trimmers, styling razor, disposable blades, sharps container, neck brush, back mirror.



## Learning outcome 2: Be able to provide a hair cutting service (continued)

**Following cutting guidelines to accurately achieve the required look:** First section cut (a guide that is followed throughout a haircut to ensure accuracy), all subsequent sections follow first section (ensures evenness, takes guesswork out of cutting hair, working in a methodical manner), section hair cleanly and accurately, sections approx ½ inch/1 cm width – adapted to meet the client’s hair curl classification and characteristics, follow identified sectioning pattern, use guide to ensure desired shape/length.

**How to adapt a haircut, taking into account identified factors:** Combine and adapt techniques, be innovative/creative, remedial action to resolve any problems, work with natural fall of hair, ensure style suits curly/wavy/straight hair type.

**Hair growth patterns** – use them or lose them, cut short, retain length (may limit style availability).

### **Face shapes:**

**Round** – less volume at sides.

**Square** – volume at sides, soften corners.

**Long** – less height, more volume.

**Oval** – suits all styles.

### **Hairdresser health and wellbeing:**

Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing/seated posture, even weight distribution, ensure own positioning delivers appropriate techniques,

prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

**Client:** Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

**Cross-check the haircut to ensure even balance and weight distribution:** Work in opposite direction to which hair was originally cut, across sections, check cut is even/balanced, maintain angle, methodical working method, checks made by look, feel, ensure even weight/balance/length distribution.

**Creating a finished cut:** Confirmation of style, creative flair, professional judgement on chosen technique, what tools and equipment to use, consider influencing factors, precision working, adapt and amend if necessary.

**Methods of confirming client satisfaction:** Body language, facial expressions, verbal/written feedback, surveys/questionnaires, repeat booking, recommendation.

## Learning outcome 2: Be able to provide a hair cutting service (continued)

### **Provide suitable aftercare advice:**

Important part of service, avoid technical language, maintain eye contact, suggest/advise/recommend, provide information.

**Maintenance** – frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

**Management of health and safety at work:** Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**General hygiene:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Hazards** – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Reasons for risk assessment** – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

**Personal protective equipment (PPE):** Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, department, balance weight, protect back, prevent slouching, avoid straining or overreaching.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

**Control of substances hazardous to health:** Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

**Product storage:** Check end date/packaging, store away from heat/damp/direct sunlight, empties, avoid theft.



## Learning outcome 2: Be able to provide a hair cutting service (continued)

### Cutting techniques:

**Club cutting** – create blunt end to hair, precision cut, retain bulk and weight.

**Texturising** – break up hard lines, soften edges, remove weight.

**Razoring** – remove length and weight, create soft broken edges and texture, removing weight increases curl.

**Thinning** – remove bulk not length.

**Scissor/clipper-over-comb** – cut into nape, shorten less than finger depth, cut to head shape, short styles.

**The effect cutting hair at different angles has on the finished look:** Angle determines effect achieved, weight line and degree of graduation.

**One length** – held at 0° angle = no graduation, heavy base line.

**Square layer** – held at 90° increasing to 180° angle = weight line below where 1st layer sits.

**Short graduation** – held at 45° angle = weight line below where 1st layer sits.

**Uniform layer** – held at 90° angle = no weight line.

**Long graduation** – held at 145° angle = weight line below where 1st layer sits.

### The importance of tension when cutting:

Tension = gently pull hair until resistance is reached, more tension to achieve more precise cut- stretches the hair, less tension for curly hair to allow it to curl and bounce up, no tension for free hand or if style requires, maintain even tension for accurate cut.

### Considerations for cutting hair when wet:

**Advantages of wet cutting** – clean hair, cleaner sections, accuracy, control, see if curl present airborne hair is reduced as clippings drop to the floor.

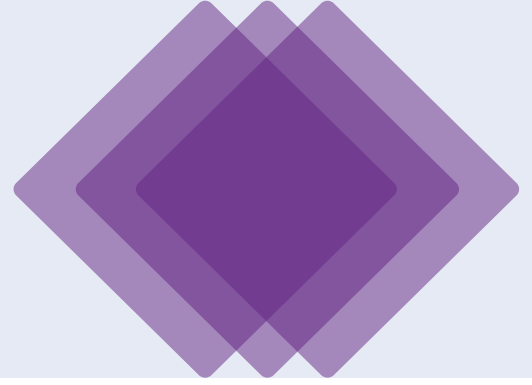
**Disadvantages of wet cutting** – slower, unable to see weight lines, hair growth patterns less obvious.

### Considerations for cutting hair when dry:

**Advantages of dry cutting** – quick, can see hair movement and fall, achieve required length.

**Disadvantages of dry cutting** – hair dirty, inaccurate sections, less control, static, hard to comb, inaccurate cut, more hair clippings are airborne.

# Notes



Use this area for notes and diagrams.

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# UV10345

## The art of dressing hair

The aim of this unit is to develop the creative skill of styling, dressing and finishing hair. You will learn how to identify the capability of your client's hair which will allow you to choose from a range of products, tools and equipment to complete the look. You will need to demonstrate the ability to blow-dry, set, put up hair and finish client's hair using heated styling equipment.

Part of this service is to provide your client with good aftercare advice.

Level

**2**

Credit value

**5**

GLH

**30**

Observation(s)

**4**

External paper(s)

**1**



# The art of dressing hair

## Learning outcomes

### On completion of this unit you will:

1. Be able to prepare for dressing hair
2. Be able to provide a dressing hair service

## Evidence requirements

1. **Environment**  
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**  
At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**  
Competent performance of Observation outcomes must be demonstrated on at **least four occasions**.
4. **Range**  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**  
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

## Maximum service times

The following maximum service times apply to this unit:

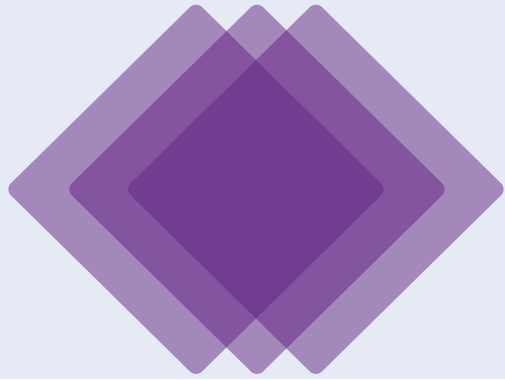
**Blow-dry and finish** – 35 minutes  
(above shoulder length)

**Blow-dry and finish** – 45 minutes  
(below shoulder length)

**Set and dress** – 35 minutes  
(above shoulder length – excluding drying)

**Set and dress** – 45 minutes  
(below shoulder length – excluding drying)

**Scalp plait** – 30 minutes



# Observations

## Learning outcome 1

### Be able to prepare for dressing hair

**You can:**

- a. Prepare the client and work area for the dressing service
- b. Consult with clients to confirm their requirements
- c. Evaluate the potential of the hair to achieve the desired look by identifying the influencing factors

\*May be assessed through oral questioning.

Observation	1	2	3	4	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

## Learning outcome 2

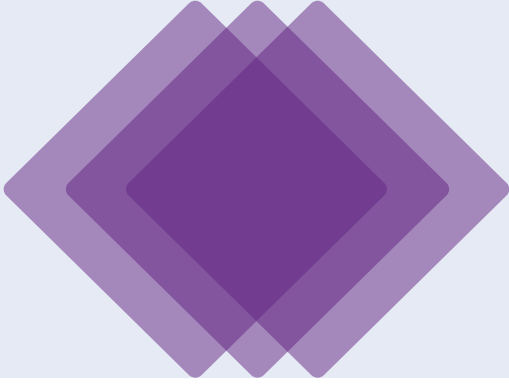
### Be able to provide a dressing hair service

#### You can:

- a. Select and use styling products, tools and equipment to achieve the desired look
- b. Position yourself and the client appropriately throughout the service
- c. Use working methods that meet salon and legal requirements
- d. Use styling techniques and dressing effects that take into account the identified factors
- e. Control and secure hair effectively during dressing
- f. Dress hair to the satisfaction of the client
- g. Apply finishing products to maintain the style\*
- h. Evaluate the result of the treatment with the client
- i. Provide suitable aftercare advice
- j. Follow safe and hygienic working practices
- k. Communicate and behave in a professional manner

\*May be assessed through oral questioning.

Observation	1	2	3	4	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					



# Notes

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# Range

\*You must practically demonstrate that you have:

Considered all influencing factors	Portfolio reference
Above shoulder	
Below shoulder	
Curly	
Straight	
Hair characteristics	
Hair classifications	
Elasticity	
Porosity	
Contra-indications	
Client lifestyle	
Face shape	

Used a minimum of 5 blow-drying, setting and dressing techniques	Portfolio reference
Blow-dry and finish (above shoulder length)	
Blow-dry and finish (below shoulder length)	
Finger drying	
Straightening and smoothing	
Curling	
Set and dress (above shoulder length)	
Set and dress (below shoulder length)	
Pin curling	
Finger waving	
Hair up	
Scalp plait	

**\*You must practically demonstrate that you have:**

<b>Used a minimum of 6 styling and finishing products</b>	<b>Portfolio reference</b>
Lotion	
Mousse	
Gel	
Moisturiser	
Spray	
Wax	
Serum	
Dressing cream	
Oil	

<b>Given all types of advice</b>	<b>Portfolio reference</b>
How to maintain the look	
Suitable styling products to use	
Use of finishing products	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Achieving the external paper

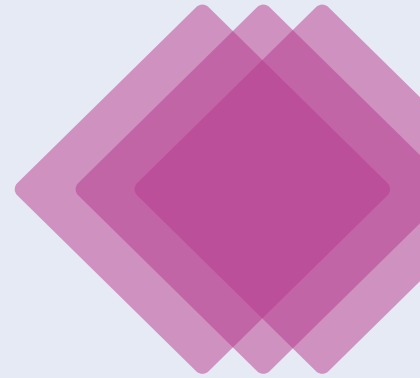
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		



# Knowledge



## Learning outcome 1

### Be able to prepare for dressing hair

You can:	Portfolio reference/ Assessor initials*
d. State the procedure for client preparation	
e. Describe the effects of different styling techniques	
f. Describe the factors that need to be considered when styling and dressing hair	
g. Describe the physical effects of styling on the hair structure	
h. Describe the effects of humidity on the hair structure and resulting style	
i. Explain how the incorrect use of heat can affect the hair and scalp	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

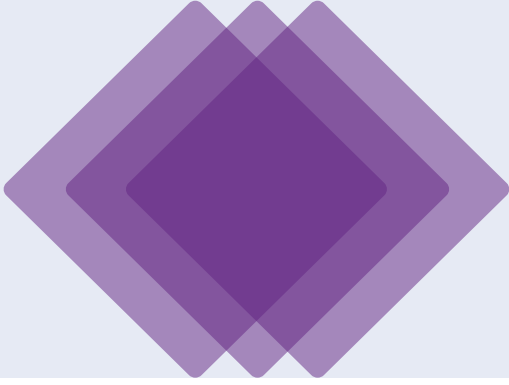


## Learning outcome 2

### Be able to provide a dressing hair service

You can:	Portfolio reference/ Assessor initials*
l. Describe the correct use and routine maintenance of tools, equipment and accessories	
m. Describe the use for the range of styling products	
n. Describe how to secure and control the long hair looks	
o. State the purpose of back combing and back brushing when dressing hair	
p. Describe the uses for the range of finishing products	
q. Describe the aftercare advice that should be provided	
r. Outline safe and hygienic working practices when styling and dressing hair	
s. State how to communicate in a salon environment	
t. State the behavioural expectations within a salon environment	

\*Assessor initials to be inserted if orally questioned.  
Requirements highlighted are assessed in the external paper.



# Notes

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# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Be able to prepare for dressing hair

### **Professional appearance:**

Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed-in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

**Client preparation and care:** Preparing for and performing a service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

**Work area:** Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

**Infection Prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working

environment and service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

### **Environmental working practices:**

Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.

**Confirmation of requirements:** Client expectations, type of occasion, durability, prior preparation required, suitability of services, use of visual aids (digital media, photos, magazines, style books).

### **Consultation techniques:**

Consultation environment (face-to-face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

## Learning outcome 1: Be able to prepare for dressing hair (continued)

**Questioning** – open, closed, probing.

**Language** – appropriate level for client, use of technical/non-technical language.

**Client expectations/needs** – listen, clarify, advise, plan.

**History of hair** – hair tests, touch, feel, look of hair.

**Advice** – what will work, what will not.

**Assessing the potential of the hair:** Clarify the condition of hair, previous chemical services and benefit to client, identify influencing factors, test hair, ensure compatibility with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

**What to consider when styling and dressing hair:** Direction of style, shape, height, width, amount of movement, curl, degree of curl, ornamentation, styling/finishing products, use of styling/finishing equipment, preparation of hair.

**Factors that influence services:** Previous chemical services, percentage of white, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

**Hair curl classification** – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

**State of hair** – non-chemically treated hair, partially chemically treated hair, chemically treated hair.

**Hair characteristics** – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

**Hair/scalp condition** – dry, oily, normal (balanced), non/partially/chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

**Hair cut/style** – uniform layer, one length, short graduation, long graduation.

**Face shape** – oval, round, square, oblong, heart, pear.

**Head size** – large, medium, small.

**Lifestyle** – job, family, financial, hobbies, time.

**Temperature** – body heat, salon temperature, added heat.

**Test results** – expected outcomes, positive, caution, negative.

## Learning outcome 1: Be able to prepare for dressing hair (continued)

### Contra-indications:

**Absolute contra-indication** – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

**Examples of contra-indications that may prevent treatment (absolute contra-indications)** – contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies).

**Relative contra-indication** – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

**Examples of contra-indications that may restrict treatment (relative contra-indications)** – cancer, product allergies, pregnancy. Skin and scalp conditions – psoriasis, eczema, dandruff, seborrhoea, sebaceous cyst, acne, uneven skin surface, broken skin, androgenic alopecia (male and female pattern baldness), cicatricial alopecia, alopecia totalis, traction alopecia, alopecia areata. Hair conditions – fragilitas crinium, trichorrhexis nodosa, monilethrix.

**Contra-actions:** Establish if it is an expected reaction or an unexpected/adverse reaction.

**In the case of expected reactions** – provide immediate post-service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

**In the case of unexpected/adverse reactions** – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

**Possible expected reactions** – redness of the skin, scalp sensitivity.

**Possible unexpected/adverse reactions** – skin reaction, allergy, allergic reaction to products.

**Hair tests:** Use manufacturers' instructions, salon guidelines, before during and after service.

**Elasticity test** – elasticity test is used to assess the strength of the hair's cortex.

**Porosity test** – porosity test is used to assess the condition of/damage to the hair's cuticle.

### Recommendations to the client:

Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contractions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.

**Equipment:** Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.



## Learning outcome 2: Be able to provide a dressing hair service

### **Products, tools and equipment:**

Chair – adjustable, trolley, cutting chair/stool – adjustable, gown, towels, waterproof cape, processing cap, cotton wool, a waste bin with a lid and a liner. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

**Styling:** Round/radial brushes – different sizes, bristle brush, vent brush/rake brush, paddle brush/flat brush, wide-tooth comb/detangling wet brush, dressing comb, tail comb, sectioning clips/clamps, pin curl clips, grips and pins, hairdryer, accelerator/processor, hood dryer, diffuser, nozzle, curl sponge, heated styling equipment- tongs, straightening irons, hot brush/comb, wand.

**Suitability of styling products:** Used prior to styling, give hold, volume, body, shine, lustre, reduces frizz and static, smooths and straightens, provides a protective barrier, prevents moisture penetrating hair, aids longevity of style.

### **Range of styling products and when to use them:**

**Gel** – wet look, ideal for spiky textured styles, apply to wet hair.

**Mousse** – gives hold/body, various hold strengths, apply to wet hair.

**Setting lotion** – gives normal/firm hold, ideal when setting hair, coloured setting lotions available, apply to wet hair.

**Lotion** – protects hair from heat/ humidity, apply to wet hair.

**Texture enhancing spray** – adds unstructured texture and waves, apply to damp or dry hair.

**Oil** – conditioning, adds moisture, adds shine, use on wet/dry hair.

**Heat protector** – coats hair, protective layer, gives shine/definition, apply prior to the use of all heated styling equipment.

**Serum** – gives shine, adds moisture, ideal on chemically treated hair, apply to wet or dry hair.

**Cream** – adds soft support, definition and texture, use on dry hair.

**Pomade** – adds medium/firm support, definition, texture and movement, use on dry hair.

**Wax** – add support and hold, ideal for short hair, use on dry hair.

**Hairspray** – provides longevity to the style and a barrier against humidity.

### **Hairdresser health and wellbeing:**

Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

## Learning outcome 2: Be able to provide a dressing hair service (continued)

**Client:** Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

**Working in accordance with current health and safety legislation:** Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

**Liability insurance:** Employers, public, professional indemnity.

**Management of health and safety at work:** Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**General hygiene:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Hazards** – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Reasons for risk assessment** – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

**Personal protective equipment (PPE):** Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, department, balance weight, protect back, prevent slouching, avoid straining or overreaching.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, byelaws, code of conduct, risk assessment.



## Learning outcome 2: Be able to provide a dressing hair service (continued)

### **Control of substances hazardous to health:**

Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

**Product storage:** Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

### **Techniques used for styling:**

**Blow-drying with round brush** – flattens cuticle, adds curl, bounce and volume.

**Blow-drying with flat brush** – used on long hair, very short hair or when no lift is required, flattens cuticle.

**Finger drying** – to dry short textured styles, natural effect.

**Diffuser** – used on curly hair, diffuser reduces airflow, allows curls to dry naturally.

**Setting** – cohesive or temporary heat moulding, firm/long-lasting effect, preparation for hair-up, provide longevity for a blow-dry.

**Finger waving** – flat wave effect, produces fixed waves, good on short bob.

**Pin curling** – coil (tight curls in coil fashion), off-base (curl without root lift), on-base/ barrel curl (in place of a roller), root lift, firm style.

**Tonging** – after blow-dry, set the curl, spiral curls.

**Straightening irons** – flattens cuticle, remove lift, create sleek effect, provides longevity to style.

### **Techniques for dressing out hair:**

**Firm bristle brushing** – blends, removes partings, softens stiffness caused by product, creates soft waves.

**Comb** – used on straight flat styles, polished effect.

**Hands** – tease, pull, push, create.

**Backcombing/backbrushing** – aids hair up, base to pin, create lift/shape/form to style.

**How styling and dressing techniques can hide influencing factors:** Enhance and disguise, creative ability, attention to detail, work with the natural fall (growth patterns). Small head – create large style, big head – compact style, angular face – soft shape, pull around face, round face – add height, reduce width, long neck – leave some hair down, high forehead – side parting, cover, texture – fine (use added hair), coarse (tame with electrical appliance, secure well), poor elasticity (hair may not take overstretching or sculpting).

## Learning outcome 2: Be able to provide a dressing hair service (continued)

### **The purpose of backcombing and backbrushing when dressing hair:**

To create lift and volume, an even shape, to create balance/definition, base to secure pins, teases and blends hair together.

**Backcombing** – comb through section of hair, hold tips taut in one hand, comb section downwards from points to roots, use dressing comb, firm matting achieved, can cause damage to hair.

**Backbrushing** – brush through section of hair, hold tips taut in one hand, brush section downwards from points to roots, use brush, creates less volume, ideal for long hair, less damaging to hair.

**Control of client's hair:** Small precise sections, hold with tension, work methodically, own positioning, client positioning.

### **The importance of securing long hair:**

To ensure style longevity, client comfort, stop breakage or dragging of hair, avoid trichorrhesis nodosa, ensure clips/pins/bands are not visible, secure decorative clips, work in stages, secure and pin each stage.

### **The methods used to secure**

**ornamentation in the hair:** Use existing hair, hair combs, pins and grips, headbands, elastic bands, and sewn into the hair.

**Application of finishing products:** Defines, adds shine, holds, separates hair, spikes, protects, moisturises.

### **Methods of assessing client satisfaction:**

First impressions, see facial expressions and body language, questioning, discussing, listening to client's reactions/responses.

**Evaluate the service/results:** What worked well/what did not, benefits, compare against the original brief, end result, client satisfaction, draw conclusions.

### **Provide suitable aftercare advice:**

Important part of service, avoid technical language, maintain eye contact, suggest/advise/recommend, provide information on maintenance, frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

### **Communication:**

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

**Non-verbal** – eye contact, body language, listening.

**Written** – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

**Visual aids** – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

**Adapting and tailoring approaches** – for different clients, for example, new and existing clients, according to age, health conditions.

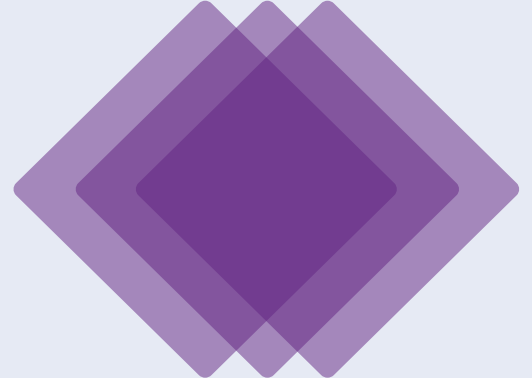
**Clarification** – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.



## Learning outcome 2: Be able to provide a dressing hair service (continued)

**Professional ethical conduct:** Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

# Notes



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