

# VTCT Skills Level 2 Diploma in Hair and Media Make-up

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Accreditation start date: .....	1 April 2011
Credit value: .....	55
Total Qualification Time (TQT): .....	550
Guided Learning Hours (GLH): .....	444
Qualification number: .....	600/1393/X

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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				
UV20453				
UV20437				
UV10346				
UV10345				
UV20499				
Optional units				

# Qualification

## Introduction

The VTCT Skills Level 2 Diploma in Hair and Media Make-up is a qualification that has been specifically designed to enable you to learn both aspects of hairdressing and media make-up.

The mandatory section of this qualification will provide you with all the skills and techniques to enable you to; provide effective client care, the art of applying make-up or photographic makeup, the creative art of dressing hair and the unit that covers creating an image using both hairdressing and media make-up skills.

The optional unit section of this qualification gives you the opportunity to choose the most appropriate units for your desired career path; application of skin tanning, eyelash lifting, creative themed face painting, artistic skill of nail art/Mehndi skin decoration or body art design, client consultation for hair services, using temporary or semi-permanent colour, colour and lighten hair, creating permanent curls using perming techniques, cut hair using hairdressing techniques, the dexterous skill of plaiting and twisting hair, style and finish Afro-textured hair or effective treatment of the hair and scalp using shampoo and conditioner.

Underpinning this qualification you will develop a sound knowledge and understanding of each unit including health and safety for all services.

The purpose of this qualification is to develop your skills in both hairdressing and media make-up 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:

- Level 2 NVQ Diploma in Barbering
- Level 2 NVQ Diploma in Beauty Therapy General
- Level 2 NVQ Diploma in Nail Services

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 Certificate in Cutting Hair
- Level 2 Award in Preventing Contact Dermatitis
- Level 3 Award in Bridal Hairstyling
- Level 3 Diploma in Make-up Artistry
- Level 3 Diploma in Theatrical, Special Effects and Hair and Media Make-up
- Level 2 Diploma in Beauty Specialist Techniques
- Level 2 Certificate in Nail Treatments
- Level 2 Certificate in Beauty Specialist Techniques
- Level 2 Certificate in Nail Technology

- Level 2 Award in Nail Art
- Level 2 Award in Facial Massage and Skincare
- Level 2 Award in Wax Depilation
- Level 2 Award in Threading Depilation
- Level 2 Award in Mendhi Skin Decoration
- Level 2 Award in Eyelash Perming
- Level 2 Award in Thermal Auricular Therapy

This qualification may lead directly into employment in the hairdressing or beauty therapy industries as a junior stylist/therapist or to work as an independent stylist specialising in hair and media make-up.

# Qualification structure

Total credits required - 55

All mandatory units must be completed.

## Mandatory units - 27 credits

VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV20483	R/600/8763	Follow health and safety practice in the salon	3	22	2
UV20453	A/601/4458	Client care and communication in beauty-related industries	2	20	2
UV20437	J/601/4222	Apply make-up	5	41	2
UV10346	L/502/3980	The art of photographic make-up	5	30	2
UV10345	Y/502/3979	The art of dressing hair	5	30	2
UV20499	J/600/8632	Create an image based on a theme within the hair and beauty sector	7	60	2

All 55 credits must be achieved, of which, a minimum of 43 credits must be at Level 2 or above.

<b>Optional units - Minimum of 28 credits</b>					
<b>VTCT Skills unit code</b>	<b>Ofqual unit reference</b>	<b>Unit title</b>	<b>Credit value</b>	<b>GLH</b>	<b>Level</b>
UV20420	H/601/3563	Apply skin tanning techniques	4	30	2
UBT461	Y/650/8279	Provide eyelash lifting	2	20	2
UV30340	L/502/3803	Themed face painting	3	30	1
UV30333	K/502/3470	Nail art application	3	30	1
UV20444	H/601/5491	Design and apply Mehndi skin decoration	4	34	2
UV20423	A/601/3570	Body art design	4	30	2
UV20386	A/600/9065	Client consultation for hair services	3	30	2
UV20494	T/600/8626	The art of colouring hair*	7	60	2
UV10480	R/600/4874	Colour hair using temporary colour*	3	30	1
UV20486	A/600/8630	Colour and lighten hair	10	91	2
UV20512	Y/600/8537	Perm and neutralise hair	7	60	2
UHB339	L/650/8077	Cut hair using hairdressing techniques	8	75	2
UV30342	Y/502/3805	Plaiting and twisting hair	3	30	1
UHB345	M/650/8078	Style and finish Afro-textured hair	5	45	2
UV20488	H/600/8539	Shampoo and condition the hair and scalp	3	29	2
UV30500	K/600/8638	Make and style a hair addition	7	60	3
UV20419	F/601/3554	Provide eyelash and brow treatments	4	36	2

\*These units cannot both be selected as part of the same qualification.

# 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	✓	✓
UV20453	Client care and communication in beauty-related industries	0	✓	✓
UV20437	Apply make-up	2	✓	✓
UV10346	The art of photographic make-up	0	✓	✓
UV10345	The art of dressing hair	1	✓	✓
UV20499	Create an image based on a theme within the hair and beauty sector	0	✓	✓

## Optional units

		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20420	Apply skin tanning techniques	0	✓	✓
UBT461	Provide eyelash lifting	0	✓	✓
UV30340	Themed face painting	0	✓	✓
UV30333	Nail art application	0	✓	✓
UV20444	Design and apply Mehndi skin decoration	0	✓	✓
UV20423	Body art design	0	✓	✓
UV20386	Client consultation for hair services	1	✓	✓
UV20494	The art of colouring hair	1	✓	✓
UV10480	Colour hair using temporary colour	1	✓	✓
UV20486	Colour and lighten hair	1	✓	✓
UV20512	Perm and neutralise hair	1	✓	✓
UHB339	Cut hair using hairdressing techniques	1	✓	✓
UV30342	Plaiting and twisting hair	0	✓	✓
UHB345	Style and finish Afro-textured hair	1	✓	✓
UV20488	Shampoo and condition the hair and scalp	1	✓	✓
UV30500	Make and style a hair addition	0	✓	✓
UV20419	Provide eyelash and brow treatments	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

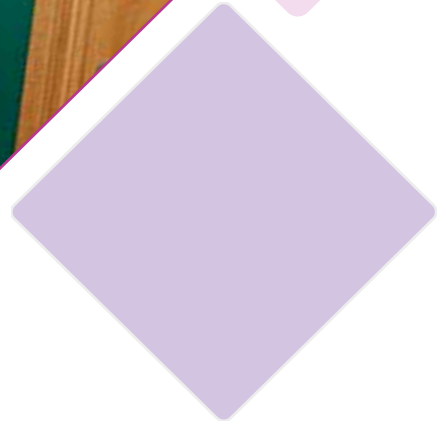
**22**

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

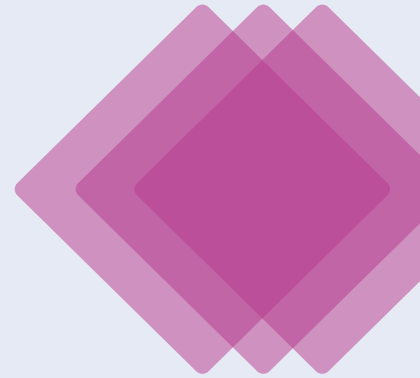
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

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.

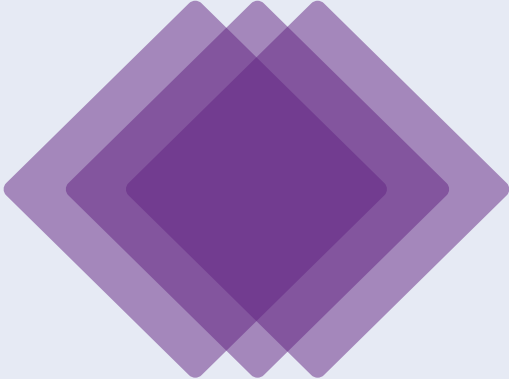


## Learning outcome 2

### 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.

# UV20453

## Client care and communication in beauty-related industries

This unit is about client care and communication in beauty-related industries. You will develop your communication skills to deal with consultations, complaints, client comfort and all forms of client care. You will develop a client-centred approach to all your treatments.

Level

**2**

Credit value

**2**

GLH

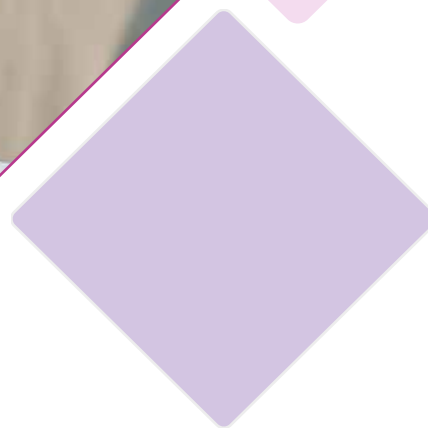
**20**

Observation(s)

**3**

External paper(s)

**0**



# Client care and communication in beauty-related industries



## Learning outcomes

### On completion of this unit you will:

1. Be able to communicate with clients
2. Be able to provide client care

## 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. **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**  
There is no external paper requirement for 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.

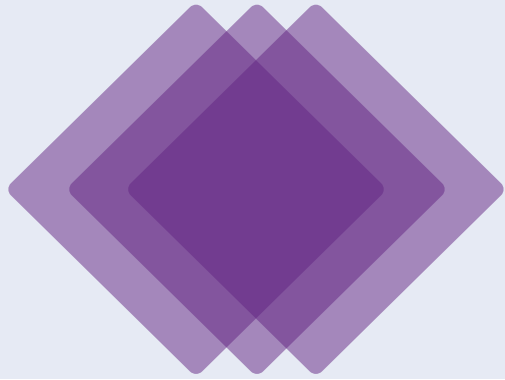
Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

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 communicate with clients

**You can:**

- a. Use effective communication techniques
- b. Use client consultation techniques to identify treatment objectives
- c. Provide the client with clear advice and recommendations

\*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 provide client care

**You can:**

- a. Maintain client confidentiality in accordance with legislation
- b. Gain feedback from clients on client care
- c. Respond to feedback in a constructive way
- d. Refer client complaints to the relevant person
- e. Assist in client complaints being resolved

\*May be assessed through oral questioning.

<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>				

# Range

\*You must practically demonstrate that you have:

<b>Provided client care to all clients</b>	<b>Portfolio reference</b>
New	
Regular	

<b>Identified client objectives using all consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	

<b>Used all types of communication</b>	<b>Portfolio reference</b>
Verbal	
Non-verbal	

<b>Dealt with all types of client care</b>	<b>Portfolio reference</b>
Dealing with complaints	
Advice and recommendations	
Client comfort	

\*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.

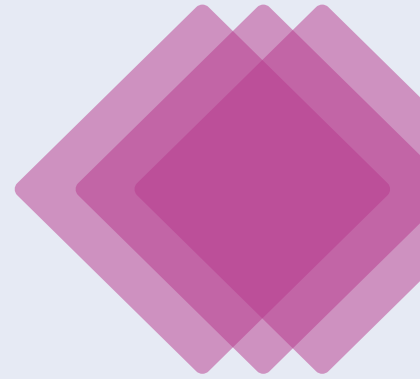
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

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.



# Knowledge



## Learning outcome 1

### Be able to communicate with clients

You can:	Portfolio reference/ Assessor initials*
d. Outline different forms of communication used to deal with clients	
e. Describe how to use consultation techniques to identify treatment objectives	
f. State the importance of using effective communication to identify client needs and expectations	
g. Describe the term 'personal space'	
h. State the importance of providing the client with clear advice and recommendations	

\*Assessor initials to be inserted if orally questioned.

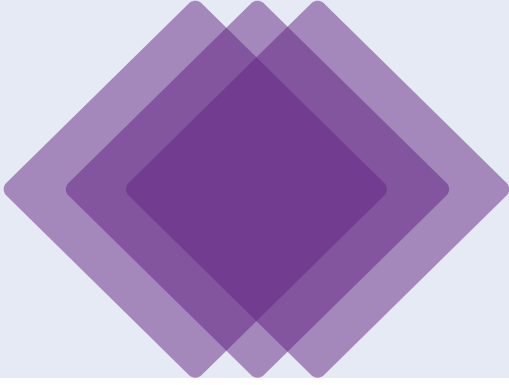


## Learning outcome 2

### Be able to provide client care

You can:	Portfolio reference/ Assessor initials*
f. Describe client confidentiality in line with data protection legislation	
g. Explain the importance of communication techniques to support retail opportunities	
h. State the importance of client feedback and responding constructively	
i. Outline how to refer and assist in client complaints	

\*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 communicate with clients

### Communication techniques:

**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.

**Personal space:** Space between client and therapist, positioning of client, suitable location for consultation, client's comfort, client's privacy, unobtrusive behaviour.

**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, prevent contra-actions, courteous, eye contact, verbal communication, non-verbal communication, avoid conflict between a client and therapist, use a range of related terminology linked to treatment/service being performed.

### Recommendations to client:

Pre-treatment/service instructions on treatment/service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further treatments, fees and treatment/service options, adaptations and modifications, post-treatment/service advice/aftercare, lifestyle changes to maintain or improve health.

## Learning outcome 1: Be able to communicate with clients (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.

**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.

## Learning outcome 2: Be able to provide client care

**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 couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

**Client preparation:** Consult with client, perform any necessary pre-treatment/service tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

### Communication techniques

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment, impart information to ensure client understanding

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

**Retail opportunities:** Completion of consultation, linking of retail/sales, selling products and other services.

**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, lifestyle profile – work status, medical history, contra-indications, general health

and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity/allergy alert test, current skincare/body care regime, treatment/service requirements, client preferences and expectations, skin/hair analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment/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).

**Client care feedback:** Client consultation form, comments box, verbal and non-verbal methods, target setting, relate to feedback constructively professional manner, polite, courteous, personal development, improves client satisfaction, salon profits, career development, team work, employee training, reputation, repeat business, additional treatments/services.

**Client complaints:** Professional manner, polite, courteous, good client care, referral person senior therapist, senior receptionist or manager, resolve situation and assist, good communication techniques, maintain positive client care, eye contact, facial expressions and body language, deal with situation calmly, methods of recording complaints, prompt response verbally/written.

# UV20437

## Apply make-up

This unit is about providing make-up for a variety of occasions, including day, evening and special occasions. You will be able to work with a variety of skin types and apply a wide range of make-up products to different skin tones and age groups. You will need to maintain effective health, safety and hygiene throughout your work.

Level

**2**

Credit value

**5**

GLH

**41**

Observation(s)

**3**

External paper(s)

**2**



# Apply make-up

## Learning outcomes

### On completion of this unit you will:

1. Be able to prepare for make-up application
2. Be able to apply make-up

## 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. **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 are **two external papers** 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

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.

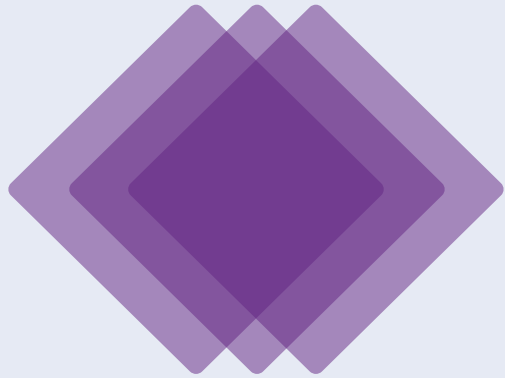
## Maximum service times

The following maximum service times apply to this unit:

**Natural make-up** – 30 minutes

**Evening make-up** – 45 minutes

**Special occasion make-up** – 45 minutes  
(for example, bridal)



# Observations

## Learning outcome 1

### Be able to prepare for make-up application

**You can:**

- a. Prepare yourself, client and work area for make-up
- b. Use suitable consultation techniques to identify treatment objectives
- c. Carry out a skin analysis
- d. Provide clear recommendations to the client
- e. Select products, tools and equipment to suit client treatment needs, skin types and conditions, and facial features

\*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 apply make-up

**You can:**

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit clients treatment needs, skin type and conditions, and facial features
- e. Complete the treatment to the satisfaction of the client to suit a range of occasions
- f. Record the results of the treatment
- g. Provide suitable aftercare advice

\*May be assessed through oral questioning.

<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>				

# Range

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

<b>Used all consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	
Reference to client records	

<b>Dealt with a minimum of 1 of the necessary actions</b>	<b>Portfolio reference</b>
Encouraging clients to seek medical advice	
Explaining why the service cannot be carried out	
Modification of the service	

<b>Applied make-up to all client age groups</b>	<b>Portfolio reference</b>
16-30	
31-50	
Over 50	

<b>Identified a minimum of 3 skin types</b>	<b>Portfolio reference</b>
Oily	
Dry	
Combination	
Normal (balanced)	

\*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:**

Identified a minimum of 2 skin conditions	Portfolio reference
Congested	
Dehydrated	
Fragile	
Hyper/hypopigmentation	
Lack lustre	
Lax elasticity	
Mature	
Photo-aged	
Photo-sensitive	
Pustular	
Sensitised	
Sensitive	
Vascular	

Applied make-up considering all facial features	Portfolio reference
Eye shape	
Eye colour	
Face shape	
Lip shape	

Applied make-up for all styles/occasions	Portfolio reference
Natural	
Evening	
Special occasion	

\*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>Used all make-up products</b>	<b>Portfolio reference</b>
Primers	
Foundations	
Setting powders	
Bronzing products	
Concealer creams	
Brightening creams	
Cream and powder highlighters	
Cream and powder shades	
Blusher	
Eyebrow products	
Eye shadows	
Eye liners	
Mascara	
Lip products	
Strip eyelashes	
Strip eyelash adhesive	
Setting/finishing spray	

<b>Provided all types of advice/instructions</b>	<b>Portfolio reference</b>
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future treatment needs	

\*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

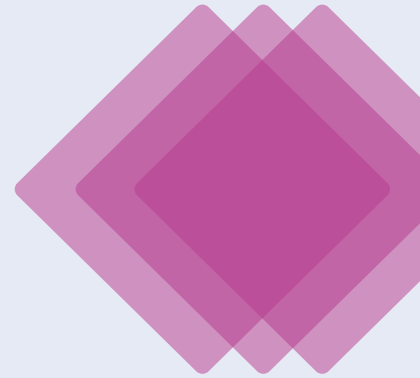
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

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

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		



# Knowledge



## Learning outcome 1

### Be able to prepare for make-up application

You can:	Portfolio reference/ Assessor initials*
f. Describe workplace requirements for preparing yourself, the client and work area	
g. State the environmental conditions suitable for make-up	
h. Describe different consultation techniques used to identify treatment objectives	
i. Explain the importance of carrying out a detailed skin analysis	
j. Describe how to select products, tools and equipment to suit client treatment needs, skin classifications, skin types and conditions, and facial features.	
k. Describe how to identify skin classifications, skin types and conditions, skin characteristics and facial features.	
l. Describe the contra-indications which prevent or restrict make-up application	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.



## Learning outcome 2

### Be able to apply make-up

You can:	Portfolio reference/ Assessor initials*
h. State how to communicate and behave in a professional manner	
i. Describe health and safety working practices	
j. State the importance of positioning yourself and the client correctly throughout the treatment	
k. State the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin classifications, skin type and conditions, and facial features	
l. Explain how to use corrective methods to suit client treatment needs, skin classifications, skin types and conditions, and facial features.	
m. State the contra-actions that may occur during and following treatments and how to respond	
n. State the importance of completing the treatment to the satisfaction of the client	
o. State the importance of completing treatment records	
p. State the aftercare advice that should be provided	
q. Describe the structure and functions of the skin	
r. Describe diseases and disorders of the skin	
s. Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone	

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

## Learning outcome 2 (continued)

### Be able to apply make-up

You can:	Portfolio reference/ Assessor initials*
t. State the position and action of the muscles of the head, neck and shoulders	
u. State the names and position of the bones of the head, neck and shoulders	
v. Describe the structure and function of the blood and lymphatic system for the head, neck and shoulders	

\* 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 prepare for make-up application

### **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 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 and client, for example, the use of gloves when using cleaning chemicals.

**Client preparation and care:** Preparing for and performing a treatment 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.

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

**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.

**Electricity at work:** Checking/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 prepare for make-up application (continued)

### **Reporting of injuries, diseases and dangerous occurrences regulations:**

Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

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

Replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage, handling, use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

**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, requirement of legislation.

**Employer responsibility:** Current and valid liability insurance, display health and safety rules covering staff, employees, clients, fire evacuation, provide regular training, accurate record keeping, monitoring.

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

**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.

**Security (cash):** Staff training, point of sale, regular banking, in transit.

**Security (people):** Staff, clients, visitors, children, personal belongings, systems – security, emergency evacuation, storage, client records, business information.

### **Hygiene:**

**General** – 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 service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise own hands before, during and after services.

**Sterilisation** – autoclave, glass bead, chemical, UV cabinet for storage only.

**Disinfection** – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

**Disposal of waste:** Lined waste bin, 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 1: Be able to prepare for make-up application (continued)

### **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, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

### **Make-up artist health and wellbeing:**

Maintain correct posture when performing service, 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.

**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 couch/ chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

**Client preparation:** Consult with client, perform any necessary pre-treatment skin tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

### **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 1: Be able to prepare for make-up application (continued)

**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, lifestyle profile – work status, medical history, contra-indications, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for service, service history, allergies/hypersensitivity, contra-actions, skin sensitivity tests (allergy alert tests), current skincare regime, service requirements, client preferences and expectations, skin analysis, adaptations and modifications, 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).

**Professional appearance:** Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), 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 (clean, short, polish-free, good condition and maintained).

**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.

**The legal requirements for providing treatments to minors and/or vulnerable clients:** Parental/guardian consent and presence during treatment/service, insurance.

**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 make-up application (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 service (absolute contra-indications)** – contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, hypersensitive skin, recent operations in area, open wounds/cuts/abrasions, undiagnosed lumps/pain, positive skin test (allergy alert test).

**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)** – recent scar tissue, minor eczema, minor psoriasis, minor cuts, minor abrasions, minor bruising, hyperkeratosis, skin allergies, styes, facial piercing, watery eyes.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.

**Products:** Skin preparation products (eye make-up remover, cleanser, toner, moisturiser, SPF), primers (facial, eyelid), foundations (SPF, oil based, water based, mineral based, medicated foundations), setting powders (banana, translucent, colourless, high definition), bronzing products, concealer creams, brightening cream, cream and powder highlighters, cream and powder shades, blush (cream and powder), eyebrow products (pomade, pencil, powder, gels), eye shadows (cream, powder, pigment, glitters), eye liners (liquid, gel, kohl pencil), mascara (waterproof, non-waterproof, fibre building), lip products (exfoliator, colours, gloss, liner), strip eyelashes, strip eyelash glue, setting/finishing spray, products for cleaning (disinfecting fluid, sterilising solution, sanitiser).

**Tools and equipment:** Couch/chair – adjustable, couch/chair cover, couch roll, trolley, magnifying lamp, additional support/props, hair protection, tissues, cotton wool, spatulas, bowls, facial sponges, lined waste bin, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment, make-up brushes, make-up palette, single use items, mirror, sterile eyelash curlers, sterile tweezers.

**Recommendations to client:** Pre-treatment instructions on service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further services, fees and treatment options, adaptations and modifications, post-service advice/aftercare, lifestyle changes to maintain or improve health.



## Learning outcome 1: Be able to prepare for make-up application (continued)

**Skin analysis:** Carry out using a magnifying lamp, protect client's eyes, check all areas of the face and neck for skin type, condition, characteristics and facial features, record results on record card.

**Skin classifications:** Fitzpatrick scale, Lancer scale.

**Skin types:** Normal (balanced), oily, dry, combination.

**Skin conditions:** Congested, dehydrated, fragile, hyper/hypopigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

**Facial features:** Eye shape, eye colour, face shape, lip shape.

**Examples of skin characteristics:** Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles, dark circles.

## Learning outcome 2: Be able to apply make-up

### **Make-up style/occasion:**

Natural (for example, daytime wear), evening (for example, party), special occasion (for example, wedding).

### **Product selection and techniques:**

In accordance with client needs and requirements, make-up style/occasion, skin type, skin condition and facial features.

**Skin preparation:** Eye make-up removal, cleansing, toning, moisturising, SPF, skin primer.

**Application of make-up products:** Use of cut out method for hygiene, decant products onto make-up palette, use of disposable/single use items, follow manufacturers' instructions.

- foundation (SPF, oil based, water based, mineral based, medicated foundations)
- setting powder (banana, translucent, colourless, high definition)
- bronzing product
- concealer creams
- brightening cream
- cream and powder highlighters
- cream and powder shades
- blush (cream and powder)
- eyebrow products (pomade, pencil, powder, gels)
- eye shadow (cream, powder, pigment, glitters)
- eye liner (liquid, gel, kohl pencil)
- mascara (waterproof, non-waterproof, fibre building)
- lip products (exfoliator, colours, gloss, liner)

**Corrective techniques:** Highlighting, shading, colour correction, face shape, eye shape, lip shape, brow definition.

**Selection of strip eyelashes:** Select strip eyelashes and adhesive in accordance with client needs and requirements (for example, strip eyelash length, density, style, and colour).

**Application of strip eyelashes:** Measure the strip eyelashes to the client's eye shape and trim if required with sterile scissors, apply adhesive to the base of strip eyelashes and allow to become tacky, apply the strip eyelash to the centre of the eyelash line, securing the inner and outer corners.

**Evaluation and client satisfaction:** Agree result verbally and in writing through client feedback on record card, client objective, results of service, before and after photos, future services, record adaptations for next service.

**Aftercare advice:** Post-service instructions/recommendations, verbal and written, for immediate aftercare, avoidance of activities that may cause contra-actions, for example, heat treatments, touching the skin, contra-actions and how to deal with them, suitable skin care regime and home treatments, make-up removal techniques, make-up reapplication techniques, lifestyle changes/improvements, for example stress management techniques, healthy eating and fluid intake, further services and frequency, alternative service options, retail products.



## Learning outcome 2: Be able to apply make-up (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 aftercare and advice for homecare, for example increase water intake, use of hypo-allergenic products.

**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 if required.

**Possible expected reactions** – for example, erythema, watery eyes.

**Possible unexpected/adverse reactions** – for example, hyperaemia, allergic reaction, oedema.

### **Skin:**

**Epidermis** – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

**Dermis** – blood and lymph supply, fibroblasts, collagen, elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

**Hypodermis** – subcutaneous layer, adipose tissue, adipocytes.

**Functions of the skin** – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation, skin barrier function.

**Example of diseases and disorders of the skin:** Impetigo, boils, carbuncles, herpes simplex, herpes zoster, scabies, pediculosis, tinea corporis, eczema, psoriasis, dermatitis, acne vulgaris, acne rosacea, milia, comedones, pustules, papules, open pores, cysts, moles, skin tags, keloid scar, malignant melanoma/carcinoma, urticaria, seborrhoea, hyperpigmentation, hypopigmentation, chloasma, vitiligo, dermatosis papulosa nigra (DPN), vitiligo, naevi, broken capillaries, dark circles, xanthomas.

### **Muscles:**

**Position and action of the muscles of the head, neck and shoulders** – sternocleidomastoid, platysma, buccinator, orbicularis oris, orbicularis oculi, mentalis, corrugator, frontalis.

### **Bones:**

**Names and position of the bones of the head, neck and shoulders** – frontal, parietal, temporal, occipital, nasal, zygomatic, maxilla, mandible, cervical vertebrae, shoulder girdle (clavicle, scapula).

### **Circulatory system:**

**Functions of blood** – transport, regulation, protection, clotting.

**Arteries** – internal and external carotid, occipital, temporal, facial.

**Veins** – internal and external jugular, occipital, temporal, subclavian.

**Circulation** – heart, pulmonary circulation, capillaries, systemic circulation.

## Learning outcome 2: Be able to apply make-up

### **Lymphatic system:**

**Functions of the lymphatic system** – fluid distribution, fighting infection, transport of fat.

**Functions of lymph nodes** – filter toxins, clean lymphatic fluid, antibodies and antitoxins, produce lymphocytes.

**Position of lymph nodes** – occipital, mastoid, superficial cervical, deep cervical, parotid, buccal, submental, submandibular.

**Ageing process:** Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone/lax elasticity, lack lustre, photo-aged, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

**Lifestyle and environmental factors that affect skin:** Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care, UV exposure, hot and cold temperatures, air pollution.

# UV10346

## The art of photographic make-up

This unit is about developing creative design skills for photographic make-up. The ability to plan and create different make-up looks is required in this unit. You will also evaluate your results against the agreed design brief.

You will need to communicate effectively and be aware of hygiene, health and safety in this unit.

Level

**2**

Credit value

**5**

GLH

**30**

Observation(s)

**2**

External paper(s)

**0**



# The art of photographic make-up



## Learning outcomes

### On completion of this unit you will:

1. Be able to provide photographic make-up
2. Be able to prepare for photographic make-up

## 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 two 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**  
There is no external paper requirement for 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.

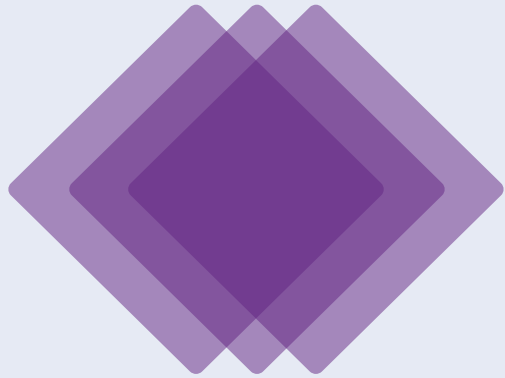
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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

## Achieving range

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 provide photographic make-up

**You can:**

- a. Select and use products, tools and equipment for photographic make-up application, taking into account identified factors
- b. Apply a photographic make-up application
- c. Evaluate effectiveness of the photographic make-up application
- d. Provide suitable aftercare advice
- e. Follow safe and hygienic working practices
- f. Communicate and behave in a professional manner

\*May be assessed through oral questioning.

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

# Range

\*You must practically demonstrate that you have:

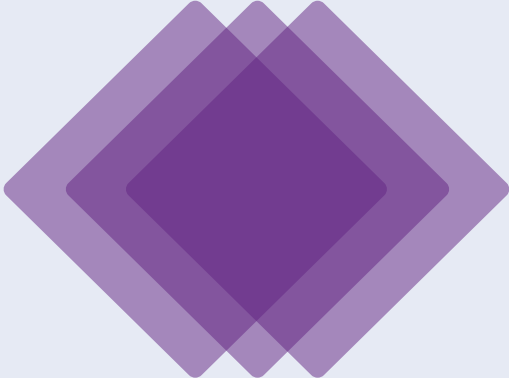
Designed all looks	Portfolio reference
Bridal	
Period	
Fantasy	

Used all application techniques	Portfolio reference
Base application	
Highlighting and shading	
Concealing	
Blending	
Application of eye products	
Application of lip products	

Used a minimum of 2 additional media	Portfolio reference
Clothes	
Hair	
Accessories	
Nails	

Given all types of advice/instructions:	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future service needs	

\*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.



# Notes

Use this area for notes and diagrams.

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# 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.

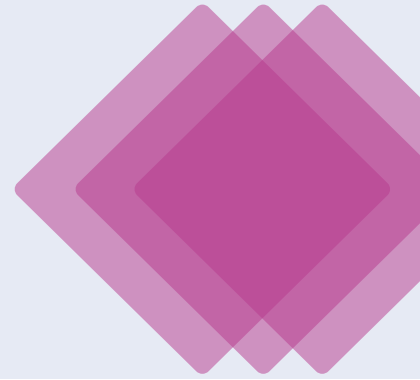
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

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 provide photographic make-up

You can:	Portfolio reference/ Assessor initials*
g. State tools, equipment and products used when carrying out a photographic make-up application	
h. Describe the factors that need to be considered when carrying out a photographic make-up application	
i. Describe the sequence in which make-up products should be applied	
j. State methods of evaluating the effectiveness of the application of the make-up	
k. Describe the aftercare advice that should be provided	
l. Outline safe and hygienic working practices when carrying out photographic make-up application	
m. State how to communicate	
n. State the behavioural expectations	

\*Assessor initials to be inserted if orally questioned.

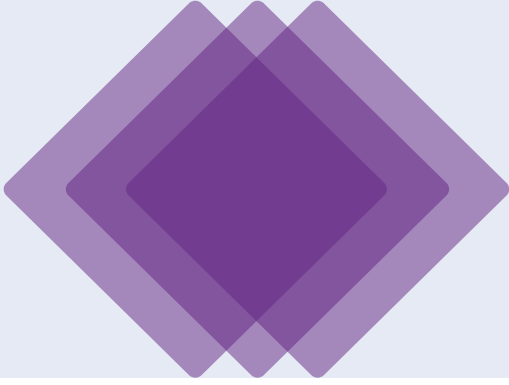


## Learning outcome 2

### Be able to prepare for photographic make-up

You can:	Portfolio reference/ Assessor initials*
a. Produce a mood board	
b. Outline the purpose of a mood board	
c. Outline how to develop a mood board	
d. Describe ways of effectively presenting a mood board	
e. State the importance of the preparation procedures for photographic make-up	
f. Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin	
g. Describe the structure and function of the skin	
h. Describe the position of the major facial bones	

\*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 provide photographic make-up

### Product selection and techniques:

In accordance with client needs and requirements, make-up plan, skin type, skin condition and facial features.

### Application of photographic make-up products:

- foundation (SPF, oil based, water based, mineral based, medicated/anti-blemish foundations)
- tinted moisturiser
- colour corrector
- setting powder (banana, translucent, colourless, high definition)
- bronzing product
- concealer creams
- brightening cream
- cream and powder highlighters
- cream and powder shades
- blush (cream and powder)
- eyebrow products (pomade, pencil, powder, gels)
- eye shadow (cream, powder, pigment, glitters)
- eye liner (liquid, gel, kohl pencil)
- mascara (waterproof, non-waterproof, fibre building)
- lip products (exfoliator, colours, gloss, liner, stain)

**Tools and equipment for photographic make-up:** Brushes, disposable applicators, palette, spatula, sponges, powder puffs, mirror, towels, professional brush cleaner, camera.

**Corrective techniques:** Highlighting, shading, sculpting, contouring, concealing, colour correction, blending, face shape, eye shape, lip shape, brow definition.

**Factors to be considered:** Face shape, eye colour, hair colour, skin colour, type and texture, outfit colour, natural daylight, artificial daylight, occasion, fashion trends, cultural factors.

### Application sequence for photographic make-up:

**Base preparation** – cleanse, tone, moisturise, primer, colour correction if necessary, conceal, translucent powder, foundation, bronzer if required.

**Eyebrow** – brush through, apply eyebrow powder or pencil, clear mascara.

**Eyes** – apply neutral shadow over area, eye shadow colours, eyeliner, mascara.

**Cheeks** – blusher (to cheek area), highlight contour, shade.

**Lips** – line, lip gloss, stain, lipstick.

**Optional adornments** – identify adornments to accentuate the image created, for example, glitter, gems, stencils, feathers.

## Learning outcome 1: Be able to provide photographic make-up (continued)

### **Possible contra-actions:**

**Products entering eye** – sensitivity or burning sensation.

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

**In the case of expected reactions** – provide immediate post-treatment aftercare and advice for homecare, for example increase water intake, use of hypo-allergenic products.

**In the case of unexpected/adverse reactions** – discontinue treatment, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care if required.

**Possible expected reactions** – for example, erythema, watery eyes.

**Possible unexpected/adverse reactions** – for example, hyperaemia, allergic reaction, oedema.

**Evaluation and client satisfaction:** Agree result verbally and in writing through client feedback on record card, client objective, results of treatment, before and after photos of model, future treatments, record adaptations for next service.

**Aftercare advice:** Post-treatment instructions/recommendations, verbal and written, for immediate aftercare, avoidance of activities that may cause contra-actions, for example, heat treatments, touching the skin, contra-actions and how to deal with them, suitable skin care regime and home treatments, make-up removal techniques, make-up reapplication techniques, lifestyle changes/improvements, for example stress management techniques, healthy eating and fluid intake, further treatments and frequency, alternative treatment options, retail products.

## Learning outcome 2: Be able to prepare for photographic make-up

### **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 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 and client, for example, the use of gloves when using cleaning chemicals.

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

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

**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.

**Electricity at work:** Checking/visual check of equipment, no trailing wires, portable appliance testing (PAT).

**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 regulations:** Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.



## Learning outcome 2: Be able to prepare for photographic make-up (continued)

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

Replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage, handling, use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

**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.

**Risk:** Determine the level of risk, preventative measures, reduce a potentially harmful situation, judgement of salon hazards, who/what is at risk, level of risk, interpret results, conclusions, record findings, regular reviews.

**Reasons for risk assessment:** Staff, visitors, client health and safety, safe environment, minimise hazards and risks, requirement of legislation.

**Employer responsibility:** Current and valid liability insurance, display health and safety rules covering staff, employees, clients, and fire evacuation, provide regular training, accurate record keeping, monitoring.

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

### **The legal requirements for providing treatment/services to minors and/or vulnerable clients:**

Parental/ guardian consent and presence during treatment/ service, insurance.

**Hygiene (general):** 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 own hands before, during and after services.

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

### **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.

## Learning outcome 2: Be able to prepare for photographic make-up (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, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

**Make-up artist health and wellbeing:** Maintain correct posture when performing service, 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.

**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 couch/ chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

**Model preparation:** Consult with client, perform any necessary pre-service skin tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

### **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 prepare for photographic make-up (continued)

**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, work status, medical history, contra indications, reason for treatment/service, history, allergies/hypersensitivity, previous contra-actions history. Service requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, service plan including products, expected outcomes, alternative service options, model 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).

**Professional appearance:** Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), 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 (clean, short, polish-free, good condition and maintained).

**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/model, 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/model requirements, client/model satisfaction, client expectations and aftercare, informed consent, and signatures, visual, manual, questioning, listen, client information reference. Use a range of related terminology linked to photographic make-up application, professional recommendations (for design of make-up).

**Mood board:** Client requirements and professional recommendations for design of make-up, use of mood board, pictorial research, face designs, sketches, books, magazines, internet, specialised trade magazines, lighting, client satisfaction, client expectations and aftercare, signatures of model and make-up artist, identify condition of skin, question, listen, client card reference, use a range of related terminology linked to photographic make-up application.

## Learning outcome 2: Be able to prepare for photographic make-up (continued)

### **Skin sensitivity tests (allergy alert tests):**

If using adhesives or model has a known allergy, carry out test 24-48 hours prior to service.

### **Record results of skin sensitivity test:**

Record accurately all products used and where on the body they are placed, model signature and date.

### **Interpret results of skin sensitivity test:**

**Positive** – red, itchy, irritated, swelling, sore.

**Negative** – no change to skin.

**Carrying out skin sensitivity test:** Area (either crook of elbows or behind ears), apply each product to the area with a brush, allow to dry, leave on for a minimum of 24 hours, explain positive and negative reactions, remove product with damp cotton wool. If positive reaction is experienced record products used and where placed, on the record card with date.

**Importance of skin sensitivity test:** Follow manufacturers' instructions to prevent allergic reaction – if not carried out invalidation of insurance policy.

### **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 the service (absolute contra-indications)** – contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, hypersensitive skin, recent operations in area, open wounds/cuts/abrasions, undiagnosed lumps/pain, positive skin test (allergy alert test).

**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 the service (relative contra-indications)** – recent scar tissue, minor eczema, minor psoriasis, minor cuts, minor abrasions, minor bruising, hyperkeratosis, skin allergies, styes, facial piercing, watery eyes.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.



## Learning outcome 2: Be able to prepare for photographic make-up (continued)

**Service objectives:** Apply, design photographic make-up, agree product choice, colour range, selection, suitable techniques to meet design brief (considering skin condition, skin type, skin tone, skin colour, facial features and environmental factors), agree realistic outcome, discuss additional services, assess client needs, suitability, duration, cost.

**Recommendations to model:**

Pre-treatment instructions on service process, expected physical sensations, expected and adverse reactions/contractions, outcomes, further services, fees and service options, adaptations and modifications, expected design/image, advise client of skin sensitivity test for make-up if necessary, service duration, lighting effects, strong/directional, lens type, film type, post-service advice/aftercare, lifestyle changes to maintain or improve health.

**Skin:**

**Epidermis** – basal cell layer, prickle cell layer, granular layer, clear layer, horny layer.

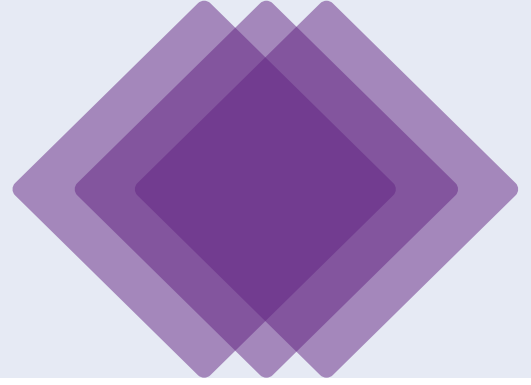
**Dermis** – blood and lymph supply, collagen, elastin, hair, sebaceous glands, arrector pili muscle, sweat glands, sensory nerve endings.

**Hypodermis** – fat cells.

**Functions of the skin** – protection, heat regulation, absorption, secretion, elimination, sensation, formation of vitamin D, melanin production.

**Position of the major facial bones:** frontal, sphenoid, ethmoid, temporal, nasal, zygomatic, maxilla, mandible, lacrimal, turbinate, palatine, vomer, hyoid.

# Notes



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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:

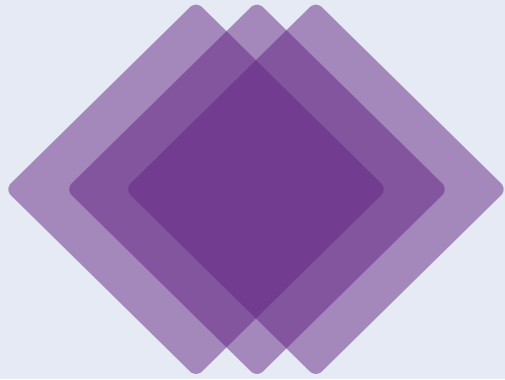
**Blow-dry and finish** – 35 minutes  
(above shoulder length)

**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

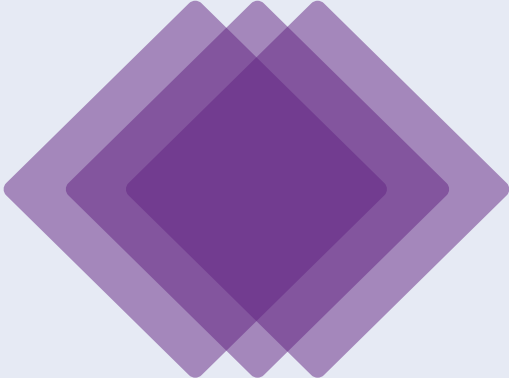
### Be able to provide a dressing hair service

#### 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

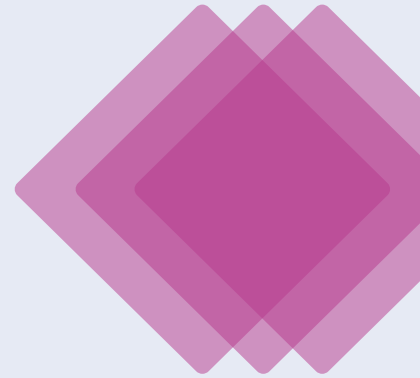
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

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.

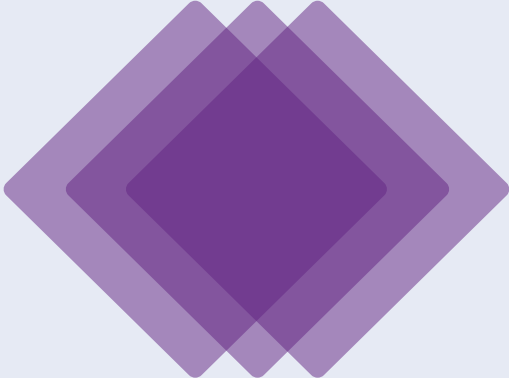


## Learning outcome 2

### 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.

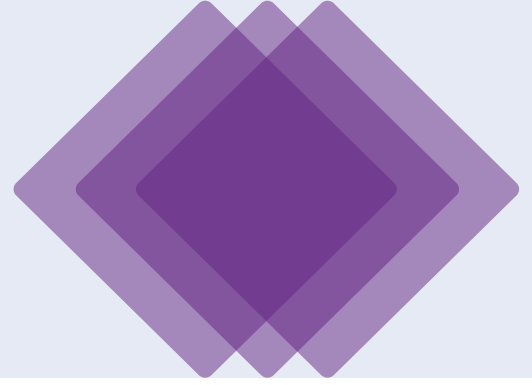
**Clarification** – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.



## 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



Use this area for notes and diagrams.

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# UV20499

## Create an image based on a theme within the hair and beauty sector

Through this unit you will develop the creative skill of using both hairdressing and beauty techniques to create an image based on a theme.

You will research media images, plan and develop your ideas to create a mood board which you will then present to others. You will then re-create the image you have developed using technical hair and beauty skills. You will base your image on a theme and present your image to an invited audience. You must pay close attention to manufacturers' instructions for products, timing and safety whilst working.

This unit is suitable for hairdressers, barbers and beauty therapists.

Level

2

Credit value

7

GLH

60

Observation(s)

1

External paper(s)

0



# Create an image based on a theme within the hair and beauty sector

## Learning outcomes

### On completion of this unit you will:

1. Be able to create an image
2. Be able to plan an image

## 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 one occasion**.
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**  
There is no external paper requirement for 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.

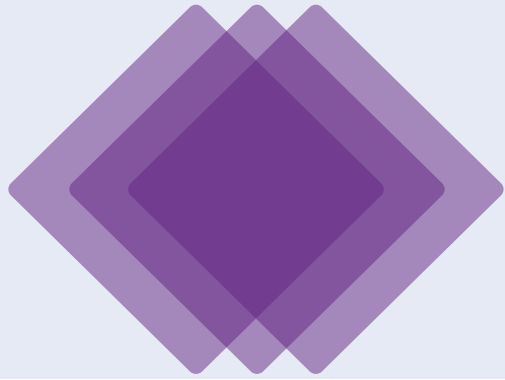
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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

There is no range section that applies to this unit.



# Observations

## Learning outcome 1

### Be able to create an image

**You can:**

- a. Communicate and behave in a professional manner
- b. Use technical skills to create a theme based image
- c. Follow safe and hygienic working practices

\*May be assessed through oral questioning.

<b>Observation</b>	1	Optional	Optional	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.

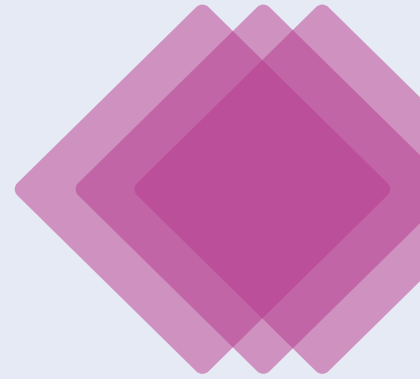
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

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.



# Knowledge



## Learning outcome 1

### Be able to create an image

You can:	Portfolio reference/ Assessor initials*
d. Describe the technical skills required for creating a theme based image	
e. Evaluate the effectiveness of the theme based image	
f. Describe methods of evaluating the effectiveness of the creation of a theme based image	
g. Outline safe and hygienic working practices	
h. State how to communicate in a salon environment	

\*Assessor initials to be inserted if orally questioned.



## Learning outcome 2

### Be able to plan an image

You can:	Portfolio reference/ Assessor initials*
a. Create a mood board based on a theme	
b. Outline how to identify media images to create a theme	
c. Outline the purpose of a mood board	
d. Outline how to present a mood board to others	
e. Describe the concepts of advertising to a target audience	
f. Describe the salon's requirements for client preparation, preparing yourself and the work area	

\*Assessor initials to be inserted if orally questioned.

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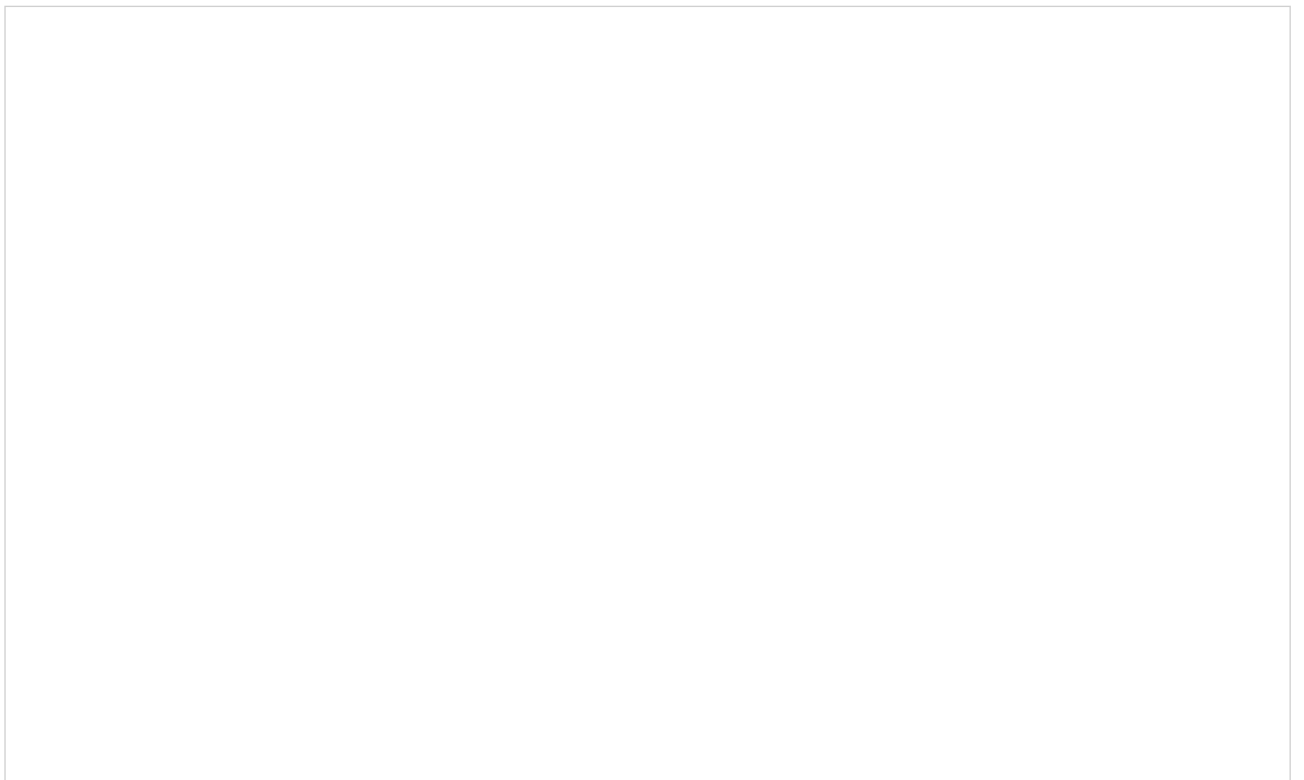
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# Unit content

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 create an image

### 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.

### Range of suitable services for clients:

**Hairdressing services** – consultation, shampooing, conditioning treatments, haircutting, colouring, perming, hair extensions, colour correction, blow-drys, setting, styling and dressing.

**Barbering services** – consultation, haircut, facial hair cutting, shaving, styling, colouring, plaiting, perming, hair extensions, colour correction.

**Beauty treatments** – consultation, massage including holistic, aromatherapy, Indian head, reflexology, half/full body, tanning, make-up, manicure, pedicure, facials, electrolysis, waxing.

### Hairdressing/Barbering technical skills used to create an image:

**Shampooing and conditioning** – normal (balanced), dry, oily, chemically treated, over-processed, scalp conditions such as dandruff, surface, penetrating, scalp, leave in.

## Learning outcome 1: Be able to create an image (continued)

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

**Shaving and beard cutting** – cutting, reshape, moustache, beard, full shave.

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

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

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

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

**Hair up** – plaiting, twisting, curls, rolls, pleat.

**Beauty technical skills used to create an image:**

**Skin care** – full/ express/ prescriptive facial.

**Waxing** – body, leg, arm, facial, intimate waxing.

**Nail treatments** – manicure, pedicure, varnish, French polish, overlays, gel, nail art.

**Make-up** – every day, school prom, wedding, event, photographic, catwalk, competition.

**Eye treatments** – eyebrow shaping, eye lash perming, eye lash/brow tinting, temporary lash extensions.

**Tanning** – full body, half body, legs.

**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.

## Learning outcome 1: Be able to create an image (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.

**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, chemical, 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.

**Evaluation of the image:** The ability to recreate the image, end result, comparison to mood board, audience reaction, wow factor, feedback from target audience.



## Learning outcome 1: Be able to create an image (continued)

### **Methods used to evaluate the presentation of your themed image:**

Positive/negative evaluation, collating varied methods of information provides a clear evaluation of image.

**Written feedback** – specifically designed form or questionnaire.

**Verbal feedback** – first impressions, first voiced opinion usually genuine response, face-to-face, tone of voice (enthusiastic, lack of enthusiasm).

**Body language** – positive, negative, happy, sad, indifferent.

**Photographic evidence** – pictures, film footage, sketch.

**Self-evaluation** – strength and weakness (SWOT).

## Learning outcome 2: Be able to plan an image

**Mood board** – a poster (paper-based or electronic), collection of ideas, the thought process, story behind an image, includes text, objects and materials.

**Theme for your image** – decisions, ideas, avant-garde, catwalk, wedding, school prom, historical ideas, famous people, fantasy, futuristic, film characters, make believe, identify historical/current/ future fashions (hairstyles, make-up, clothes and accessories).

**Methods of identifying media images:** digital, books, magazines, television, films, photographs.

**Purpose of a mood board:**

A communication tool to target audience, set the scene/storyline, share concept, express concept and ideas behind image, visual aid.

**How to present a mood board:** Formal/informal presentation, an actual board or via computer software, electronic presentation, additional props/clothes/make-up/accessories/jewellery, prepared speech/prompt cards, professionalism, varied communication skills (body language, tone, clarity, projection of voice), interpersonal skills.

**Concept of advertising to a target audience:** Demonstrate presentation skills, personal creative ideas, platform to show technical skills, illustrates progression, encourage motivation, enthusiasm and creativity, boosts confidence, personalised to target audience.

**Target audience:** Invited guests, audience can be drawn from dignitaries, workplace colleagues, management team, teachers/lecturers/ tutors, peers, employers, prospective employers, photographer, television/news crew.

**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.



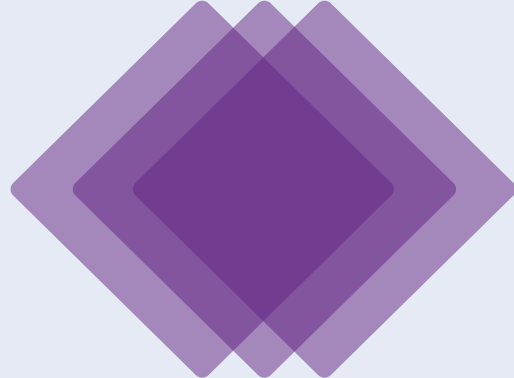
## Learning outcome 2: Be able to plan an image (continued)

**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 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.

# Notes



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