

# Specification

BTEC Specialist qualifications

Edexcel BTEC Level 1 Certificate in Hairdressing Services  
(QCF)

Supplementary information  
For first teaching August 2010

Issue 2

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 2. The title of the qualification has changed and key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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# BTEC Specialist qualification titles covered by this specification

## Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk/](http://www.education.gov.uk/). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF)                      500/9803/2

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being part of Foundation Learning.

# Welcome to the BTEC Level 1 Certificate in Hairdressing Services (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from August 2010. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

## Focusing on the BTEC Level 1 Certificate in Hairdressing Services (QCF)

This qualification provides learners with a solid foundation in hairdressing services, and is suitable to be taken by learners aged 14 years and older. This is a preparation for work qualification, which develops learners practical capability in skills such as shampooing and conditioning hair, and styling men and women's hair. Learners will also develop knowledge, understanding and skills in essential areas, including health and safety and working with others. This qualification is part of the Foundation Learning suite, and is supported by Habia, the Standards Setting Body (SSB) for hair and beauty, and is informed by the hairdressing National Occupational Standards (NOS).

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Standard Setting Body, Habia.**

## **All you need to get started**

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.



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# What are BTEC Level 1 Specialist qualifications?

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BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks. They attract achievement and attainment table points that equate to similar-sized general qualifications.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## Edexcel BTEC Level 1 Certificate

The 20-credit Edexcel BTEC Level 1 Certificate covers some of the knowledge and practical skills required for hairdressing services.

The Edexcel BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or other related vocational qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners, the Edexcel BTEC Level 1 Certificate can extend their knowledge and understanding of work in hairdressing. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

### Key features of the Edexcel BTEC Level 1 in Hairdressing Services (QCF)

The Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- develop their practical capability in skills, such as shampooing and conditioning hair, and styling men and women's hair
- develop knowledge, understanding and skills in essential areas, including health and safety and working with others
- achieve a nationally recognised Level 1 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

### National Occupational Standards

Where relevant, Edexcel BTEC Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 1 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF) relates to the following NOS:

- Hairdressing NOS.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

## Rules of combination for the Edexcel BTEC Level 1 qualifications

When combining units for an Edexcel BTEC Level Certificate in Hairdressing Services, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF)

- 1 Qualification credit value: 20 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 20.
- 3 Mandatory unit credit: 14.
- 4 Optional unit credit: 6.
- 5 All credits must be achieved from the units listed in this specification.

## Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF)

The Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF) is a 20 credit and 177 guided learning hour (GLH) qualification that consists of five mandatory units **plus** optional units that provide for a combined total of 20 credits.

Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF)			
Unit	Mandatory units	Credit	Level
1	Follow Health and Safety in the Salon	3	1
2	Presenting a Professional Image in a Salon	3	1
3	Working with Others in the Hair and Beauty Sector	2	1
4	Salon Reception Duties	3	1
5	Shampoo and Condition the Hair and Scalp	3	2
Unit	Optional units		
6	Styling Men's Hair	3	1
7	Styling Women's Hair	3	1
8	Colour Hair Using Temporary Colour	3	1
9	Plaiting and Twisting Hair	3	1
10	Create a Hair and Beauty Image	3	1

# Assessment

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All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

The overall grading in this qualification is a 'pass', based upon the successful completion of the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

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Edexcel BTEC Level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 1 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 1 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.



## Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 1 qualifications are set out in a centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).

## Programme design and delivery

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### Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

### Resources

Edexcel BTEC Level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications ([www.ofqual.gov.uk](http://www.ofqual.gov.uk)). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

## Functional skills

Edexcel Level 1 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand alone qualifications.

## Access and recruitment

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Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

### **Restrictions on learner entry**

The Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF) is accredited on the QCF for learners aged 14 and above.

In particular sectors, the restrictions on learner entry might also relate to any sector-specific restrictions, for example centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding certain activities in the hairdressing industry which are not suitable to be performed by learners under 16 years of age.

### **Access arrangements and special considerations**

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

# Unit format

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All units in the Edexcel BTEC Level 1 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

## QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### **Content structure and terminology**

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

# Units

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Unit 1: Follow Health and Safety in the Salon	15
Unit 2: Presenting a Professional Image in a Salon	23
Unit 3: Working with Others in the Hair and Beauty Sector	29
Unit 4: Salon Reception Duties	37
Unit 5: Shampoo and Condition the Hair and Scalp	43
Unit 6: Styling Men's Hair	53
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Unit 8: Colour Hair Using Temporary Colour	69
Unit 9: Plaiting and Twisting Hair	77
Unit 10: Create a Hair and Beauty Image	85





# Unit 1: Follow Health and Safety in the Salon

**Unit code:** A/600/6327

**QCF Level 1:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 22

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## Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about being aware of the risks in the workplace knowing how to identify and deal with them, under supervision.

This unit applies to both hair and beauty.

## Unit introduction

The salon is a busy environment with many potential hazards and risks for employees and clients. It is important that the environment is kept as safe and hygienic as possible. This unit will enable the learner to understand the potential hazards in the salon and explain how to minimise the associated risks. Learners will also develop knowledge of the main provisions of the Health and Safety at Work Act that affect the hair and beauty sector. The unit also covers the action to be taken in the event of an emergency, such as slipping on a wet floor, a burn, sudden illness or a fire in the salon.

The knowledge gained in this unit links to every other unit in the qualification as it underpins everything that takes place in hair and beauty salons. It is recommended that this unit is delivered first. Developing a responsible attitude to working in the salon will minimise any potential health and safety issues and help learners maintain an enjoyable and safe environment for the clients and those working in the salon.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to maintain health and safety practices</p>	<p>1.1 identify hazards in the salon environment</p> <p>1.2 carry out a simple risk analysis of the salon</p> <p>1.3 follow safe and hygienic working practices</p> <p>1.4 outline the main provisions of the health and safety legislation</p> <p>1.5 state the difference between a 'hazard' and 'risk'</p> <p>1.6 state the employers' responsibilities for the safety of employees and customers in the salon</p> <p>1.7 outline safe and hygienic working practices</p>
<p>2 Be able to follow emergency procedures</p>	<p>2.1 locate fire fighting equipment in the salon</p> <p>2.2 locate the first aid equipment and the accident report book</p> <p>2.3 follow fire and evacuation procedures</p> <p>2.4 state the procedures for dealing with accidents and emergencies</p>

## Unit content

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### 1 **Be able to maintain health and safety practices**

*Hazards and risks:* hazard awareness and reporting; simple risk analysis; risks to workers; risks to clients; difference between 'hazard' and 'risk'

*Safe and hygienic working practices:* salon procedures (sterilisation, cleaning routines, use and maintenance of tools and equipment, maintenance of safe work areas, waste disposal, storage and disposal of products and equipment); client protection eg gown, cape, towels, eye protection, maintaining client dignity; infections and cross-infection; personal conduct; personal hygiene (shower/bathe, deodorants, clean uniform, hand washing routines, oral hygiene, clean and neat hair)

*Legislation and employers' responsibilities:* Health & Safety at Work Act 1974; current regulations relating to the hair and beauty industry eg Control of Substances Hazardous to Health (COSHH) Regulations 2002, Electricity at Work Regulations 1989, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Workplace (Health, Safety and Welfare) Regulations 1992, Manual Handling Operations 1992, Provision and Use of Work Equipment Regulations 1998, Personal Protective Equipment at Work Regulations 1992, Cosmetic Products (Safety) Regulations 1989, Health and Safety (First Aid) Regulations 1981

### 2 **Be able to follow emergency procedures**

*Fire fighting procedures:* location and types of fire fighting equipment; fire and emergency evacuation procedures

*Accidents and emergencies:* location and types of first-aid equipment and accident report book; accident reporting; accident and emergency procedures

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends and peers and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

This unit is an introduction to the day-to-day responsibilities that salon employees have in ensuring a safe working environment. It is intended to give learners knowledge and understanding of the importance of following good health and safety practices in the salon.

This should be developed through a learner-centred approach with tutor support. Research activities and group discussions on the potential hazards and risks associated with working in the salon could be used in a classroom environment. Demonstrations and simulations of potential salon hazards could be explored and the degree of associated risks identified. Learners should be shown the procedures for completing a simple salon risk assessment and understand the need for regular updating of the document.

Tutors could invite fire brigade officers to talk about the different types of extinguisher and the category of fire on which each type should be used. The internet or other resource-based materials could be used to research the different health and safety regulations currently affecting the hair and beauty sector. At this level, learners only need a basic knowledge of the different health and safety regulations and how they impact on the everyday activities in the salon.

Learners would benefit from the opportunity to develop their understanding of safe salon practice through specific practical activities in a salon environment, either during a period of work experience or through a case study approach in a realistic learning environment. Simulated accident and emergency procedures and evacuations should be included in role-play activities.

### Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. Observation records should be used to provide evidence of how the learner has followed safe and healthy practice in the salon. Simple reports or question and answer tasks could provide written evidence for the knowledge-based assessment criteria.

Assessment criteria 1.1, 1.2 and 1.5 could be assessed together as part of learning outcome one, exploring risks and hazards. Assessment criteria 1.3, 1.4, 1.6 and 1.7 could be a second assessment task that demonstrates understanding of safe salon practice and the related legislation.

For 1.1, learners must identify potential hazards in the salon. This may be a practical activity, recorded through a witness statement or observation record. An alternative activity could be the completion of a task sheet showing a range of salon hazards to be identified by the learner.

For 1.2 and 1.5, learners must complete a simple risk analysis of the salon. This should ideally take place in a working salon or RLE, but may be covered by an extension of the written task in criterion 1.1. The activity should be evidenced by a written summary of the risk analysis. The summary must identify the difference between a 'hazard' and a 'risk' and provide a list of the perceived risks and how they may be rectified.

For 1.3, learners must demonstrate practically that, over a period of time, they have followed good salon practice and followed health and safety practices. Evidence of the activities should be recorded through witness testimony or observation record. For 1.7, learners could then outline the safe and hygienic working practices that they have followed.

For 1.4 and 1.6, learners must outline the main provisions of the current health and safety at work legislation that affects hair and beauty salons and employer responsibilities for the safety of employees and clients while on the premises. This could be evidenced through question and answer tasks, a written summary of research into the relevant legislation, or a task sheet listing each piece of legislation with a simple description of the requirements.

Assessment criteria 2.1, 2.2 and 2.3 could be assessed together as part of learning outcome two. Criterion 2.4 could be a second assessment task that demonstrates understanding of salon accident and emergency procedures, including fire and emergency evacuation.

For 2.1 and 2.2, learners must identify the location of the salon fire fighting and first-aid equipment and the accident record book. This could be a practical activity, taking place in the working salon or RLE and recorded through witness testimony or observation record.

For 2.3, learners must undertake a simulated fire and emergency evacuation of the salon or RLE, recorded through witness testimony or observation record.

For 2.4, learners must state the procedures for dealing with accidents and emergencies for the salon. This could be evidenced through question and answer tasks, or a written summary of the procedures.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7	Safe Practice in the Salon	Investigate the hazards and risks that may occur in a hair/beauty salon and briefly outline the main legislation that places a responsibility on employers and employees to maintain a safe working environment.	Practical observation, with a signed witness testimony. Written/recorded oral questions and answers.
2.1, 2.2, 2.3, 2.4	Dealing with Fire, Accidents and Emergencies	In preparation for any future emergencies in the salon, research ways of dealing with fire, accidents and emergencies.	Practical observation, with signed witness testimony. Written/recorded or oral questions and answer tasks.

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Access to a camcorder, video camera or camera would provide opportunities to collate evidence of safe/unsafe salon practice and simulated fire, accident and emergency procedures. This will need careful management by the tutor.

### Indicative resource materials

#### Textbooks

Hatton P – *Hygiene for Hairdressers and Beauty Therapists, 3rd Edition* (Addison Wesley Longman, 1998) ISBN 9780582322608

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Taylor S – *Level 1 NVQ/SVQ Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026585

**Journals**

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

*Health and Beauty Salon Magazine* (Reed Business Information)

**Websites**

[www.habia.org](http://www.habia.org)

Habia, the Standards Setting Body for the hair and beauty sector

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation





## Unit 2: Presenting a Professional Image in a Salon

**Unit code:** Y/502/3982

**QCF Level 1:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 25

### Unit aim

This unit should enable students to:

- present and maintain a professional image in a salon environment
- communicate and behave professionally in a salon environment.

### Unit introduction

The aim of this unit is to enable learners to present and maintain a professional image and communicate and behave professionally in a salon environment.

Learners may demonstrate that they are outstanding at performing treatments and services; however this is only one aspect of being successful in the industry. This unit will show learners that the most important aspect is how you want people to view you when working in the hair and beauty sector. A smart, professional image will result in greater client confidence and a more successful business.

The world in which we live appears to be full of 'celebrity culture' and people in the public eye often project a certain style or image. This is not a 'new phase' in the world of hair and beauty as associated with presenting a professional image.

This unit introduces learners to the advantages associated with projecting a professional image and the importance of maintaining high standards. Learners must adopt a professional approach to their own personal appearance and hygiene procedures to be successful in the industry.

Learners will demonstrate that they can 'look the part', and also show that they can 'be the part'. They will explore the positive and negative effects of attitudes and behaviours and demonstrate professional communication skills to meet the needs of different people in a salon environment.

Finally, this unit introduces learners to methods of promoting a professional image, in line with salon policy. Hairdressing and beauty therapy can often mean working in a client's personal space. Learners will be expected to identify personal hygiene procedures and show clearly ways of maintaining good standards of personal hygiene.

This unit has been imported from the *BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)*.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to communicate in a salon environment	1.1 communicate professionally in a salon environment to meet the needs of different people 1.2 identify the effects of positive and negative attitudes and behaviours
2 Be able to present a professional image and maintain personal hygiene in a salon	2.1 identify how to promote a professional image in a salon 2.2 identify how to maintain personal hygiene 2.3 present a professional image in line with salon policy

## Unit content

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### 1 **Be able to communicate in a salon environment**

*Communication:* with client; with supervisor; with other colleagues; verbal eg polite, clear, avoiding slang or offensive language, listening and responding, respectful, tactful; non-verbal eg body language, eye contact; written eg recording appointment bookings, maintaining client records; client confidentiality

*Behaviour:* positive behaviour eg responsibility, enthusiasm, following instructions willingly, cooperation; effect of positive behaviour eg client feels relaxed, client happy with service, repeat business, increased business through word-of-mouth recommendation; negative behaviour eg ill-mannered, impertinent, closed body language, lack of interest; effects of negative behaviour eg client unhappy, loss of clients, conflict with colleagues

### 2 **Be able to present a professional image and maintain personal hygiene in a salon**

*Promote a professional image in a salon:* personal appearance; salon policy; professional ethics; codes of conduct relating to professional image eg staff appearance and dress code, codes of conduct relating to personal hygiene, behaviour and communication

*Maintain personal hygiene:* washing hands; bathing/showering daily; using deodorant; wearing a clean, fresh uniform; clean nails suitable for performing service/treatment; skin care; oral hygiene eg ensuring teeth are clean, using breath fresheners, avoiding strong smelling foods, strong drinks and smoking

*Professional image in line with salon policy:* personal appearance eg uniform, hair, jewellery, nails, shoes, fresh make-up

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends and peers and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

This unit will give learners knowledge and understanding of the importance of presenting and maintaining a professional salon image. Learners must have considerable opportunity to develop their professional skills. This should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery, group discussion, reception area work experience, guest speakers, and watching suitable DVDs. Demonstrations of the correct procedures in place for personal appearance, personal hygiene and professional conduct within the salon and reception area environment would also be beneficial for learners.

Learners and tutors are encouraged to view the unit as providing an opportunity for learners to develop professional skills and to experience the discipline needed to meet and maintain a professional standard in a salon. Tutors can use suitable games, question and answer sessions, quizzes, task sheets, true or false, memory games and DVDs to assist delivery. Often tutor or group discussion will draw on both the tutor's and learners' own experiences to support the importance of presenting a professional image. Learners will need to discuss the reasons why the presentation of a professional image is so important to the success within hair and beauty sector. Learners who are responsible and competent should respond positively to any constructive feedback. Learners should behave appropriately for the tasks in hand, and take control of situations that involve others to ensure attitudes and behaviours are professional and acceptable at all times.

Learners can work in a reception area or perform services/treatments to cover the range of considerations and factors.

Professionalism is paramount at all times. The health and safety risks associated with presenting a professional image are low, but learners must be carefully instructed on personal hygiene and should be supervised closely when working. It is strongly advised that learners have undertaken the health and safety unit, prior to delivery of this unit.

This unit can be co-delivered with a practical unit which involves working with clients.

### Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment criteria should be evidenced through contextualised and vocationally-related practical experiences, with tasks specifically designed with the assessment criteria in mind.

For 1.1, learners must demonstrate good communication skills and professional conduct when seeking and listening to guidance and clarification from tutors, as and when appropriate, in a salon situation or general salon environment. Practical observation in a hairdressing or beauty therapy reception area will provide an opportunity to show the use of communication skills to meet different people’s needs. The practical observation must be evidenced by a signed witness testimony. Guidance and feedback must be given on learner performance. Learners should work in a team or individually and communicate and behave politely with both tutors and other learners at all times.

For 1.2, learners could complete written evidence on the effects of positive and negative attitudes and behaviour. Alternatively, learners could be questioned orally from a role-play scenario within a vocational context but questions and answers must be recorded in a written transcript.

For 2.1, learners must identify how to promote a professional image for a salon environment. This can be evidenced through discussions or question and answer sessions, or through completed task sheets. Learners should state at least two factors which relate to maintaining a professional image, such as personal appearance and behaviour.

For 2.2, learners must identify how to maintain good personal hygiene. This could be evidenced through discussion and/or question and answer sessions, or through completed task sheets.

For 2.3, learners must demonstrate how to present a professional image in line with a salon policy. Practical observation must be evidenced by a signed witness testimony. Learners must be assessed on their own personal appearance during practical activities. The tutor may provide the policy to be followed, and this may be the policy followed in any on-site salon or realistic learning environment. Feedback on meeting the salon policy will provide evidence for assessment.

Signed witness statements and observation records should be retained for verification purposes.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 2.3	Professional Communication and Image	Communicate professionally with different people and present a professional image in line with the given policy.	Practical observation, with signed witness testimony.

Criteria covered	Assignment title	Scenario	Assessment method
1.2, 2.1, 2.2	Promoting a Professional Image	Produce a salon poster for staff on how to promote a professional image, how to maintain personal hygiene and the effects of positive and negative behaviour.	Salon poster, with text and pictures.

### Essential resources

Learners will need access to a salon environment and have a uniform that meets an acceptable salon policy standard. Tasks must be undertaken in a safe place of work with access to washing facilities so that learners can maintain personal hygiene standards.

Access to a TV, DVDs, camcorder, video camera or camera would provide opportunities to collate evidence to present and promote a professional image. This will need careful management by the tutor.

### Indicative resource materials

#### Textbooks

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004)  
ISBN 9780435451424

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Foundation Level* (Cengage Learning, 2009) ISBN 9781408017982

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

#### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*Habia News* (Seed Publishing Ltd)

*Hairdresser's Journal International* (Reed Business Publishing)

*Health and Beauty Salon Magazine* (Reed Business Publishing)

#### Websites

[www.beautyguild.com](http://www.beautyguild.com)

Beauty Guild

[www.habia.org.uk](http://www.habia.org.uk)

Habia, the Standards Setting Body for the hair and beauty sector

[www.hji.co.uk](http://www.hji.co.uk)

Hairdressers Journal Interactive

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

## **Unit 3: Working with Others in the Hair and Beauty Sector**

**Unit code:** H/600/6323

**QCF Level 1:** BTEC Specialist

**Credit value:** 2

**Guided learning hours:** 19

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### **Unit aim**

This is a preparation for work unit which is based on capability and knowledge. This unit is about forming good relationships with clients and colleagues and working effectively to support others, under supervision.

This unit applies to both hair and beauty.

### **Unit introduction**

Salon owners want to employ staff who are able to work effectively with others as a team. Employers know that to have a successful business they need to build effective staff teams. Staff that have the ability to cooperate and combine their skills are more productive and create a more welcoming environment for the clients.

This unit will help learners understand how they can contribute to the success of a salon team. This will be based on developing their communication and behavioural skills, as well as what would be expected of them in assisting others as juniors in a hair salon, or junior therapists in a beauty salon. In addition, learners will explore the effects of effective and poor team work, and develop an understanding of how a team is structured and functions by considering staff roles and responsibilities.

Effective teamwork is essential in successful businesses in the hair and beauty sector, and is a transferable skill that is highly valued in other sectors.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to work as part of a team in a salon	1.1 communicate and behave in a professional manner 1.2 assist others to resolve problems 1.3 follow safe and hygienic working practices 1.4 state different ways of communicating 1.5 state how to adapt communication for different situations 1.6 outline the benefits of effective team working 1.7 identify the effects of negative attitude and behaviour on others 1.8 identify roles and responsibilities of team members in a salon 1.9 state when to refer problems



## Unit content

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### 1 **Be able to work as part of a team in a salon**

*Communicating in a professional manner:* speaking with a clear purpose; ability to listen to others; different ways of communicating (verbal, non-verbal, body language, written and via electronic media); how to adapt communication for different situations eg in staff meetings, with clients face-to-face and on the telephone, with superiors and peers; influence body language has on forming lasting impressions on others; importance of communicating in a professional manner

*Behaving in a professional manner:* work ethic (punctuality, personal presentation, acting responsibly, positive attitude, ensuring clients receive excellent customer service, going the extra mile); effects of negative attitude and behaviour on others (ineffective teamwork, client dissatisfaction, loss of clientele/business, poor reputation)

*Working with others:* assisting others to resolve problems; working as a team to follow safe and hygienic working practices eg identifying and reporting hazards in the salon; benefits of effective teamwork (on business operations, success of the business, salon atmosphere, client loyalty)

*Job roles and responsibilities:* personal responsibilities; roles of other staff in a salon team; juniors' duties eg magazines are up-to-date and stacked neatly, work area is tidy and clean; stylists and managers; when to refer problems; recognising the limits of own authority; decisions that have to be made by other senior members of staff eg salon owner, manager

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends and peers and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

Tutors should arrange opportunities for learners to work together in typical salon situations in order for them to learn how to work effectively in a team. This will allow them to experience earning collective praise as a team and recognition for individual contributions towards successful outcomes. There are a number of generic team-building exercises that learners could undertake during induction periods; it is recognised good practice to develop a positive group dynamic as early as possible. Exercises like these should be liberally spread throughout the course, as the young group dynamic will be constantly changing.

Tasks designed to develop learners' technical hairdressing/beauty therapy skills can have a secondary aim to develop cooperation and share work. Any team event or shared experience should be used to discuss the part that individuals played to achieve the collective outcome.

Nothing unifies and motivates a team more than competing against other teams. Tutors can use this strategy to good effect. However, a too competitive atmosphere can have the opposite effect if the capability of one team is developed to the detriment of another. The overall aim is to develop the learners' attitudes so they can behave and communicate in a professional manner, thereby promoting a positive image of the salon in which they work.

Learners may find that working with others is not necessarily as easy as they expected. If they are to make the extra effort involved to compromise and cooperate with others, they will need to value the benefits and rewards that effective teamworking offers.

At the point in the course when learners have sufficient hairdressing/beauty therapy skills to offer rudimentary levels of services/treatments, the primary learning aim for this unit can become the focus of attention. Learners could adopt the various roles and responsibilities for members of a staff team. Then learners can be rotated in service/treatment simulations to act as a manager, a receptionist, stylist/ therapist and juniors. The purpose of the exercise, in the introduction to the session, should be clearly explained, and learners can discuss the experience of acting out the different roles in the subsequent plenary session.

Learners can be observed working together in the RLE, sharing resources, sharing space, showing each other respect and support, being collectively aware of the presence of all clients in the salon and actively promoting an atmosphere of good customer service and common purpose.

The success of the learners' performance in working together in the RLE should be enhanced by developing understanding of the principles involved, such as communicating and behaving professionally, working with others and appreciating the job roles and responsibilities found in salons.

There are a lot of resources available that deal with developing young people's general employability skills, for example teamwork. Tutors will need to contextualise some of these resources to the hair or beauty sector, but could also use them directly so that learners appreciate how transferable these skills are to other industries/sectors.

### **Assessment**

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. It is recommended that assignments should be designed to be as holistic as possible, enabling coverage of multiple assessment criteria which could be across units.

Assessors should note that there will be many naturally-occurring assessment opportunities during the induction period, when essential skills such as teamwork will be discussed and taught.

For assessment criteria 1.1, 1.2 and 1.3, learners should demonstrate the ability to work as part of a team in the salon. This should be evidenced by an observation record/witness testimony.

Assessment criteria 1.4, 1.5, 1.6 and 1.7 are knowledge-based, for which simple written assignments or written transcripts of oral questions and answers could provide evidence.

For assessment criteria 1.8 and 1.9, a visit to a local hair/beauty salon for learners to talk to staff about their job roles could provide information and data to cover the knowledge-based criteria. Alternatively, learners could discuss their roles and responsibilities in the RLE as a group, recording discussions individually, for example as a mind map.

Signed witness testimonies and observation reports should be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2 and 1.3	Work as Part of a Team in the Salon	Demonstrate good teamwork skills to provide hairdressing services/beauty therapy treatments for clients.	Practical observation, with signed witness testimony.
1.4, 1.5, 1.6 and 1.7	Working with Others in a Professional Manner	Prepare an induction session for new employees on the ways of communicating, benefits of working well together and the effects of negative attitude and behaviour on others, using examples.	PowerPoint presentation slides, with pictures/video clips.
1.8 and 1.9	Job Roles and Responsibilities in a Salon	As a group, discuss the job roles and responsibilities for staff in a local hairdressing/beauty therapy salon or the RLE, creating individual mind maps to record the information.	Mind map with staff structure diagram.

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*.

### Indicative resource materials

#### Textbooks

McMillan-Bodell C – *Level 1 (NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Taylor S – *Level 1 NVQ/SVQ Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026585

**Journals**

*Black Beauty and Hair* (Hawker Consumer Publications Ltd)

*Creative Head* (Alfol Ltd)

*Estetica UK* (UK hairdressers)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

**Websites**

[www.eteachhairdressing.co.uk](http://www.eteachhairdressing.co.uk)

[www.habia.org](http://www.habia.org)

[www.hji.co.uk](http://www.hji.co.uk)

Cengage Learning

Habia, Standards Setting Body for the  
hair and beauty sector

Hairdressers Journal International



## Unit 4: Salon Reception Duties

**Unit code:** R/600/6334

**QCF Level 1:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 22

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### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about carrying out basic reception duties and demonstrating communication and making appointments under supervision.

This unit applies to both hair and beauty.

### Unit introduction

The aim of this unit is to introduce the learner to some basic salon reception skills.

The reception is the first point of contact a client has with the salon and is a critical factor in the promotion of the salon's image. Good communication skills and a positive, professional manner are essential, as a poor attitude from the receptionist will affect the whole experience for the client.

In this unit, learners will gain an opportunity to develop the basic reception skills common to hair and beauty salons and to demonstrate the skills learnt during periods of work experience or in a Realistic Learning Environment (RLE).

This will include being courteous, maintaining confidentiality, using good communication skills, written and spoken, to gain information from the client and giving information when requested. Learners will also learn the skills and knowledge required to make appointments and take messages and payments.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to carry out salon reception duties</p>	<p>1.1 present a positive image of themselves and the salon</p> <p>1.2 communicate and behave in a professional manner</p> <p>1.3 record and pass on information accurately and clearly</p> <p>1.4 maintain client confidentiality</p> <p>1.5 outline the need to present a positive image</p> <p>1.6 outline typical salon reception duties</p> <p>1.7 list features of a well-run reception service</p> <p>1.8 state the importance of maintaining client confidentiality</p> <p>1.9 identify payment methods used for salon services</p> <p>1.10 state how to communicate and behave within a salon environment</p>
<p>2 Be able to record salon appointments</p>	<p>2.1 record salon appointments for a variety of services</p> <p>2.2 outline how to record appointments for a variety of services</p> <p>2.3 list the basic information required from the client</p> <p>2.4 identify the different systems for recording appointments</p> <p>2.5 outline factors to consider when agreeing appointments</p>



## Unit content

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### 1 **Be able to carry out salon reception duties**

*Positive image:* professional manner; need to present positive image

*Communication skills:* spoken communication eg conversation, friendly, polite, clear; questioning techniques (open, closed); facial expression; body language; written communication eg email

*Client care behavioural skills:* greeting clients and visitors; offering refreshments; provision of reading matter; comfortable waiting area; preparing the client for a technical service; maintaining client confidentiality and its importance

*Reception duties:* telephone techniques eg answering, making a call, booking/cancelling appointments, contacting the emergency services; recording and passing on messages accurately and clearly; dealing with enquiries; maintaining reception resources; taking payments (payment methods used); maintaining the reception environment

*Features of a well-run reception service:* clean and tidy; clients seated quickly for their treatment/service and are not kept waiting too long; neat stack of magazines for clients to read; refreshments available; calls answered promptly

### 2 **Be able to record salon appointments**

*Appointment procedures:* face-to-face; telephone; electronic; basic information required eg name, contact details, service required, date/time, operator; work scheduling

*Recording systems:* paper based; electronic; recording appointments for a variety of services; accessing client records

*Factors to consider:* new/existing clients; service times; special occasion services; stylist/therapist availability; salon pricing structure; effective use of time; client confidentiality

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends and peers and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

This unit is an introduction to the day-to-day responsibilities that the salon receptionist has in ensuring an efficient and welcoming environment. It is intended to give learners the knowledge and understanding of the importance of demonstrating good communication skills and accurate recording practices in the salon.

This should be developed through a learner-centred approach with tutor support. Research activities and group discussions, including role play, can be used to enable the learner to understand the importance of good client care, and how to deal sensitively with the different attitudes and needs of clients when greeting them face-to-face and when speaking on the telephone. Role-play activities are particularly useful when demonstrating how the client's body language can help the receptionist interpret non-verbal signals, for example a relaxed client, angry client, confused client.

Activities that develop the learner's salon reception skills, for example making appointments and using industry service times to schedule work can take place in a classroom. However, the related practical activities should take place in the working salon under supervision, or in RLE.

Learners will be shown the procedures for making appointments and how to gather the information required for making appointments and handling messages. This should include paper-based and electronic systems where possible. The practice of e-mailing clients is now a common reception skill and many salons have computerised management systems that maintain client data and link appointments to salon income, stock usage and staff workloads.

Learners would benefit from the opportunity to develop their reception skills through specific practical activities in a salon environment, either during a period of work experience or through a case study approach in an RLE.

### Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. Observation records should be used to provide evidence of how learners have carried out basic reception skills and maintained a professional attitude in the salon reception over a period of time. Simple reports or question and answer tasks could provide written evidence of knowledge-based assessment criteria.

Assessment criteria 1.1, 1.2, 1.3 and 1.4 could be assessed together as part of learning outcome one, through practical observation of learners carrying out salon reception duties, evidenced by a signed witness testimony. Assessment criteria 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 could be assessed by a second written/oral assessment task that demonstrates understanding of basic salon reception practice.

For 1.1 and 1.2, learners must demonstrate a confident, positive image while attending to clients and visitors over a period of time. They must be aware that their behaviour impacts upon the salon image and its reputation. All communication must be conducted professionally and pleasantly.

For 1.3, learners must demonstrate, in practice, the ability to take information, record it correctly and pass the information on to the intended recipient accurately and clearly.

For 1.4 and 1.8, all communication with clients and the information received and/or recorded must remain confidential. Learners must demonstrate how to maintain confidentiality at all times and state its importance.

For 1.5 and 1.10, learners must outline the importance of maintaining a positive and professional image at all times and state how good communication skills support a professional image of themselves and the salon. Learners should be able to describe the essential features of professional behaviour in a salon.

For 1.6 and 1.7, learners must outline the typical duties a receptionist may carry out on a day-to-day basis and list the features expected of a well-run and managed reception service.

For 1.9, learners must demonstrate knowledge of the range of payment methods used by salons for salon services carried out. Learners should be able to identify the features of the different payment methods.

Assessment criterion 2.1 requires the learner to demonstrate, by their practice, that they can record salon appointments for at least three different services. This should be evidenced by a signed witness testimony.

For 2.2, 2.3, 2.4 and 2.5, learners need to demonstrate their knowledge of recording salon appointments, including how to record appointments for at least three different services, and the factors to consider when agreeing appointments. This could be evidenced through oral questions and answers, recorded in a written format, or as part of an instructional handbook for new staff members.

Signed witness testimonies and observation records must be kept for verification purposes.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	Maintaining an Effective Salon Reception	Carry out salon reception duties in the local salon/RLE, then produce a small summary about salon reception duties.	Practical observation, with a signed witness testimony. Written report.
2.1, 2.2, 2.3, 2.4, 2.5	Scheduling Salon Appointments	Record salon appointments whilst being supervised by the senior receptionist.	Practical observation, with a signed witness testimony. Oral questions and answers, recorded in a written format.

**Essential resources**

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*.

**Indicative resource materials****Textbooks**

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Taylor S – *Level 1 NVQ/SVQ Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026585

**Journals**

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

*Health and Beauty Salon Magazine* (Reed Business Information)

**Websites**

[www.habia.org](http://www.habia.org)

Habia, the Standards Setting Body for the hair and beauty sector

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation

## Unit 5: Shampoo and Condition the Hair and Scalp

**Unit code:** H/600/8539

**QCF Level 2:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 29

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit develops the knowledge and skills required to shampoo and condition the hair and scalp using appropriate products and massage techniques for a variety of hair and scalp conditions. Learners will also develop the ability to provide aftercare advice to clients.

This unit applies to both hairdressing and barbering salons.

### Unit introduction

The ability to shampoo hair with expertise is very important; it can relax the client and give an impression of the standard of the service that will follow. It is also essential that hair is thoroughly clean and manageable in order to create a hairstyle.

Learning how to shampoo proficiently will require practice in how to position and protect the client correctly and how to adjust the water temperature. Learners also need to practice how to develop the pressure and pace of the massage movements to suit each client's needs and how to select the correct shampoo and conditioning products for the different hair types.

This unit will enable learners to gain this expertise and understand how to avoid potential hazards in the shampooing process. Learners will need to demonstrate the ability to act safely and behave appropriately whilst providing a shampooing and conditioning service. Learners will be expected to develop knowledge of a professional range of shampoo and conditioning products.

The knowledge and skills required for this unit appear in both Levels 1 and 2 qualifications, as shampooing and conditioning hair is a primary service in hairdressing that requires a level of expertise from the most junior of staff. Developing the knowledge, skills and responsible attitude in order to provide this service well, will provide learners with a benchmark for all the services they aspire to master if they wish to pursue a successful career hairdressing.

This unit is also in the *Edexcel BTEC Level 2 Diploma in Hairdressing* and the *Edexcel BTEC Level 2 Diploma in Hairdressing Services*.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare to shampoo and condition the hair and scalp	1.1 prepare themselves, the client and work area for shampoo and conditioning services 1.2 identify the condition of the hair and scalp using suitable consultation techniques 1.3 describe the salon's requirements for client preparation, preparing themselves and the work area 1.4 describe the different consultation techniques used 1.5 describe hair and scalp conditions and their causes 1.6 describe different ranges of shampooing and conditioning products and equipment 1.7 explain the importance of following manufacturers' instructions
2 Be able to shampoo and condition the hair and scalp	2.1 communicate and behave in a professional manner 2.2 select and use products, tools and equipment suitable for the client's hair and scalp condition 2.3 use and adapt massage techniques to meet the needs of the client 2.4 adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, leaving hair clean and free of products 2.5 disentangle hair without causing damage to hair or scalp 2.6 follow safe and hygienic working practices 2.7 provide suitable aftercare advice 2.8 describe when and how to use products and equipment to treat different hair and scalp conditions

Learning outcomes	Assessment criteria
	<p>2.9 explain how the pH value of shampoo and conditioning products used affects the hair structure</p> <p>2.10 describe the possible consequences of using incorrect shampooing and conditioning products</p> <p>2.11 describe the effects of massage techniques when shampooing and conditioning different lengths and densities of hair</p> <p>2.12 describe how shampoo and water act together to cleanse the hair</p> <p>2.13 describe how water temperature affects the hair structure</p> <p>2.14 explain the importance of thoroughly rinsing hair to remove shampoos and conditioning products</p> <p>2.15 explain the direction in which the hair cuticle lies and its importance when disentangling wet hair</p> <p>2.16 outline safe and hygienic working practices</p> <p>2.17 describe the aftercare advice that should be provided</p> <p>2.18 state how to communicate and behave within a salon environment</p>

## Unit content

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

*Preparation of hairdresser:* need for Personal Protective Equipment (PPE) eg gloves and apron; salon policy (appropriate dress code, acceptable level jewellery); where to stand at backwash; positioning to avoid fatigue and injuries

*Preparation of client:* securing client's personal possessions; protection of client with gown or shampoo cape and towel; methods of gowning clients (male, female); comfortably seating and positioning the client at the backwash; salon policy; method of detangling hair (working from tips to roots)

*Preparation of work area:* storing/folding dry towels; ensuring chairs and basins are clean and dry to receive clients; selected products are close to hand; salon policy

*Consultation techniques:* greeting the client and establishing rapport; consultation methods to elicit service requirements and prepare the client for service (verbal and non-verbal communication); analysing hair and scalp conditions; agreeing the service objectives with the client; reporting anything abnormal to a senior member of staff

*Identification of hair and scalp conditions:* normal and abnormal hair and scalp conditions; treatable scalp/hair types (normal, dry, greasy, dandruff-affected, damaged with split ends); referring scalp conditions that may contra-indicate the service eg cuts, abrasions and infections; non-infectious scalp conditions eg psoriasis, alopecia; causes of hair and scalp conditions and the implications for cross-infection

*Shampoo and conditioning products and equipment:* features and benefits of product and equipment range used in salon eg purpose of shampoo products to remove excess natural oils, purpose of conditioners to smooth the hair cuticle and produce a sheen along hair surface, specialist treatment shampoos and conditioners; types of shampoo (for different hair types); types of conditioner (surface acting and penetrative); manufacturers' instructions and their importance (avoid adverse reactions, maximum product/equipment benefit)

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

*Professional manner:* communication (speaking clearly, actively listening, displaying positive body language); behaviour (client care, teamwork, reporting to senior staff member where necessary)

*Selection and use of products:* for different hair and scalp conditions; pH values for shampoo and conditioning products (effect on hair structure); consequences of using incorrect shampoo and conditioning products; cleansing action of shampoo and water

*Tools and equipment:* when and how to use equipment to treat different hair and scalp conditions; tools (detangling comb); equipment (backwash basin with mixer taps, backwash chair)



*Massage techniques:* sequence; effleurage (stroking); rotary (circular); friction (brisk rubbing); pétrissage (kneading); adapting massage techniques; how to avoid tangling the hair; different techniques to use on short and long hair; effects of techniques when shampooing and conditioning different lengths and densities of hair

*Safe and hygienic working practices:* positioning of themselves and client (to minimise discomfort and fatigue); adapting water temperature and flow to suit client's needs; number of shampoo applications to ensure the hair is clean; hair left clean and free of products (importance of thoroughly rinsing); how water temperature affects the hair structure; disentangling hair without causing damage to hair or scalp; direction that hair cuticle lies and its importance when disentangling hair; aftercare advice (homecare; retail opportunities); tidying the backwash area in preparation for the next client

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends and peers and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

This unit is typically the first practical experience that learners will have in providing a hair service to clients. It is intended to give learners the skills and knowledge to provide a shampoo and hair conditioning service to a standard comparable to that expected in a commercial salon environment. This is because learners may gain part-time employment as salon juniors on the strength of this qualification.

With appropriate tutor demonstration, instruction and support, a significant role for tutors will be organising learners' role-play for shampooing and conditioning hair in a way that it would be performed by a junior in a salon. All safety procedures and communication between operator and client should be observed as if it were real although learners will soon become familiar in this situation and with their working partners.

Learners should be able to select products from a professional range to use on different clients (male and female) and be confident to shampoo both long and short hair. Experience at using both backwash and front wash equipment would be ideal, although the minimum requirement is for learners to be confident using the more common backwash basins.

The practical aspect of this unit would be enhanced by learners experiencing being shampooed, not just providing a shampoo and conditioning service to others. Learners should actively seek feedback on their performance to help improve their technique. Asking the client to award marks out of ten is simple system; eliciting areas that would improve performance to gain the maximum 10 points is an easy form of feedback for learners to assimilate.

There is a platform of theoretical knowledge that underpins this unit that can be delivered in a variety of ways. Tutors should design assignments or tasks that impart product knowledge, methods of safe working practice, simple chemistry on detergency and an understanding of the basic hair structure, including the effects of different pH values of products used on the hair.

Research activities and group discussions could be used to familiarise learners with product ranges from different manufacturers. Learners should focus on the ingredients most frequently associated with common hair types. Wholesalers and manufacturers websites can be helpful, enabling discussions and comparisons of products for salon use and retail. Learners could be given guidance on techniques to advise clients and recommend products to use at home.

There is an expectation that learners will need approximately four hours of self-study in this unit. This could involve research, reading basic theory textbooks, completing set work packs for homework to test understanding, or reflecting on their own performance.

It is recommended that learners perform shampoo and conditioning services on different clients in order to gain experience of the requirements of a real salon environment. This could include any combination of: male/female clients, long/short hair, normal/dry/greasy/dandruff conditions, surface acting/penetrating type conditioning products. These skills may be developed during periods of work experience.

### **Assessment**

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. It is recommended that assignments should be designed to be as holistic as possible, enabling coverage of multiple assessment criteria.

Observation records should be designed and used to provide evidence of how each learner has prepared for and is able to shampoo and condition the hair and scalp. These must be witnessed and signed off by a vocationally competent assessor. It would also be beneficial if centres created a client consultation record for learners to complete as part of their assignments.

For assessment criteria 1.3, 1.4, 1.5, 1.6, 1.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17 and 2.18, simple written assignments or written transcripts of oral questions and answers could provide evidence for the knowledge-based assessment criteria. Written evidence prepares learners in building portfolios of evidence as they progress to other qualifications (specifically NVQs) in the hair and beauty sector. Tutors should encourage learners to become familiar with recording their achievements as an aid to reflection on experience. Centres should design suitable recording material for learners to record their achievement across the qualification. It is essential that tutors note that the verbs used in the assessment criteria indicate what is required, for example in terms of description or explanation.

For 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7, learners must carry out a minimum of two shampooing and conditioning services, each performed on a different client. These activities should be recorded on observation records/witness testimonies, and should include evidence of good client communication, preparation for and execution of the shampoo and conditioning services, as well as provision of aftercare advice.

Signed witness testimonies and observation records must be retained for verification purposes.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	Shampoo and Condition Hair Services	Provide a shampoo and conditioning service to two different clients and provide aftercare advice.	Practical observation, with signed witness testimony.
1.4, 1.5 and 2.17	Client Consultation	Provide a client consultation to analyse a client's hair and scalp, completing a consultation record and indicating what aftercare advice should be provided.	Practical observation, with signed witness testimony.  Written/oral questions and answers recorded in written format.
1.3, 1.6, 1.7, 2.8, 2.16, 2.18	Products, Equipment and Salon Requirements for Shampooing and Conditioning Hair	Research and recommend a product range, and the equipment and salon requirements for shampooing and conditioning hair.	Written report with pictures.
2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15	The Science of Shampooing and Conditioning Hair	Research the science behind shampooing and conditioning hair.	Written report, with annotated pictures and diagrams.

**Essential resources**

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*. Learners will also need access to a range of products, tools and equipment necessary to provide shampooing and conditioning services, including backwash basins.

## Indicative resource materials

### Textbooks

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Worthington C – *The Complete Book of Hairstyling* (Carlton Books Limited, 2003) ISBN 9781842228401

### Journals

*Black Beauty and Hair* (Hawker Consumer Publications Ltd)

*Creative Head* (Alfol Ltd)

*Estetica UK* (UK hairdressers)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

### Websites

[www.eteachhairdressing.co.uk](http://www.eteachhairdressing.co.uk)

[www.habia.org](http://www.habia.org)

[www.hji.co.uk](http://www.hji.co.uk)

[www.the-nhf.org](http://www.the-nhf.org)

Cengage Learning

Habia, Standards Setting Body for the hair and beauty sector

Hairdressers Journal International

National Hairdressers Federation



## Unit 6: Styling Men's Hair

Unit code: A/502/3795

QCF Level 1: BTEC Specialist

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit should enable students to prepare for and provide basic styling techniques for men, under supervision.

### Unit introduction

This unit will introduce learners to basic hair styling techniques for men and will allow learners to develop their hairdressing skills.

Nowadays, men are more aware of their appearance than ever before and male grooming is a fast growing industry. There are many products on the market designed for male grooming and companies are leading the way with developing more and more hair products for this increasing market.

In this unit, learners will have the opportunity to develop an understanding of how these products are a vital part of the male grooming procedure, together with learning how to create different styling techniques to produce different finished looks. Learners will develop their dexterity and hand-eye coordination. This could form a basis for working within any industry which requires practical ability, and help learners to progress within the hairdressing industry if they choose.

Learners may have already practised techniques such as blow-drying or straightening and this unit will give them the basis on which to build the necessary knowledge and skills to enhance their progression.

On completion of this unit, learners will have developed practical skills in, and theoretical knowledge of, styling men's hair, and they will have increased their awareness of aspects of the creative practical elements of hairdressing.

This unit is imported from the *Edexcel BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)*.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for styling for men	1.1 identify basic styling techniques for men's hair 1.2 state the factors that influence the choice of hair styling techniques for men 1.3 state the importance of the preparation procedures for styling men's hair 1.4 prepare for styling men's hair
2 Be able to provide styling for men	2.1 state the purpose of hair styling and finishing products, tools and equipment 2.2 select appropriate products, tools and equipment 2.3 style men's hair using basic styling techniques 2.4 follow safe and hygienic working practices 2.5 communicate and behave in a professional manner



## Unit content

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### 1 Be able to prepare for styling for men

*Basic techniques for styling men's hair:* straightening hair; blow-drying hair (finger drying, round or flat brush); smoothing; curling; shaping hair with products; finishing

*Factors that influence choice of hairstyle for men:* identifying head and face shapes eg round, oval, square; hair growth patterns eg cow's lick, nape whorl, widow's peak; thickness and density of hair; natural hair type eg curly, straight; hair growth cycle and pattern; hair length; hair condition; hair texture; hair elasticity; fashion trends; body shape; lifestyle; adverse skin, scalp and hair conditions

*Importance of procedures:* to protect client and client's clothes; for hygiene; to ensure client's comfort; client consultation on client's hair type; to ensure appropriate products and tools are easily available

*Prepare for basic styling:* preparation of themselves, client and work area, eg making sure client is gowned correctly, client consultation including correct analysis of hair type and suitability for styling technique, positioning of products, tools and equipment

### 2 Be able to provide styling for men

*Products:* mousse; gel; lotion; spray; moisturisers; wax; dressing cream; heat protectors; serum; purpose eg for styling, finishing

*Tools:* brushes eg round, flat; combs eg for detangling, cutting

*Equipment:* electrical equipment (dryers, straighteners)

*Style men's hair:* carrying out styling techniques eg straightening, blow-drying; shaping and styling with products only, styling with use of equipment

*Safe and hygienic working practices:* correct posture (prevention of fatigue and injury, health and safety policy); following instructions; following salon/barber's requirements; current and relevant legislation (Personal Protective Equipment (PPE) and Control of Substances Hazardous to Health (COSHH) Regulations 2002); visually check electrical equipment; label, remove, report any faulty equipment; clean work area to minimise risk of cross infection/infestation; personal hygiene eg clean nails, hair, clothes; identifying broken tools eg combs with teeth missing; methods of sterilisation eg auto clave, ultra-violet, chemical

*Communication and behaviour:* speaking (what to say, how to say it, using hairstyling terminology); listening and responding to instructions; asking questions; body language; cooperating; maintaining written records; taking responsibility; recognising limits of authority; polite; tactful; respectful; working as a team

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends, peers and mannequins and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years. Successful delivery of this unit requires learners to have opportunities to identify, list and demonstrate ways of preparing men's hair for styling. Learners will require advice and guidance from tutors with suitable expertise who can draw on their own experience.

Tutors will have the opportunity to use a range of classroom-based practical demonstrations and competitions, and can include resources such as magazines, DVDs, suitable stationery equipment such as mood boards, coloured pens, flipchart paper.

For learning outcome 1, learners could be encouraged to collect magazines showing different men's hairstyles which they could then use in looking for styles suitable for men's hair. Alternatively, learners could carry out research on the internet. Learners could carry out activities such as producing a mood board with pictures of different styling techniques and outcomes, or drawing different face shapes with a style suitable for each shape. This could be used to build up a style file for a presentation, with pictures, of different hairstyles.

Tutors should discuss the importance of preparing themselves, the work area and the client correctly for basic styling. Tutors may need to demonstrate the correct procedures for this. Learners could then carry out role-play activities in carrying out a consultation. Learners could record the results on a consultation sheet.

For learning outcome 2, learners will need to select tools, products and equipment for basic styling and they would benefit from having examples of the products available, together with the manufacturer's instructions for each product. Discussion will develop learners' knowledge and understanding of what to do if there is faulty equipment, and how to avoid infections.

Tutors should demonstrate different styling techniques before learners attempt them. The tutor should demonstrate how all equipment is to be used for producing different types of styles, for example straightened hair with straighteners, blow-dried hair either with round brush, finger drying or flat brush, hair styled with use of products such as wax, gel, hairspray, moulding paste. If it is impractical for learners to style each other's hair, then mannequins can be used. It is recommended that learners have the opportunity of practising on live clients, to experience the requirements of working in a salon environment. Tutors will need to observe learners to ensure they are following safe and hygienic practices.

Tutors should lead discussions on positive and negative body language and behaviour suitable for the salon environment. It may be beneficial to deliver this early in the unit, so that learners have the opportunity to use these skills whilst practising client consultations and styling.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences with tasks specifically designed with the assessment criteria in mind. The use of observation, photographic evidence, production of mood boards and completed consultation checklists, mind maps and feedback sheets from discussions, together with question and answer written tasks, would be sufficient and support evidence to allow full coverage of all the learning outcomes.

For assessment criterion 1.1, learners must be able identify different techniques for styling men's hair. Learners can use the internet or magazines to find pictures to print or cut out and place on their mood board. This will be evidenced by learners producing a mood board with pictures of different types of styles.

For 1.2, learners must be able to identify factors that could influence choice of hairstyles such as head and face shapes (round, oval, square, oblong), hair-growth patterns (cow's lick, nape whorl, widow's peak, double crown), thickness/thinness of hair and hair type (curly/straight). This could be evidenced by the presentation and completion of a style file including different styles on different types of hair and face shapes, together with different types of hair products and their uses.

For 1.3, learners must be able to state the importance of preparation procedures. This can be evidenced through completion of a checklist of preparation procedures, or through a question and answer session with the tutor.

For 1.4, learners must be able to demonstrate the correct procedure for client preparation, including correct gowning, the importance of preparation of area (to have tools near for ease of use) and the importance of client comfort throughout the service. This must be evidenced by observation and a completed consultation sheet.

For 2.1, learners must state the purpose of tools, equipment and products, which can be gained from the manufacturers' instructions. This can be evidenced by a completed task sheet and production of a chart or grid.

Assessment criteria must be evidenced through practical observation and witness testimony. For 2.2 and 2.3, learners must be able to produce three hairstyles. For 2.2, learners must be able to choose equipment, tools and products to be used. For 2.3, the assessment can take place either on models, each other, or blocks. One styling technique must be carried out using products and two must be carried out by using equipment.

For 2.4, learners should be observed following safe and hygienic work practices including sterilisation methods. Under tutor supervision, this must be assessed by observation and a completed consultation sheet.

For 2.5, learners must demonstrate positive body language (eye contact, nodding, relaxed arms) and be able to demonstrate suitable behavioural and communication skills (polite, smiling, clear and calm, quietly spoken, professional). This can be evidenced through the client preparation carried out for 1.4 and while styling hair for assessment criteria 2.1, 2.2 and 2.3.

Signed witness testimonies and observation records must be kept for external verification purposes.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Style Guide	Create a style guide featuring basic techniques for styling hair and which details the factors that influence the choice of techniques and the importance of preparation procedures.	Style file, containing text and pictures/photos.
2.1	Purposes of products, tools and equipment	Create a grid detailing purposes of tools, products and equipment.	Written table.
1.4, 2.2, 2.3, 2.4, 2.5	Styling Services	Carry out a minimum of three styling techniques (two of which must be carried out using equipment).	Practical observation, with signed witness testimony.

**Essential resources**

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*. Learners will also need access to a range of styling products, tools and equipment suitable for styling men's hair.

**Indicative resource materials****Textbooks**

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Foundation Level* (Cengage Learning, 2009) ISBN 9781408017982

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Shields M – *Hair Care and Styling for Men: A Guide to Healthier Looking Hair* (Personal Care Collection) (Delmar Learning, 2001) ISBN 978-0766838178

Worthington C – *The Complete Book of Hairstyling* (Carlton Books Limited, 2003) ISBN 9781842228401

**Journals**

*Habia News* (Seed Publishing Limited)

*The Hairdresser's Journal* (Reed Business Information)

**Websites**

<a href="http://www.habia.org">www.habia.org</a>	Habia, Standards Setting Body for the hair and beauty sector
<a href="http://www.hairdressing.ac.uk">www.hairdressing.ac.uk</a>	Hairdressing Training
<a href="http://www.hairfinder.com">www.hairfinder.com</a>	Hairfinder
<a href="http://www.myhairdressers.com">www.myhairdressers.com</a>	My Hairdresser
<a href="http://www.virtualhaircare.com">www.virtualhaircare.com</a>	Virtual Hair Care



## Unit 7: Styling Women's Hair

Unit code: F/502/3796

QCF Level 1: BTEC Specialist

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit should enable students to prepare and carry out a basic hair styling for women under supervision.

### Unit introduction

This unit will introduce learners to basic hair styling techniques for women and will allow learners to develop their hairdressing skills.

In this unit, learners will have the opportunity to create different styling techniques to produce different finished looks. Learners will develop their dexterity and hand-eye coordination. This is an essential skill in the hairdressing industry and can help learners to progress within the hairdressing industry if they choose.

Learners may have already practised techniques such as blow-drying, straightening and/or tonging either on themselves or friends. This unit will give them the basis on which to build the necessary knowledge and skills to enhance their progression.

On completion of this unit, learners will have developed practical skills and theoretical knowledge of hairdressing, and they will have increased their awareness of aspects of the creative elements of hairdressing.

This unit is imported from the *Edexcel BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)*.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for styling for women	1.1 identify basic techniques for styling women's hair 1.2 state the factors that influence the choice of hair styling techniques for women 1.3 state the importance of the preparation procedures for styling women's hair 1.4 prepare for styling women's hair
2 Be able to provide styling for women	2.1 state the purpose of hair styling and finishing products, tools and equipment 2.2 select appropriate products, tools and equipment 2.3 style women's hair using basic techniques 2.4 follow safe and hygienic working practices 2.5 communicate and behave in a professional manner



## Unit content

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### 1 Be able to prepare for styling for women

*Basic techniques for styling women's hair:* tonging hair; straightening hair; curling hair with straighteners; blow-drying hair (finger drying, round or flat brush); hair up; smoothing; curling; pin curling; setting

*Factors that influence choice of hairstyle for women:* identifying head and face shapes eg round, oval, square; body shape; hair-growth patterns eg cow's lick, nape whorl, widow's peak; thickness and density of hair; natural hair type eg curly, straight; lifestyle; hair growth cycle and pattern hair length; hair condition; hair texture; hair elasticity; fashion trends; body shape; lifestyle; adverse skin, scalp and hair conditions

*Importance of preparation procedures:* to protect client and client's clothes; for hygiene; to ensure client's comfort; to consult with client on desired style; to ensure appropriate products are selected and are easily available

*Prepare for basic styling:* preparation of themselves, client and work area eg making sure client is gowned correctly; client consultation including correct analysis of hair type and suitability for styling technique; positioning of products, tools and equipment

### 2 Be able to provide styling for women

*Products:* mousse; gel; lotion; spray; moisturisers; heat protectors; selecting products for finishing (hairspray, shine spray, wax, serum)

*Tools:* brushes eg round, flat; combs eg detangling, plastic pin tail; grips and pins; rollers

*Equipment:* electrical equipment (tongs, straighteners, hairdryer)

*Style women's hair:* carrying out different styling techniques, eg straightening, smoothing, curling, blow-drying, setting, pin curling, finger drying; up-dos

*Safe and hygienic working practices:* correct posture (prevention of fatigue and injury, health and safety policy); following instructions; following salon requirements; current and relevant legislation (Personal Protective Equipment (PPE) and Control of Substances Hazardous to Health (COSHH) Regulations 2002); visually check electrical equipment; label, remove and report any faulty equipment; clean work area to minimise risk of cross infection/infestation; personal hygiene eg clean nails, hair, clothes; identifying broken tools, combs with teeth missing; methods of sterilisation eg auto clave, ultra-violet, chemical

*Communication and behaviour:* speaking (what to say, how to say it, using hairstyling terminology); listening and responding to instructions; asking questions; body language; cooperating; maintaining written records; taking responsibility; recognising limits of authority; polite; tactful; respectful; working as a team

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

Successful delivery of this unit requires learners to have opportunities to identify, list and demonstrate ways of preparing women's hair for styling. Learners will require advice and guidance from tutors with suitable expertise who can draw on their own experience.

Tutors will have the opportunity to use a range of classroom-based practical demonstrations and competitions, and can include resources such as magazines, DVDs and suitable stationery equipment such as mood boards, coloured pens, flipchart paper etc.

For learning outcome 1, learners could be encouraged to collect magazines showing different women's hairstyles which they could then use in looking for styles suitable for women's hair. Alternatively, learners could carry out research on the internet. Learners could carry out activities such as producing a mood board with pictures of different styling techniques and outcomes, or drawing different face shapes with a hairstyle suitable for each shape. This could be used to build up a style file for a presentation, with pictures, of different hairstyles.

Tutors should discuss the importance of preparing the work area and the client correctly for basic styling. Tutors may need to demonstrate the correct procedures for this. Learners could then carry out role-play activities in carrying out a consultation. Learners could record the results on a consultation sheet.

For learning outcome 2, learners will need to select tools, products and equipment for basic styling and they would benefit from having examples of the products available, together with the manufacturers' instructions for each product. Discussion will help develop learners' knowledge and understanding of what to do if there is faulty equipment, and how to avoid infections.

Tutors should demonstrate different styling techniques before learners attempt them. The tutor should demonstrate how all equipment is to be used for producing different styles (curls with tongs, curls with straighteners, straightened hair with straighteners, blow-dried hair either with round or flat brush, French pleats using pins and grips, any up-dos). If it is impractical for learners to style each other's hair, then mannequins can be used. It is recommended that learners have the opportunity of practising on live clients, to experience the requirements of working in a salon environment. Tutors will need to observe learners to ensure they are following safe and hygienic practices.

Tutors should lead discussions on positive and negative body language and behaviour suitable for the salon environment. It may be beneficial to deliver this early in the unit, so that learners have the opportunity to use these skills while practising client consultations and styling.

This unit can be co-delivered with *Unit 6: Styling Men's Hair*.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of observation, photographic evidence, production of mood boards and completed consultation checklists, mind maps and feedback sheets from discussions, together with question and answer written tasks, would be sufficient and support evidence to allow full coverage of all the learning outcomes.

For assessment criterion 1.1, learners must be able identify different techniques for styling women's hair. Learners can produce evidence for this criterion by using the internet or magazines to find pictures of different styles and styling techniques, and then to print or cut out and place on a mood board.

For 1.2, learners must be able to identify the factors that could influence choice of hairstyles such as head and face shapes (round, oval, square, oblong), hair-growth patterns (cow's lick, nape whorl, widow's peak, double crown), thickness/thinness of hair and hair type (curly/straight). This can be evidenced through completion of a style file including different styles for different types of hair and face shapes.

For 1.3, learners must be able to state the importance of the procedures for preparation. This can be evidenced through completion of a checklist of preparation procedures, or through a question and answer session with the tutor.

For 1.4, learners must be observed preparing for basic styling, including correct gowning of the client, correct preparation of the work area (to have tools near for ease of use) and showing awareness of the importance of client comfort throughout the service. This must be evidenced through observation of practical activity, for example role play and a completed consultation sheet, accompanied by a signed witness testimony.

For 2.1, learners must identify the purpose of types of tools, equipment and products using information gained from reading the manufacturers' instructions. This can be evidenced by a completed task sheet and production of a chart or grid.

For 2.2 and 2.3, learners must be able to produce three hairstyles. One hairstyle must be an up-do using pins and grips. Learners must carry out a consultation confirming look, suitability of hair type and face shape. For 2.2, learners must be able to choose the products, tools and equipment to be used. Learners will then be observed carrying out the styles to achieve 2.3. The assessment can take place either on models, each other, or blocks.

For 2.4, learners must follow safe and hygienic working practices, such as showing awareness of sterilisation methods, what should be done with any broken tools and why, and what is to be done with any faulty electrical equipment (label, report to tutor, remove from use). This must be assessed by observation and a signed witness testimony.

For 2.5, learners must demonstrate positive body language (eye contact, nodding, relaxed arms) and be able to demonstrate suitable behavioural and communication skills (polite, smiling, clear and calm, quietly spoken, professional). This can be evidenced through observation of the role play carried out for 1.4, or while styling hair for assessment criteria 2.1, 2.2 and 2.3. This should be evidenced by practical observation, accompanied by a witness testimony.

Signed witness statements and observation reports should be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Style Guide	Create a style guide featuring basic techniques for styling hair, and which details the factors that influence the choice of techniques and the importance of preparation procedures.	Style file, containing text and pictures/photos.
2.1	Purposes of products, tools and equipment	Create a grid detailing purposes of tools, products and equipment.	Written table.
1.4, 2.2, 2.3, 2.4, 2.5	Styling Services	Carry out a minimum of three styling techniques (two of which must be carried out using equipment and one which must be an up-do).	Practical observation, with signed witness testimony.

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*. Learners will also need access to products, tools and equipment suitable for styling women's hair.

### Indicative resource materials

#### Textbooks

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Foundation Level* (Cengage Learning, 2009) ISBN 9781408017982

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Worthington C – *The Complete Book of Hairstyling* (Carlton Books Limited, 2003) ISBN 9781842228401

**Journals**

*Habia News* (Seed Publishing Limited)

*The Hairdresser's Journal* (Reed Business Information)

**Websites**

<a href="http://www.habia.org">www.habia.org</a>	Habia, Standards Setting Body for the hair and beauty sector
<a href="http://www.hairdressing.ac.uk">www.hairdressing.ac.uk</a>	Hairdressing Training
<a href="http://www.hairfinder.com">www.hairfinder.com</a>	Hairfinder
<a href="http://www.myhairdressers.com">www.myhairdressers.com</a>	My Hairdresser
<a href="http://www.virtualhaircare.com">www.virtualhaircare.com</a>	Virtual Hair Care



## **Unit 8: Colour Hair Using Temporary Colour**

**Unit code:** R/600/4874

**QCF Level 1:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This is a preparation for work unit which is based on capability and knowledge.

The purpose of this unit is to introduce the learner to the different hair colouring techniques, engaging their interest through experiential learning of selected temporary hair colouring skills focused on achieving a final, finished look, under supervision.

They will investigate the advantages, disadvantages and effects of temporary, semi-permanent and permanent hair colouring.

This unit applies to both hairdressing and barbering salons.

### **Unit introduction**

This unit introduces learners to colouring hair. It aims to provide learners with a broad understanding of the range of colouring products that are available for professional use and allow them to experience a variety of ways in which temporary colour can be applied to enhance a client's hair.

Colouring can be one of the most challenging processes in hairdressing but also one of the most rewarding and exciting. Colour aids the appearance of texture, depth and movement of the hair. There are ranges of products that add temporary colour pigments to enhance the hair's appearance. Learners are expected to develop the product knowledge to select the most appropriate form of temporary colour to be compatible with subsequent service and meet the client's requirements. While this unit provides learners with an overview of the colouring products and service employed in a typical hair salon to enable them to act in a junior role, its focus is to develop capability to prepare for and apply a range of temporary hair colour products.

This is a relatively technical unit where learners should be able to act professionally in applying products to hair at the workstation and the basin on wet hair, and to apply temporary hair colour products to dry hair. Learners will be required to carry out these procedures effectively and safely on clients.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to prepare for application of temporary colour</p>	<p>1.1 identify the purpose and effects of temporary, semi permanent and permanent colouring and lightening</p> <p>1.2 state the factors that influence the choice of temporary colouring products and method of application</p> <p>1.3 state the importance of the preparation procedures for temporary colouring</p> <p>1.4 list types of temporary colouring products</p> <p>1.5 outline procedures for temporary colouring</p> <p>1.6 select temporary colouring products</p>
<p>2 Be able to apply a temporary colour</p>	<p>2.1 carry out hair sectioning techniques</p> <p>2.2 apply temporary colouring products according to manufacturers' instructions</p> <p>2.3 follow safe and hygienic working practices</p> <p>2.4 communicate and behave in a professional manner</p> <p>2.5 state the basic structure of the hair</p> <p>2.6 state the methods and techniques used for temporary colouring</p> <p>2.7 state how to remove colouring products from hair</p>



## Unit content

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### 1 Be able to prepare for application of temporary colour

*Product knowledge only:* temporary; semi-permanent; quasi-permanent; permanent; lightening products

*Purpose and effects of colouring and lightening products:* adding depth, tone and colouring/lightening; where dyestuffs are deposited within the hair structure (temporary, semi and permanent colours); durability of colour products (temporary, semi and permanent colours); advantages and disadvantages (temporary, semi and permanent colours)

*Factors that influence choice and method:* skin tone; previous services; existing and/or natural colour; client's personality; fashion; client's requirements (desired finished look); hair type, length, texture, density and distribution; hair condition (virgin or previously coloured); adverse skin, hair and scalp conditions (cuts, abrasions, infections, allergies)

*Preparations for temporary colour services:* the client (gown, towel, capes, barrier creams); the work area (clean, tidy, safe); when to shampoo to prepare the hair (free from tangles, manageable); selection and preparation of temporary colouring products (check manufacturers' instructions); selection of tools and equipment (brush, colour bowl, wide tooth combs, sponges, sectioning clips, drying equipment); importance of preparation procedures

*Temporary colour products:* mousses; mascaras; gels; wands; shampoos; conditioners; lotions; setting lotions; water rinses; colour paints; colour hair sprays; spray glitter

*Temporary colour procedures:* application method (full head, partial head); techniques (scrunching, shoe shining, stencilling, combing); on wet or dry hair; manufacturers' instructions

### 2 Be able to apply a temporary colour

*Hair sectioning techniques:* for full and part head; keeping hair not to be coloured out of the way; sectioning patterns

*Application of temporary colouring products:* in accordance with manufacturers' instructions; methods and techniques eg scrunching, stencilling, combing, shoe shining

*Safe and hygienic working practices:* current and relevant legislation and policy (Personal Protective Equipment (PPE) such as gloves and apron, Control of Substances Hazardous to Health (COSHH) Regulations 2002); client/self positioning (avoid fatigue); methods of sterilising tools/equipment

*Professional communication and behaviour in the salon:* speaking (what to say, how to say it); listening; reading; recording; body language, using hair-colouring terminology; following instructions, working as a team; following salon requirements; giving aftercare advice (homecare, retail opportunities)

*Hair structure:* cuticle; cortex; medulla

*Methods to remove colouring products:* shampooing; emulsifying colours products to avoid staining the skin

## Essential guidance for tutors

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### Delivery

Centres must adhere to the pre-16 learner restrictions set by Habia in regards to this unit. Whilst learners are expected to gain knowledge of different colouring products, for example semi and permanent colour products, this must not be of a practical nature; only the theory/knowledge element is required. Please see *Annexe I* for further details of pre-16 learner restrictions.

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.

This unit should be delivered in accordance with the Habia Sector Qualification Strategy and with reference to the National Occupational Standards.

This unit provides opportunities for learners to develop a basic knowledge of providing a full colour service to future clients. Learners are expected to have outline knowledge of the main colouring product types in professional use. Learners should be able to discuss the advantages, disadvantages and effects of temporary, semi-permanent, permanent and lightening colour products.

Learners should have opportunities to research the range of professional colour products available, observe demonstrations of product applications, acquire theoretical knowledge of the hair structure and the effect of colour products on the hair structure. They should also perform in practical workshops to make applications of temporary colours on clients, as well as reflect on their own performance and develop a portfolio of evidence.

A visit to a cash and carry wholesaler (if feasible) would be valuable to research the range of professional colour products. Some temporary colour products will be evident on the high street as retail lines and this could make an interesting project. A trip to a local salon would allow learners to see and categorise the typical stock range that a busy salon holds. Any of these activities may be supplemented with desk research from trade magazines or the internet.

The theory of hair structure may well have been introduced in other units and if so it will be useful revision. However, learners are expected to appreciate how the hair is affected by the different dyestuffs. Tutors should introduce the advantages and disadvantages of the different categories of hair colour and their effects. Most theory textbooks cover this very well with diagrams to show how different product types deposit pigment on/in the hair structure.

There are limitations in using mannequins for learners to see all the effects of temporary hair colours. Swatches of blonde hair are available to purchase from specialist hair suppliers. These provide a better base on which to compare colour results. Learners could experiment with various temporary colour products without making full head applications.

Tutors should arrange for learners to observe the application of temporary colours in the form of liquids and mousses at the workstation, colour shampoos and rinses at the basin, and hair sprays or mascaras applied to dry hair.

Learners should experience making applications of as many of the temporary colour products as possible. Learners are usually curious enough to want to experiment with these products themselves. However, to maintain the integrity of professional behaviour, tutors should discourage learners from applying products to their own hair in the RLE and instead, encourage learners to work in pairs to simulate services in the salon.

Tutors could deliver this unit in conjunction with Unit 6: Styling Men's Hair, Unit 7: Styling Women's Hair or Unit 10: Create a Hair and Beauty Image. Learners could create looks for clients or models that involve colouring hair using temporary colour.

### **Assessment**

Observation records should be designed and used to provide evidence of learners have prepared for and is able to apply temporary colours to hair. These must be witnessed and signed off by a vocationally competent assessor. Simple written assignments or written transcripts of oral questions and answers could provide written evidence for the knowledge-based assessment criteria.

Ideally, temporary colour applications would be made on live clients so the good effect is visible. However, it would be acceptable to assess learners on mannequins if the performance was safe and the application was effective.

Assessment criteria 1.6, 2.1, 2.2, 2.3 and 2.4 can be achieved through applications of temporary colours to hair. Learners are expected to do at least three different applications, including one full head and one partial head. The range of colour products should cover temporary colours in the form of a liquid and a mousse on wet hair, and one form of temporary colour allied to dry hair. This must be evidenced through observation records/witness testimonies.

Assessment criterion 2.7 could be achieved by stating how then to remove the colouring products from hair.

For assessment criteria 1.3, 1.5 and 2.6, learners could produce an account of their performance in the form of a portfolio, making references to the unit content (which is only to be covered in terms of theory/knowledge) where appropriate. Tutors should encourage learners to become familiar with recording their achievements as an aid to reflection on experience. Centres should design suitable recording material for learners to record their achievement across the qualification.

Assessment criterion 2.5 can be achieved through the learner's description of the hair structure. This can be combined in an assignment with 1.2, when exploring the effects of products on hair.

Assessment criteria 1.1, 1.2 and 1.4 can be achieved through research and a simple description of learners' findings to describe the effects, advantages and disadvantages of temporary, semi and permanent colours. It is essential that tutors note that the verbs used in the assessment criteria indicate what is required, for example in terms of description or explanation.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 2.5	The Different Types of Hair Colouring Products	Create an informative poster for clients, identifying the purpose and effects of different colouring products, including the effect on the basic hair structure.	Poster, with text and pictures.
1.2, 1.3, 1.4, 2.7	Temporary Hair Colour Products	Investigate the range of temporary hair colouring products, factors that influence the choice and methods of application, the importance of preparation procedures, and to remove temporary colouring products.	Written report.
1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6	Applying Temporary Colours	Apply three different temporary colours products, creating a portfolio of work to help record the process and results.	Practical observation, with signed witness testimony. Written and photographic portfolio.

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*. Learners will also need access to products, tools and equipment suitable for temporary colouring services, including a range of temporary colour products in the form of: mousses, shampoos, setting lotions and colour hair sprays. Temporary colour products in other forms would be beneficial to the learner's experience.

## Indicative resource materials

### Textbooks

Adams D and Wadson J – *The Art of Hair Colouring* (Cengage Learning 1998)  
ISBN 9781861528940

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

### Journals

*Black Beauty and Hair* (Hawker Consumer Publications Ltd)

*Creative Head* (Alfol Publishing Ltd)

*Estetica UK* (UK hairdressers)

*Hairdressers Journal International* (Reed Business Information)

### Websites

<a href="http://www.blackbeautymagazine.com">www.blackbeautymagazine.com</a>	Black Beauty magazine
<a href="http://www.eteachhairdressing.co.uk">www.eteachhairdressing.co.uk</a>	E-Teach hairdressing from Cengage
<a href="http://www.habia.org">www.habia.org</a>	Habia, Standards Setting Body for the hair and beauty sector
<a href="http://www.hji.co.uk">www.hji.co.uk</a>	Hairdressing Journal International
<a href="http://www.majormedia.co.uk/creativehead.html">www.majormedia.co.uk/creativehead.html</a>	Online version of Creative Head magazine
<a href="http://www.ukhairdressers.com">www.ukhairdressers.com</a>	Online magazine for the hairdressing industry

## Unit 9: Plaiting and Twisting Hair

Unit code: Y/502/3805

QCF Level 1: BTEC Specialist

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit should enable students to prepare for and provide basic plaiting and twisting techniques under supervision.

### Unit introduction

This unit aims to develop learners' skills in, and understanding of, basic plaiting and twisting techniques.

In this unit, learners will have the opportunity to create multiple plaits, single plaits and develop twisting techniques to produce interesting looks, either by themselves or as an added feature that is easy to wear and maintain. They will also create finished looks that can be complemented with decoration to achieve a total look.

Plaiting and twisting techniques are a very fashionable addition to all types of hair styling, including 'prom hair' and 'wedding hair' for brides and bridesmaids. This unit will give learners the opportunity to develop different skills when working with long hair, including selection and use of products and tools that will aid and maintain the finished look.

On completion of this unit, learners will have developed skills in dressing long and short hair, and learned the creative aspect of adding ornamentation to complement different types of occasions.

This unit is imported from the *Edexcel BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)*.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to prepare for basic plaiting and twisting hair</p>	<p>1.1 identify a range of finished looks that use plaiting and twisting techniques</p> <p>1.2 prepare for plaiting and twisting techniques</p> <p>1.3 state the importance of the preparation procedures for plaiting and twisting techniques</p> <p>1.4 state the factors that influence the choice of plaiting and twisting techniques</p> <p>1.5 select products and tools for plaiting and twisting techniques</p> <p>1.6 state when and how to use products, tools and equipment</p>
<p>2 Be able to carry out basic hair plaiting and twisting techniques</p>	<p>2.1 carry out plaiting and twisting techniques with and without decoration</p> <p>2.2 provide home care advice</p> <p>2.3 follow safe and hygienic working practices</p> <p>2.4 communicate and behave in a professional manner</p> <p>2.5 state the purpose of home care advice</p>



## Unit content

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### 1 Be able to prepare for plaiting and twisting hair

*Finished looks that use plaiting and twisting techniques:* looks that using on-scalp and off-scalp plaiting techniques and/or are complemented with twisting techniques eg ponytail plaiting, scalp plait, multiple plaits; twists

*Preparation procedures:* preparation of client, work area and hair; confirming type, length and suitability of the hair; identifying and selecting correct sectioning for plaiting or twisting technique; taking into account any influencing factors (hair-growth patterns and head and face shape, dangers of traction alopecia); the implications of health and safety for correct/incorrect gowning of client; questioning of client; checking hair condition and suitability

*Importance of preparation procedures:* to consult with client on chosen look; to check suitability of hair for chosen look; health and safety issues eg condition of hair, sanitising products; to ensure necessary products and tools are available and within reach; to show a professional image

*Factors influencing choice of techniques:* shape of head, face and body; condition of hair; length of hair; hair type, texture, elasticity, density; degree of curl body shape; lifestyle; skin, scalp and hair conditions (common and adverse); hair-growth pattern, hair-growth cycle; cultural and fashion trends; gender; personality; occasion; potential effects of excessive tension on hair

*Select products and tools:* types of tools and products (combs, brushes, grips/pins, section clips, bands, hairspray, wax, gel, oil, lotions, spray, moisturisers); what is available such as chemical, ultra violet and/or auto clave; decorations (fabric, ribbon, threads, bands, added hair, pipe cleaners, threads, clips); electrical equipment

*When and how to use tools and products:* benefits of using products; importance of correct tool selection to aid the basic plaiting and twisting process eg easy to hold hair in place, making hair easier to manage

### 2 Be able to carry out basic hair plaiting twisting techniques

*confirming look; consultation; accurate sectioning; suitable method of working; effective securing of hair and/or decoration; correct degree of tension; influencing factors; suitable styling and finishing products used; advice on maintenance of style and hair condition*

*Home care advice:* how to maintain look; how long style will last; any necessary products or tools; retail opportunities; purpose of home care advice

*Follow safe and hygienic working practices:* following health and safety instructions in accordance with salon policy; current and relevant legislation (Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH) Regulations 2002; client preparation; position and posture of client and self; work area; methods of sterilisation; personal hygiene; timings; methods of working safely and hygienically; effect of excessive tension on hair

*Communication and behaviour:* speaking (what to say, how to say it, using a range of terminology); following instructions and salon requirements; asking questions; body language; cooperating; maintaining written records; taking responsibility; polite, tactful, respectful; following salon policy; teamwork

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

Tutors delivering this unit have the opportunity to use a range of techniques, practical demonstrations and workshops. They would also run classroom-based competitions and include resources such as DVDs and magazines, and use a selection of ornamentation with learner presentations and group work.

For learning outcome 1, learners need to research hair types and textures suitable for plaiting and twisting. Learners should also research plaiting and twisting styles and head and face shapes suitable for these styles. Access to the internet or magazines would be beneficial.

Tutors will need to lead discussions and demonstrate how to correctly prepare the client and work area. Tutors should also lead delivery on health and safety issues such as sterilisation of tools. A supply of products and tools should be available for learners to select from.

Tutors will need to demonstrate plaiting and twisting techniques before learners attempt these. Learners could carry out role-play activities in pairs in order to practise preparing the client and carrying out consultations. When carrying out plaiting or twisting, learners can either work on each other or use blocks.

Discussions should be held on positive and negative body language and behaviour suitable for the salon environment. Learners can practise these skills in role-play activities and they will also have the opportunity to practise them while carrying out the consultation and the plaiting and twisting service. It may be beneficial to cover this early in the unit so that learners have the opportunity to practise these skills.

### Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind.

To achieve assessment criterion 1.1, learners will need to identify a range of finished looks that use basic plaiting and twisting techniques. This can be assessed through a mood board produced by learners with pictures gathered from magazines and/or the internet, giving examples of a variety of styles.

To achieve 1.2, learners will need to demonstrate how the hair is prepared for basic plaiting and twisting. Evidence must be in the form of observation reports and/or witness testimonies.

To achieve 1.3, learners must state the importance of preparation procedures. Evidence of understanding can be achieved by completing a written task or the learner making references in a short assignment and/or one-to-one discussions or question and answer sessions with the tutor.

To achieve 1.4, learners will need to state the factors that influence the choice of basic plaiting and twisting techniques. This can be evidenced through completion of a worksheet or grid, or through a checklist compiled by the learner.

To achieve 1.5, learners will need to select appropriate tools and products for basic plaiting and twisting. Evidence must be in the form of observation reports and/or witness testimonies. To achieve 1.6, learners will need to state when and how to use the products, tools and equipment. This can be assessed through completion of a worksheet or pro forma, or through a question and answer session with the tutor.

To achieve 2.1, learners will be required to carry out two plaiting and one twisting techniques either on a model, each other, or on blocks, within a specified time. Evidence must be in the form of observation reports and/or witness testimonies.

To achieve 2.2, learners will need to provide appropriate home care advice for the three styles they carried out. Learners must be observed providing home care advice on how to maintain the style and any products or tools necessary for this.

To achieve 2.3, learners will need to be able to follow safe and hygienic working practices, for example carrying out correct gowning techniques, carrying out a full consultation with the client identifying health and safety factors, and state why, when and how to sterilise tools. Evidence must be in the form of observation reports.

To achieve 2.4, learners will be required to demonstrate positive behaviour and communication techniques, for example identifying open and closed body language. Evidence must be in the form of observation reports and or witness testimony.

To achieve 2.5, learners will need to state the purpose of home care advice. This can be evidenced by learners stating the purpose of home care advice to clients or through a question and answer session with the tutor.

Signed witness statements and observation reports should be retained for verification purposes.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1	Plaiting and Twisting Techniques and Looks	Produce a mood board with pictures of different types of styles, using plaiting and twisting techniques.	Mood board, with pictures.

Criteria covered	Assignment title	Scenario	Assessment method
1.4	Checklist of Influencing Factors	Produce a checklist of different factors that influence the choice of plaiting and twisting techniques.	Written checklist.
1.2, 1.5, 2.1, 2.2, 2.3, 2.4	Plaiting and Twisting Services	Carry out three different plaiting and twisting services (two of which must be plaiting techniques, one twisting).	Practical observation, with a signed witness testimony.
1.3, 1.6, 2.5	Theory behind Plaiting and Twisting Techniques	Write a summary report detailing the plaiting and twisting services carried out.	Written report.

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*. Learners will also need access to the products, tools and equipment necessary for plaiting and twisting techniques.

### Indicative resource materials

#### Textbooks

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Foundation Level* (Cengage Learning, 2009) ISBN 9781408017982

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Sorbie T – *The Bridal Hair Book* (Thomson Learning, 2005) ISBN 9781844803248

Worthington C – *The Complete Book of Hairstyling* (Carlton Books Limited, 2003) ISBN 9781842228401

#### Journals

*Habia News* (Seed Publishing Limited)

*The Hairdresser's Journal* (Reed Business Information)

**Websites**

[www.habia.org](http://www.habia.org)

Habia, Standards Setting Body for the hair and beauty sector

[www.longlocks.com](http://www.longlocks.com)

Longlocks Hair Sticks Boutique

[www.myhairdressers.com](http://www.myhairdressers.com)

My Hairdressers

[www.virtualhaircare.com](http://www.virtualhaircare.com)

Virtual Hair Care

## **Unit 10: Create a Hair and Beauty Image**

**Unit code:** Y/600/4875

**QCF Level 1:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This is a preparation for work unit which is based on capability and knowledge.

The aim of this unit is to introduce the learner to creative approaches, using hair and/or beauty techniques, to develop, produce and present an image under supervision.

### **Unit introduction**

Creativity is a key element in the work of a hairdresser and beautician, and most new entrants in the hair and beauty sector aspire to careers that require the ability to use hair and make-up as an art form.

This unit will provide the learner with the opportunity to explore and develop their creativity, by designing and presenting a simple image that incorporates basic hair and beauty techniques, supported by their tutor.

The image may use hair and beauty techniques or simply use either a hair or beauty image. Additional media can be used to enhance or contextualise the image. Learners may create the image on peers, friends, relatives or on a training mannequin. There are no limitations regarding the theme of the image design. The aim of this unit is to give the learner the freedom to explore their own ideas and develop the final image which could be presented in class or, more ambitiously, as part of a group showcase of work.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to plan an image	1.1 access sources of information for creating an image 1.2 identify sources of information for creating an image 1.3 state the importance of researching when developing a plan for creating an image 1.4 prepare and develop a plan for creating an image 1.5 describe how to develop a plan for creating a range of images
2 Be able to create an image	2.1 develop the image 2.2 state the importance of developing an image 2.3 describe ways of effectively presenting a created image 2.4 produce and present the final image 2.5 follow safe working practices 2.6 outline the safety considerations that must be taken into account



## Unit content

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### 1 Be able to plan an image

*Research:* explore different themes, events and images; sources of information (colleagues, magazines, video/DVDs, films, internet); importance and use of research and mood boards when developing a plan; research considerations; use of media to enhance the image eg hair additions/ornaments, clothes, fashion accessories; resource limitations eg budget, accessories, hair and/or beauty tools, equipment, products; model's features, own creativity, timing

*Planning the image:* select the chosen image and describe the planning process; design considerations eg shape, balance, form, symmetry, asymmetry, weight, distribution of media; identify resource requirements; produce outline plan of image; agree plan with people involved; identify techniques to be used eg plaiting, twisting, creating rolls and knots, application of make up, application of accessories and ornaments; backdrops; practise skills; produce first image; identify modifications required; importance of recording stages in the planning

### 2 Be able to create an image

*Develop the image:* continued practice; dress rehearsal; modifications as required; use or reduce additional media; analyse suitability; perfect the finished effect; importance of developing the image

*Effective presentation:* static eg use of mannequins; catwalk; photo shoot; competitions; coordination of design elements eg hair, make up, clothing, accessories, backdrop; removal of non-essential resource materials and other equipment; use of captions to describe the theme or concept; production and presentation of final image

*Safe and hygienic work practices:* safety considerations to take into account eg model protection, gown, cape, towel, use of Personal Protective Equipment (PPE), sterilisation of tools, clean and tidy workstations, safe use of equipment; safe use of additional media, accessories eg false nails, hairpieces, grips, clips; reporting health and safety issues to senior member

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe H*. The word 'client' can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe I*, regarding activities which are unsuitable for learners aged under 16 years.

The tutor should aim to develop learners' creative expression. The use of DVDs and videos demonstrating creative styling and make-up techniques, long hair work, theatrical make up, face painting, nail art, fashion shows and theatrical shows can help to give the learner some ideas and inspiration. The internet is a valuable source of creative images and should be available to learners.

Learners should feel free to explore a range of ideas and media to support their planned image. Delivery should aim to help learners come to a realistic decision regarding the success of their proposed image. Care must be taken to prevent them aiming too high and losing confidence while encouraging them to explore new concepts.

The use of mood boards should be explained and time allocated to the research and preparation of a plan for achieving the image. Sketches and notes could also be produced and used on the mood board. Once the outline plan has been agreed, the learner should practise the technical skills required to achieve the desired effects. The tutor should support the learner through demonstration and coaching. The learner should be encouraged to evaluate their design and develop the image by making amendments to the original plan.

All members of the group may discuss presentation methods with the tutor. The presentation could take place in a classroom, if using mannequins only, or preferably in the RLE, using either mannequins or models. Alternatively, the presentation could take the form of a final short catwalk show or competition as a summative exercise at the end of the course.

Throughout the preparation and presentation of the image, all working practices should conform to safe and hygienic industry practice. Learners should be aware of the dangers associated with untidy, unhygienic behaviour and care must be taken to maintain the wellbeing of the models and colleagues.

### Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related images, with tasks specifically designed with the assessment criteria in mind. Observation records should be used to provide evidence of how the learner has researched, planned, developed and presented their chosen image. Practical observations must be evidenced by witness testimonies signed by the assessor. Simple reports or question and answer tasks could provide written evidence of knowledge-based assessment criteria.

For assessment criteria 1.1, 1.2, 1.4 and 2.6, the learner must provide evidence of how information for creating an image was gathered and used, and how it contributed to the outline plan. Suitable evidence would be the presentation of a mood board containing initial ideas supported by sketches or pictures and other information gathered from the research, including details of sources of information. The outline plan could be included on the mood board or could be a separate document presented alongside the mood board. Reference to the different safety considerations that must be taken into account should be included in the plan.

For 2.1, the learner must provide evidence of how the image has been developed and, through repeated practice, has been improved. Suitable photographic or video evidence together with tutor observation records will be required to meet this criterion.

For 2.4, the learner must produce and formally present the image. The presentation could take place in a classroom situation if mannequins have been used but if the image is created using models, the RLE should be used and could take the form of a mini competition or catwalk show. Again, suitable photographic or video evidence together with tutor observation records will be required to confirm the learner's achievement of this criterion.

For 2.5, the learner must demonstrate being able to follow safe and hygienic working practices and the tutor observation records must confirm this.

For 1.3, 1.5, 2.2 and 2.3, the learner should write a summary of the process from the initial information gathering stage, to a description of how to develop a plan for creating an image and the different ways that presentations could be made.

Signed witness testimonies and observation records must be kept for verification purposes.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.4, 2.6	Researching and Planning the Creation of a Hair and Beauty Image	Using the provided theme, research and plan an image that reflects the theme.  Present the relevant information gathered, images considered and final choice of image on a mood board or similar, with a plan for completion of the image which details health and safety considerations that must be taken into account.	Practical observation, with signed witness testimony.  Mood board and written plan, with pictures and diagrams/sketches.
2.1, 2.4, 2.5	Developing and Presenting a Hair and Beauty Image	Use hairstyling and/or make-up techniques with accessories, to produce and present an image related to the given theme.	Practical observation, with signed witness testimony.  Video/photographic evidence.

Criteria covered	Assignment title	Scenario	Assessment method
1.3, 1.5, 2.2, 2.3	Summary Report of the Creation of a Hair and Beauty Image	Produce a report of the completed project describing the importance of researching information for an image and how to develop and finish the image. Different presentation methods should be described with reasons given for the method chosen.	Written report.

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe H*. Learners will also need access to materials and media to create a hair and beauty image, for example cosmetic make-up and styling tools, materials and equipment, including practice mannequins. Personal, protective equipment should be made available together with facilities for sanitizing tools.

Videos, DVDs and photographs of fashion and fantasy images, competitions, films or theatrical shows should be used to support the learner in researching their desired image.

Additional media, for example clothes, added hair, ornaments, ribbons and other accessories, including materials to create a backdrop to the presentation, should also be available to the learner.

### Indicative resource materials

#### Textbooks

Conway J – *Make-up Artistry* (Heinemann, 2004) ISBN 9780435453305

McMillan-Bodell C – *Level 1(NVQ/SVQ) Certificate in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468309

Mistlin I – *The Total Look: The Style Guide for Hair and Make-up Professionals (Hairdressing & Beauty Industry Authority/Macmillan)* (Thomson Learning, 2000) ISBN 9780333699485

Taylor S – *Level 1 NVQ/SVQ Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026585

**Journals**

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

*Health and Beauty Salon Magazine* (Reed Business Information)

**Websites**

[www.habia.org](http://www.habia.org)

Habia, the Standards Setting Body for  
the hair and beauty sector

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation

## Further information

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

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Related information and publications include:

- Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

### How to obtain National Occupational Standards

Habia  
Oxford House  
Sixth Avenue  
Sky Business Park  
Robin Hood Airport  
Doncaster  
DN9 3GG

Telephone: 01959547000  
Email: [info@habia.org](mailto:info@habia.org)  
Website: [www.habia.org](http://www.habia.org)

# Professional development and training

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Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.



## Annexe A

### The Edexcel/BTEC qualification framework for the hair and beauty sector

Progression opportunities within the framework.

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5	BTEC Level 5 HND Diploma in Hair and Beauty Management (QCF)		
4	BTEC Level 4 HNC Diploma in Hair and Beauty Management (QCF)		
3	BTEC Diploma in Beauty Therapy/Beauty Therapy (Sciences) (QCF) BTEC Subsidiary Diploma in Beauty Therapy Techniques (QCF)		Edexcel Level 3 NVQ Diploma in Hairdressing/Barbering/ Hairdressing (Combined Hair Types) (QCF) Edexcel Level 3 NVQ Diploma in Beauty Therapy – General/Make-up/Massage (QCF) Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF) Edexcel Level 3 NVQ Diploma in Nail Services (QCF)

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	BTEC Level 2 Diploma in Beauty Therapy (QCF) BTEC Level 2 Extended Certificate in Beauty Therapy Services (QCF)	BTEC Level 2 Diploma in Hairdressing (QCF) BTEC Level 2 Diploma in Hairdressing Services (QCF)	Edexcel Level 2 NVQ Diploma in Hairdressing/Barbering/ Hairdressing (Combined Hair Types) (QCF) Edexcel Level 2 NVQ Diploma in Beauty Therapy – General/Make-up (QCF) Edexcel Level 2 NVQ Certificate in Nail Services (QCF)
1	BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)	BTEC Level 1 Certificate in Hairdressing Services (QCF)	Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF) Edexcel Level 1 Diploma in Hairdressing and Beauty Therapy (QCF) Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)
ENTRY	BTEC Entry Level 3 Award/Certificate in an Introduction to Hair and Beauty (QCF)		

# Annexe B

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## Wider curriculum mapping

Study of the Edexcel BTEC Level 1 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



# Annexe C

## National Occupational Standards mapping

The grid below maps the knowledge covered in the Edexcel BTEC Level 1 Specialist qualifications in Hairdressing Services (QCF) against the underpinning knowledge of the Level 1 National Occupational Standards in Hairdressing (2008).

### KEY

# indicates partial coverage of the NOS unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10
G20 Ensure responsibility for actions to reduce risks to health and safety	#									
G3 Contribute to the development of effective working relationships			#							
GH1 Shampoo and condition hair					#					
GH3 Prepare for hair services and maintain work areas					#	#	#	#	#	
G2 Assist with salon reception duties				#						
GH2 Blow dry hair						#	#			
GH4 Assist with hair colouring services								#		
GH6 Plait and twist hair using basic techniques									#	
GH7 Remove hair extensions										
GB1 Assist with shaving services										
G17 Give clients a positive impression of yourself and your organisation		#								
GH8 Shampoo, condition and treat the hair and scalp					#					



# Annexe D

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## Mapping to Level 1 Functional Skills

Level 1	Unit number									
English – Speaking, listening and communication	1	2	3	4	5	6	7	8	9	10
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects		✓	✓	✓	✓	✓	✓	✓	✓	
English – Reading										
Read and understand a range of straightforward texts		✓								✓
English – Writing										
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓		✓	✓	✓	✓	✓	✓	✓

Level 1	Unit number									
Mathematics – learners can:	1	2	3	4	5	6	7	8	9	10
understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine			✓	✓	✓			✓		✓
identify and obtain necessary information to tackle the problem			✓	✓	✓			✓		✓
select mathematics in an organised way to find solutions										
apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes										
use appropriate checking procedures at each stage								✓		✓
interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations										✓



Level 1	Unit number									
ICT – Using ICT	1	2	3	4	5	6	7	8	9	10
identify the ICT requirements of a straightforward task										
interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	✓	✓		✓		✓	✓	✓	✓	✓
manage information storage		✓		✓	✓	✓	✓	✓	✓	✓
follow and demonstrate understanding of the need for safety and security practices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>ICT – Finding and selecting information</b>										
select information from a variety of ICT sources for a straightforward task	✓	✓		✓		✓	✓	✓	✓	✓
use search techniques to locate and select relevant information				✓		✓	✓	✓	✓	✓
<b>ICT – Developing, presenting and communicating information</b>										
enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
use appropriate software to meet requirements of straightforward data-handling task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
use communications software to meet requirements of a straightforward task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
combine information within a publication for a familiar audience and purpose	✓	✓	✓		✓	✓	✓	✓	✓	✓
present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
evaluate own use of ICT tools										
select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# Annexe E

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## Unit mapping overview

BTEC Level 1 short course in Hairdressing legacy (specification end date 31/08/2010)/new QCF versions of the BTEC Level 1 Specialist qualifications in Hairdressing Services (specification start date 01/08/2010) – the Level 1 BTEC Certificate in Hairdressing Services.

<b>Old units</b>					
<b>New units</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>Unit 1</b>					
<b>Unit 2</b>					
<b>Unit 3</b>			P	P	
<b>Unit 4</b>		P		P	
<b>Unit 5</b>				P	
<b>Unit 6</b>					
<b>Unit 7</b>					
<b>Unit 8</b>					P

### KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))



# Annexe F

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## Glossary of Accreditation Terminology

The following information about this qualification can also be found on the Edexcel website – see: ‘Accreditation Information’  
(<http://www.edexcel.com/quals/Specialist/hair-services-lvl1/Pages/default.aspx>)

<b>Accreditation start/end date</b>	The first/last dates that Edexcel can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Edexcel.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners’ achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
<b>Performance tables</b>	This/these qualifications is/are listed on the Department of Education (DfE) website School and College Achievement and Attainment Tables (SCATT) as performance indicators for schools and colleges.
<b>Qualifications Accreditation Number (QAN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.
<b>UCAS points</b>	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

## Annexe G

### BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
<b>BTEC Level 7 Advanced Professional Qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	<b>7</b>	<b>BTEC Level 7 Professional Qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>6</b>	<b>BTEC Level 6 Professional Qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>5</b>	<b>BTEC Level 5 Professional Qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>4</b>	<b>BTEC Level 4 Professional Qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>3</b>	<b>BTEC Level 3 Specialist Qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

<b>BTEC qualifications on the NQF</b>	<b>Level</b>	<b>BTEC Professional and Specialist Qualifications on the QCF</b>	<b>BTEC qualification suites on the QCF</b>
<b>BTEC Level 2 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>BTEC Level 2 Specialist Qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>BTEC Level 1 Specialist Qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 Qualifications</b> BTEC Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>BTEC Entry Level Specialist Qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level Qualifications (E3)</b> BTEC Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

<b>QCF qualification sizes</b>	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits



## Annexe H: Realistic Learning Environment

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Units in the Edexcel BTEC Level 1 Certificate in Hairdressing Services (QCF) should be delivered in a Realistic Learning Environment (RLE).

In a Realistic Learning Environment, the word 'client' can be related to friends and peers and does not just refer to paying clients. Some units may also permit the use of mannequins/blocks. Centres should consult the delivery guidance for specific units for further information.

### **Requirements for a Realistic Learning Environment**

Below are the requirements for a Realistic Learning Environment as laid out by the *Companion Document for The Diploma in Hair and Beauty Studies (Version 2, January 2010)*.

- A Realistic Learning Environment must be established in schools, colleges, private training providers and other premises approved for the delivery and assessment of preparation for work type qualifications that contain a practical skills element.
- Approved centres must develop realistic management procedures that incorporate a salon image and a sales and marketing policy.
- The space per working area must conform to health and safety legislation and commercial practice.
- The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable learners to meet the requirements of the relevant preparation for work qualification.
- A reception area where models are greeted and general enquiries and appointments can be made by telephone or in person must be available. Ideally, industry-specific ICT facilities should also be provided. The reception area must also include a payment facility (artificial money may be used).
- The RLE must take full account of any by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.
- Learners must work in a professional manner taking into account industry establishment requirements, such as:
  - appearance and dress code
  - personal conduct
  - client service, hospitality and communication
  - hygiene
  - reliability
  - punctuality.



## Annexe I: Pre-16 restrictions for hairdressing

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Centres must adhere to the restrictions set by Habia, the standards setting body for the hair and beauty sector, on pre-16 learning within hair and beauty qualifications. Below are details of the hairdressing-specific restrictions, as outlined in *Companion Document for The Diploma in Hair and Beauty Studies* (Version 2, January 2010).

- Client contact by learners is restricted to certain areas of the body, such as the head, neck and shoulders to the clavicle and scapula.
- Skin tests (chemicals, peroxide) can only be performed by post-16 learners.
- Hairdressing/Barbering/African Caribbean hairdressing and barbering restrictions:
  - cutting hair with implements, such as scissors, clippers and attachments
  - shaving skin with implements, such as blades, razors
  - using chemicals, such as quasi, permanent hair colouring, permanent waving, bleach, lighteners, relaxing, chemical straightening
  - completing skin tests.

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