



*Gaining the skills learners  
need in the workplace*

BTEC Specialist Qualifications in

# HAIRDRESSING

## Specification

From August 2010

Accredited  
on the QCF

- Edexcel BTEC Level 2 Diploma in Hairdressing Services (QCF)
- Edexcel BTEC Level 2 Diploma in Hairdressing (QCF)

Version: 1  
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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.

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# BTEC Specialist qualification titles covered by this specification

**Edexcel BTEC Level 2 Diploma in Hairdressing Services (QCF)**

**Edexcel BTEC Level 2 Diploma in Hairdressing (QCF)**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are 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 titles listed above feature 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 Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Diploma in Hairdressing Services (QCF)	500/9891/3
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Edexcel BTEC Level 2 Diploma in Hairdressing (QCF)	500/9485/3
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These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These qualifications are accredited by Ofqual as being Stand Alone or part of Apprenticeships.

# Welcome to BTEC Level 2 Diploma in Hairdressing (QCF) and the BTEC Level 2 Diploma in Hairdressing Services (QCF)

We are delighted to introduce our new qualifications, 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 2 Diploma in Hairdressing (QCF) and the BTEC Level 2 Diploma in Hairdressing Services (QCF)

The BTEC Level 2 Diploma in Hairdressing Services (QCF) provides learners with a solid foundation in hairdressing services (QCF) and is suitable to be taken by learners aged 14 years and older. This qualification is eligible for the Young Apprenticeship in hairdressing. The BTEC Level 2 Diploma in Hairdressing (QCF) provides learners with a solid foundation in hairdressing skills and is suitable to be taken by learners aged 16 years and older. These are preparation for work qualifications, which are supported by Habia, the Standards Setting Body (SSB) for the hair and beauty sector, and they are 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 Standards 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 2 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 2 Diploma in Hairdressing Services (QCF) (42 credits)**

The 42-credit Edexcel BTEC Level 2 Diploma extends the work-related focus from the Edexcel BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work. This qualification is suitable for learners aged 14 years and over. This qualification is eligible for the Young Apprenticeship in Hairdressing.

## **Edexcel BTEC Level 2 Diploma in Hairdressing (QCF) (54 credits)**

The 54-credit Edexcel BTEC Level 2 Diploma extends the work-related focus from the Edexcel BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work. This qualification is suitable for learners aged 16 years and over.

### **Key features of the Edexcel BTEC Level 2 Diplomas in Hairdressing and Hairdressing Services (QCF)**

The Edexcel BTEC Level 2 Diplomas in Hairdressing and Hairdressing Services (QCF) have 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, from dressing hair and providing scalp massage services, to cutting and colouring hair
- develop knowledge, understanding and skills in essential areas, including health and safety and client consultation
- achieve a nationally recognised Level 2 vocationally-related qualification that is supported by Habia, the Standards Setting Body for the hair and beauty sector
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

### **National Occupational Standards**

Where relevant, Edexcel BTEC Level 2 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 2 (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 2 Diplomas in Hairdressing and Hairdressing Services (QCF) relate 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 2 qualifications**

When combining units for an Edexcel BTEC Level 2 Diplomas in Hairdressing and Hairdressing Services (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Edexcel BTEC Level 2 Diploma in Hairdressing Services (QCF)**

- 1 Qualification credit value: 42 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 42.
- 3 Mandatory credit: 39.
- 4 Optional credit: 3.
- 5 All credits must be achieved from the units listed in this specification.

### **Edexcel BTEC Level 2 Diploma in Hairdressing (QCF)**

- 1 Qualification credit value: a minimum of 54 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 54.
- 3 Mandatory credit: 35.
- 4 Optional credit: a minimum of 19 credits (at least 6 credits must come from Optional units group A).
- 5 All credits must be achieved from the units listed in this specification.

## Edexcel BTEC Level 2 Diploma in Hairdressing Services (QCF)

The Edexcel BTEC Level 2 Diploma in Hairdressing Services (QCF) is a 42 credit and 351 guided learning hour (GLH) qualification that consists of nine mandatory units **plus** optional units that provide for a combined total of 42 credits.

Edexcel BTEC Level 2 Diploma in Hairdressing Services (QCF)			
Unit	Mandatory units	Credit	Level
1	Follow Health and Safety Practice in the Salon	3	2
2	Client Consultation for Hair Services	3	2
3	Promote Products and Services to Clients in a Salon	3	2
4	Working in the Hair Industry	4	2
5	Create an Image Based on a Theme within the Hair and Beauty Sector	7	2
6	Shampoo and Condition the Hair and Scalp	3	2
7	Provide Scalp Massage Services	4	2
8	The Art of Dressing Hair	5	2
9	The Art of Colouring Hair	7	2
Unit	Optional units		
10	Salon Reception Duties	3	2
11	Display Stock to Promote Sales in a Salon	3	2

**Centres must adhere to the restrictions set by Habia, regarding activities which are unsuitable for learners aged under 16 years of age to undertake. Please see *Annexe G* for further information.**

## Edexcel BTEC Level 2 Diploma in Hairdressing (QCF)

The Edexcel BTEC Level 2 Diploma in Hairdressing (QCF) is a minimum 54 credit and 460 guided learning hour (GLH) qualification that consists of seven mandatory units **plus** optional units (including **at least one** unit from Optional units group A) that provide for a combined minimum total of 54 credits.

Edexcel BTEC Level 2 Diploma in Hairdressing (QCF)			
Unit	Mandatory units	Credit	Level
1	Follow Health and Safety Practice in the Salon	3	2
2	Client Consultation for Hair Services	3	2
3	Promote Products and Services to Clients in a Salon	3	2
6	Shampoo and Condition the Hair and Scalp	3	2
8	The Art of Dressing Hair	5	2
12	Colour and Lighten Hair	10	2
13	Creative Hairdressing Design Skills	8	3
Unit	Optional units group A		
14	Cut Women's Hair	8	2
15	Cut Men's Hair	6	2
Unit	Optional units group B		
4	Working in the Hair Industry	4	2
5	Create an Image Based on a Theme within the Hair and Beauty Sector	7	2
7	Provide Scalp Massage Services	4	2
10	Salon Reception Duties	3	2
11	Display Stock to Promote Sales in a Salon	3	2
16	Perm and Neutralise Hair	7	2

**Please note that this qualification is for learners aged 16 years and over.**

# Assessment

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All units within these qualifications 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 external assessment(s).

## 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 2 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 2 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 2 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 2 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 2 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 2 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 2 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 2 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 2 Diploma in Hairdressing Services (QCF) is accredited on the QCF for learners aged 14 and above.

The Edexcel BTEC Level 2 Diploma in Hairdressing (QCF) is accredited on the QCF for learners aged 16 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 G*, 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 2 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 Practice in the Salon	17
Unit 2: Client Consultation for Hair Services	25
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# Unit 1: Follow Health and Safety Practice in the Salon

**Unit code:** R/600/8763

**QCF Level 2:** 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 salon, knowing how to identify them and the responsibilities to deal with them.

This unit applies to hairdressing, beauty and barbering salons.

## 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 ways to ensure salon security and how the main provisions of the Health and Safety at Work Act affect the hair and beauty sector. A further topic covered in this unit is 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. Developing a responsible attitude to working in the salon will minimise any potential health and safety issues and help learners maintain an enjoyable and secure environment for the clients and those working in the salon.

This unit also appears in the *Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services* and the *Edexcel BTEC Level 2 Diploma in Beauty Therapy*.

## 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 maintain health, safety and security practices	1.1 conduct themselves in the workplace to meet with health and safety practices and salon policy 1.2 deal with hazards within their own area of responsibility following salon policy 1.3 maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements 1.4 follow salon policy for security 1.5 make sure tools, equipment, materials and work areas meet hygiene requirements 1.6 use required personal protective equipment (PPE) 1.7 position themselves and the client safely 1.8 handle, use and store products, materials, tools and equipment safely to meet with manufacturers' instructions 1.9 dispose of all types of salon waste safely and to meet with legal and salon requirements 1.10 explain the difference between legislation, codes of practice and workplace policies 1.11 outline the main provisions of health and safety legislation 1.12 state the employers' and employees' health and safety responsibilities 1.13 state the difference between a hazard and a risk 1.14 describe hazards that may occur in a salon

Learning outcomes	Assessment criteria
	<p>1.15 state the hazards which need to be referred</p> <p>1.16 state the purpose of personal protective equipment used in a salon during different services</p> <p>1.17 state the importance of personal presentation, hygiene and conduct in maintaining health and safety in the salon</p> <p>1.18 state the importance of maintaining the security of belongings</p> <p>1.19 outline the principles of hygiene and infection control</p> <p>1.20 describe the methods used in the salon to ensure hygiene</p> <p>1.21 describe the effectiveness and limitations of different infection control techniques</p> <p>1.22 describe how to dispose of different types of salon waste</p>
<p>2 Be able to follow emergency procedures</p>	<p>2.1 follow emergency procedures</p> <p>2.2 follow accident reporting procedures which meet with salon policy</p> <p>2.3 identify named emergency personnel</p> <p>2.4 describe procedures for dealing with emergencies</p> <p>2.5 locate fire fighting equipment</p> <p>2.6 outline the correct use of fire fighting equipment for different types of fire</p> <p>2.7 state the dangers of the incorrect use of fire fighting equipment on different types of fires</p> <p>2.8 state the importance for reporting and recording accidents</p> <p>2.9 describe the procedure for reporting and recording accidents</p>

## Unit content

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

*Health and safety working practices:* meeting health and safety practices and salon policy; salon procedures (sterilisation, cleaning routines, use, maintenance and storage of products tools and equipment to meet hygiene requirements and manufacturers' instructions, maintenance of safe work areas, waste disposal for different types of salon waste to meet legal and salon requirements, storage and disposal of products and equipment); client protection, eg gown, cape, towels, eye protection, maintaining client dignity; principles of hygiene and infection control methods used to ensure hygiene; effectiveness and limitations of different infection control techniques; infections and cross-infection

*Hazards and risks:* deal with hazards within area of responsibility; hazard awareness and reporting; simple risk assessment; risks to workers; risks to clients; difference between 'hazard' and 'risk'; hazards that may occur in the salon; hazards which need to be referred

*Personal presentation and hygiene:* personal conduct; personal hygiene (shower/bathe, deodorants, clean uniform, hand washing routines, oral hygiene, clean and neat hair); use of Personal Protective Equipment (PPE); purpose of PPE during different services; importance of personal presentation, hygiene, conduct

*Security:* importance of maintaining security of belongings

*Legislation and responsibilities:* difference between legislation, codes of practice and workplace policies; 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, Health and Safety (First Aid) Regulations 1981, Cosmetic Products (Safety) Regulations 1989

### 2 Be able to follow emergency procedures

*Accidents and emergencies:* accident and emergency procedures; accident reporting (essential information requirements); emergency personnel; importance of reporting and recording accidents; location and types of first-aid equipment

*Firefighting procedures:* location and uses of different firefighting equipment; dangers of incorrect use; fire and emergency evacuation 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 should be delivered in accordance with the Habia Sector Qualification Strategy and with reference to the National Occupational Standards.

This unit is about 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. Delivery should focus on the development of safe practice in all aspects of working in the salon. Learners should understand the purpose of the associated legislation and be able to identify the hazards and potential risks to everyone 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. Procedures for dealing with accidents and emergencies should be explained and the learner should practise following the emergency evacuation procedures. 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.

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 maintained safe and healthy practices in the salon. Simple reports or question and answer tasks could provide written evidence for the knowledge-based assessment criteria.

For assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.9, learners must demonstrate their ability to work safely at all times in the salon. This includes safe working methods, safe handling of tools, sterilisation of tools, safety of the client, dealing effectively with potential hazards in the salon and managing client and salon security. This should be a practical activity, recorded through a witness statement or observation record.

The underpinning knowledge associated with 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21 and 1.22 should be evidenced through a mixture of written reports, task sheets or short answer question papers.

For 2.1 and 2.2, learners must complete real or simulated emergency evacuation and accident reporting procedures, according to salon policy. This should ideally take place in a working salon or RLE. The practical activity should be evidenced by witness testimony or observation record.

For 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and 2.9, learners must demonstrate their understanding of the related theoretical principles of dealing with accidents and emergencies. This could be evidenced through a report of the importance of following correct procedures and an evaluation of salon practice.

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, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22	Maintaining Health, Safety and Security in the Salon	Carry out health and safety practices in the salon and write a report on the contribution to maintaining a safe, healthy and secure working environment.	Practical observation, with a signed witness testimony.  Written report, with pictorial evidence.
2.1, 2.2	Dealing with Fire, Accidents and Emergencies	Carry out simulated fire and emergency evacuation procedures in line with salon policy, and complete accident reports related to incidents in the salon.	Practical observation, with a signed witness testimony.  Written report.



Criteria covered	Assignment title	Scenario	Assessment method
2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	Health and Safety Guide	Create a leaflet on health and safety practices in the salon.	Leaflet, with text and pictures.

### 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.

### Indicative resource materials

#### Textbooks

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hatton P – *Hygiene for Hairdressers and Beauty Therapists, 3rd Edition* (Addison Wesley Longman, 1998) ISBN 978-0582322608

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Certificate in Beauty Therapy: Candidate Handbook, 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

#### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

#### Websites

<a href="http://www.habia.org">www.habia.org</a>	Habia, the Standards Setting Body for the hair and beauty sector
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.the-nhf.org">www.the-nhf.org</a>	National Hairdressers Federation
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional Beauty



## **Unit 2: Client Consultation for Hair Services**

**Unit code:** A/600/9065

**QCF Level 2:** 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 unit is about the particular skills involved in consulting clients and working safely. The knowledge gained in this unit includes consultation techniques, skin and hair structure, scalp and hair disorders, use of confidential information.

### **Unit introduction**

Client consultation is one of the most important skills that a hairdresser must learn. Knowing how to communicate with different clients who have different needs, wishes and expectations and gain the information needed to make accurate judgements, can make the difference to the success or otherwise of the hairdressing service to follow.

During the consultation, the hairdresser must question the client about the previous services, treatments carried out on the hair or products that the client regularly uses, conduct a hair analysis, check for contra-indications or other limiting factors and complete several hair tests to determine the condition of the hair and its suitability for the proposed service. The hairdresser will then advise the client and make recommendations for the most suitable approach, based on the information gathered.

Learners will gain knowledge of the different skills required to successfully conduct client consultations for different hairdressing services, and learn about the structure and characteristics of the skin and hair.

## 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 consult and advise clients	1.1 communicate in a manner that creates confidence, trust and maintains good will 1.2 establish client requirements for products and services using appropriate communication techniques 1.3 consult and complete client records 1.4 identify factors that may limit or prevent the choice of services or products 1.5 advise the client on any factors which may limit, prevent or affect their choice of service or product 1.6 provide the client with clear recommendations for referral when required 1.7 recommend and agree a service or product 1.8 follow safe and hygienic working practices 1.9 explain how to communicate effectively 1.10 outline communication techniques used during client consultation 1.11 state the importance of consulting client records 1.12 describe the tests carried out for different services 1.13 state the importance of following manufacturers' instructions, salon policy and legal requirements 1.14 state the importance of identifying factors that may limit, prevent or affect the service 1.15 state the importance of identifying and recording contra-indications

Learning outcomes	Assessment criteria
	<p>1.16 state who to refer to for different contra-indications</p> <p>1.17 state the importance of not naming referable contra-indications</p> <p>1.18 describe the information that should be on a record card</p> <p>1.19 describe how client records should be held and maintained</p> <p>1.20 state the importance of client confidentiality</p> <p>1.21 outline legislation that affects how information is used during client consultation</p>
2 Know the characteristics of the hair	<p>2.1 describe visual signs of suspected infections, infestations and disorders visible to the naked eye</p> <p>2.2 describe the basic structure of the skin and hair</p> <p>2.3 describe the characteristics of the hair structure with the different hair types</p> <p>2.4 describe the hair growth cycle</p> <p>2.5 state the average hair growth rate</p> <p>2.6 describe the general factors that contribute to healthy hair</p>

## Unit content

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### 1 Be able to consult and advise clients

*Consultation process:* communicate in a manner that creates confidence and trust (effective communication techniques, questioning techniques, use of visual aids); establish client requirements (expectations); follow safe and hygienic working practices (importance of following manufacturers' instructions, salon policy and legal requirements); hair and scalp analysis and testing eg porosity, elasticity; advising clients and recommending/agreeing services and products; estimating costs; consulting and completing client records (importance of doing so, information that is to be included, how records should be held and maintained, importance of client confidentiality); aftercare advice

*Service limitations:* hair type and condition; adverse hair and scalp conditions (cuts, abrasions, damaged hair, infections); hair growth patterns; test results; contraindications (importance of identifying and recording); physical characteristics eg protruding ears or nose, high/low hairline, hair density, head and body shape; lifestyle; personality; age; advising clients of limiting factors (importance of doing so)

*Referrals:* specialist referral to pharmacist/GP/registered trichologist; external redirection eg for extension services, wig services, remedial treatments; who to refer to for different contraindications; importance of not naming referable contraindications

*Legislation and organisational policies:* current and relevant legislation eg Data Protection Act (1998), The Sale of Goods Act (1979), Sale and Supply of Goods Act (1994), The Consumer Protection Act (1987), The Trades Descriptions Act (1968 & 1972); manufacturers' instructions; salon hygiene policy

### 2 Know the characteristics of the hair

*Hair and scalp condition:* visual signs of suspected infections and infestations; infections eg impetigo, conjunctivitis, tinea capitis, herpes simplex, folliculitis, sycosis, furunculosis, warts; infestations eg pediculosis capitis, scabies; non-infectious disorders eg acne, eczema and dermatitis, psoriasis, pityriasis capitis, seborrhoea, alopecia (alopecia areata, alopecia totalis, traction alopecia, cicatricial alopecia, androgenic alopecia, diffuse alopecia), fragilitas crinium, monilethrix, trichorrexis nodosa, sebaceous cyst, damaged cuticle

*Hair and skin structure:* skin (epidermis, dermis, subcutaneous layer, sweat glands, sebaceous glands, sensory nerves, vascular supply, arrector pili muscle); hair (hair follicle, papilla, hair bulb, inner and outer root sheaths, hair shaft, cuticle, cortex, medulla)

*Hair types and categories:* lanugo, vellus, terminal; Caucasian, Asian, Afro-Caribbean

*Hair textures and condition:* coarse, medium, fine; porous, normal, oily, resistant

*Hair growth cycle:* anagen stage; catagen stage; telogen stage; duration of each stage; average rate of growth of hair

*Factors contributing to healthy hair:* general health; diet; environmental conditions; endocrine disorders; hormones; genetics; physical and chemical damage

## 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' relates 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.

The learner will need to develop a mature and confident approach when conducting consultations, and time must be allocated for practising different communication skills. This should be developed through a learner-centred approach with tutor support.

Delivery of this topic should focus on the importance of the learner recognising verbal and non-verbal signals, the influence of body language and the importance of using open and closed questioning techniques during the consultation. Learners must also know how to deal with a range of client types, for example nervous, confused, angry, hearing-impaired or foreign speakers. Formal input and role-play exercises should be used to help learners gain these skills. There is considerable scope to use a wide range of different scenarios when conducting role-play exercises and learners are likely to find this a stimulating activity.

The purpose and procedures of the stated hair and skin tests should be fully understood by learners and time should be allocated to practise conducting these tests. Centres must adhere to the restrictions set by Habia, regarding activities and tests, which cannot be performed by those under 16 years of age. Please see *Annexe I* for further information. Learners should also be taught the type of information that should be recorded on the client record card, and the legal implications of the use and storage of client data.

Group discussions and research could be used to develop learners' awareness of the different contraindications and limiting factors that would prevent a service from proceeding. It is important that these factors are discussed fully and learners are aware that they may have to refuse to carry out a service and refer the client for medical treatment or, if the service required is not offered by the salon, refer it to another salon that would carry out the required service competently.

Learners should continue the development of their practical skills in the RLE, gaining confidence in their consultation skills until they are sufficiently competent to undertake assessment activities.

To support learners' understanding of the knowledge of the structures and characteristics of the skin and hair, the tutor should provide a range of learner-centred activities that maintain motivation. Group activities, quizzes, formal input and research activities can all be used to aid learning. Time should be allocated for the research and discussion of the legislation that affects any recommendations given to clients, the importance of safe and hygienic salon working practices, and the importance of following manufacturer's instructions when using products on the hair.



## 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.

This unit should be assessed through a mix of salon practice, evidenced through observation records and/or witness testimonies and case studies, covering the less commonly observed hair and scalp conditions. Learners must also demonstrate a detailed knowledge of the structure of the skin and hair, including the hair growth cycle and factors affecting healthy hair growth.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8 require learners to carry out three client consultations which must be observed and evidenced with a witness testimony. Each occasion should be a consultation preceding a different technical hairdressing service. Client records must be used and the outcomes recorded. Safe salon working practice must be demonstrated and noted on witness testimonies or tutor observation records. Learners may not be able to obtain clients having some of the stated hair disorders and other conditions. To ensure coverage of the range of hair conditions presented and the different services that require prior consultation, case study scenarios could be devised to cover the remaining aspects of the range.

Written reports or question and answer tasks should provide evidence of knowledge-based assessment criteria 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20 and 1.21. In order to achieve these assessment criteria, learners could write a report detailing the client consultations they performed.

For assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.6, the learner must demonstrate knowledge of the disorders and diseases of the hair and scalp. Also, knowledge of the basic structure of the skin and hair, the hair growth cycle and factors affecting the growth of healthy hair must be evidenced. This could be evidenced by a series of illustrated documents, reports or posters. Diagrams should be clearly labelled.

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, 1.8	Client Consultations	Provide client consultations for three clients, with different hair types/conditions and service requirements in the RLE, in line with safe and hygienic working practices.	Practical observation, with witness testimony.
1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21	Theory Behind Client Consultations	Produce an account of the client consultations provided, explaining underlining principles behind it.	Written report or written transcript of short answer questions, signed by the tutor.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Characteristics of the Hair	Prepare a handbook with text and images, detailing characteristics of the hair.	Handbook with text, pictures/annotated 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*.

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

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Gray J – *The World of Hair: A Scientific Companion* (Macmillan Press, 1997) ISBN 9780333719589

Hatton P – *Hygiene for Hairdressers and Beauty Therapists, 3rd Edition* (Addison Wesley Longman, 1998) ISBN 978058232260X

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

### **Journals**

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

*The Hairdresser* (Hairdressing Council)

### **Websites**

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

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

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

National Hairdressers Federation



## Unit 3: Promote Products and Services to Clients in a Salon

Unit code: T/600/8769

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 28

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### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about developing the skills and knowledge required to promote services and products in the salon.

This unit applies to hairdressing, beauty and barbering salons.

### Unit introduction

The hair and beauty sector is very competitive and effective promotion is an important part of maintaining a strong and viable business. Retail skills are essential in the hair and beauty sector. This unit will develop an understanding of the different approaches to promoting salon products and services, and provide opportunities to be involved in this aspect of work. Learners will develop skills in effective questioning, recognising buying signals, interpreting body language and appreciate the importance of using good communication skills. Above all, good product and services knowledge is essential to be able to confidently promote products in the salon.

This unit also appears in the *Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services* and the *Edexcel BTEC Level 2 Diploma in Beauty Therapy*.

## 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 promote products and services to the client	1.1 establish the client's requirements 1.2 introduce services and/or products to the client at the suitable time 1.3 give accurate and relevant information to the client 1.4 identify buying signals and interpret the client's intentions correctly 1.5 secure agreement with the client 1.6 close the sale 1.7 identify services and/or products to meet the requirements of the client 1.8 describe the benefits to the salon of promoting services and products to the client 1.9 describe the listening and questioning techniques used for promotion and selling 1.10 explain the terms 'features' and 'benefits' as applied to services or products 1.11 describe the principles of effective face to face communication 1.12 state the importance of effective personal presentation 1.13 state the importance of good product and service knowledge 1.14 describe how to interpret buying signals 1.15 outline the stages of the sale process 1.16 explain the legislation that affects the selling of services and products 1.17 describe methods of payment for services and products

## Unit content

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### 1 **Be able to promote products and services to the client**

*Stages of sale process:* establish client requirements and interpret the client's intentions; questioning techniques; identifying buying signals; identifying services/products to meet client requirements; introducing and describing products and services to clients at a suitable time; giving accurate and relevant advice and information; securing agreement with client; closing the sale (payment methods)

*Personal skills:* effective communication skills (listening and questioning techniques, principles of effective face-to-face communication); effective personal presentation (its importance); product and services knowledge (its importance, 'features', 'benefits'); interpreting buying signals

*Benefits to salon of promoting services and products:* boosts salon income through sales; creates a customer-focused experience; increases reputation of salon; builds client base; develops staff's product/service knowledge

*Legal considerations:* consumer protection; sale of goods and services; returns; trades descriptions; prices regulations; retail prices regulations

## 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.

In this unit, learners will gain an understanding of the principles and processes involved in promoting products and services to clients in a salon. This should be developed through a learner-centred approach with tutor support. Research activities and group discussions can be used to help learners understand selling techniques and the legal considerations that must be observed, which could take place in a classroom environment.

Role play is an important feature when delivering this unit as the learner will need practice to develop their face-to-face communication skills, questioning techniques and ability to recognise body language until they are sufficiently confident to engage with clients.

Learners should then have access to a salon environment in order to develop these skills further. Knowledge of the legal regulations affecting the sale of goods, pricing regulations and consumer law should be demonstrated when practising the skills of advising clients about suitable products and services.

### 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 promoted products and services to clients in a salon and maintained a professional attitude. Reports or question and answer tasks could provide written evidence of knowledge-based assessment criteria.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 require the learners to promote products and services, which must be assessed through practical observation and evidenced with a signed witness testimony. This can be achieved through promotional activities agreed with the tutor and the salon or in a realistic learning environment (RLE). Evidence must show that the learner has successfully listened to the client, interpreted their requirements correctly, given suitable advice and recommendations, gained their agreement and secured the sale.

Assessment criteria 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17 require the learner to demonstrate their knowledge of the key factors involved in the skills and techniques of promoting products and services to clients, and the legal implications of consumer legislation. Tasks, including short answer questions or reports, could be used to generate evidence for these criteria.

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	Promotional Skills in the Salon	Over a designated period of time, collect evidence of successfully promoting a range of products and services to clients in a salon.	Practical observation, with a signed witness testimony.
1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17	The Principles and Practice of Successful Promotions	Produce a report describing and comparing the principles, practice and key factors involved in the skills and techniques of promoting products and services to clients, including reference to the legal implications of consumer legislation.	Written report or questions and answers recorded in 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

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

### **Journals**

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

### **Websites**

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

The Freelance Hair and Beauty Federation

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

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

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

Hairdressing Journal Interactive

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

Professional Beauty

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

National Hairdressers Federation

## **Unit 4: Working in the Hair Industry**

**Unit code:** M/600/8611

**QCF Level 2:** BTEC Specialist

**Credit value:** 4

**Guided learning hours:** 35

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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 provide the learner with an understanding of the requirements for working in the hair industry.

### **Unit introduction**

The hair and beauty sector contributes over £5 billion each year to the UK economy. The British hairdressing industry aims to promote a very glamorous image. Prestigious events such as the British Hairdressing Awards reinforce this by emphasising the close link that hairdressing has with the fashion industry.

This unit introduces learners to the hairdressing industry. This unit will develop learners' knowledge of the key characteristics of the hair industry and of working practices in the hair industry. It provides learners with the opportunity to investigate what it means to work in one of the hairdressing industries as a hairdresser, barber or specialising in an African-type hairdressing salon. Learners are encouraged to look at the diversity of the industry and the close links it has with other industries in order to gain a deeper understanding.

## 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 describe the key characteristics of the hair industry	1.1 access sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry 1.2 outline the types of organisations within the hair industry 1.3 outline the main services offered by the hair industry 1.4 describe occupational roles within the hair industry 1.5 state the employment characteristics of working in the hair industry 1.6 state career patterns within the hair industry 1.7 outline the education and training opportunities within the hair industry 1.8 outline opportunities to transfer to other sectors or industries
2 Be able to describe working practices in the hair industry	2.1 outline good working practices in the salon 2.2 state the importance of personal presentation in reflecting the professional image of the hair industry 2.3 outline opportunities for developing and promoting own professional image within the hair industry 2.4 state the basic employee employment rights and responsibilities 2.5 outline the main legislation that affects working in the hair industry

## Unit content

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

*Sources of information:* professional and trade bodies eg Habia; primary eg professionals in the industry; secondary eg internet, books, professional journals/magazines

*Hairdressing organisations:* salons (franchised or independent chains, barber shops, hairdressing operations in hotels/cruise liners); manufacturers (product eg Kérastase, Schwarzkopf, equipment eg GHD, Remington); wholesalers eg Sallys, Aston & Fincher; employer organisations eg National Hairdressers' Federation, Hairdressers Guild

*Range of services:* shampooing; cutting; colouring; styling eg perming, relaxing hair; massage services (Indian head, scalp); barber services (facial hair grooming)

*Occupational roles:* manager; barber; stylist; junior stylist; receptionist; apprentice; related roles eg colour technician, trichologist; links to other occupations and opportunities to transfer to other sectors/industries eg fashion, retail, health, customer service, sales, media

*Employment characteristics:* full-time; part-time; freelance; seasonal; patterns of work; status (employee, self-employed freelance hairdresser, mobile hairdresser); career patterns

*Education and training opportunities:* full and part-time hairdressing courses from Further Education Colleges and consortia; apprenticeships from private training providers and employers; national hairdressing qualifications eg N/SVQ, VRQ, 14-19 Diploma, Foundation degrees; certificates offered by private sector providers eg Toni & Guy

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

*Working practices:* health and safety; customer service; practical and transferable skills eg teamwork

*Personal presentation in the hair industry:* importance of personal presentation (as a representative of hairdressing industry, promoting a good image)

*Opportunities for promoting a professional image in the hair industry:* welcoming clients contacting and entering the salon; greeting clients and saying goodbye; promoting/selling products and services

*Employment rights:* current legislation relating to employee rights eg health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act)

*Employee responsibilities:* health and safety; working conditions; contractual; equality of opportunity; confidentiality of company or organisational information

*Legislation related to the hair industry:* Health & Safety at Work Act 1974 (as current and relating to the hair and beauty sector); recognised industry procedures; the Consumer Protection from Unfair Trading Regulations March 2008 (as current and relating to the hair and beauty sector)

## Essential guidance for tutors

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### Delivery

The main role for tutors in this unit is to facilitate learners and provide opportunities to research aspects of the hairdressing industry, as well as support learners in gathering accurate information and assessing their work.

Research into the hairdressing industry could include the latest data provided by Habia, the standards setting body for the hairdressing and beauty sector. Tutors should advise learners to check Habia's website for this information. This will help learners gain an overall view of the hairdressing industry in the UK.

It would be beneficial for learners if tutors planned field trips for them to see the diversity of salon operations in their local area. Tutors could invite guest speakers, particularly salon owners or managers, to speak with learners about the employability skills and the qualities they expect from the people they employ. Connexions advisors can paint a bigger picture of hairdressing careers, as well as local and national training opportunities and employment options. It is also worth inviting guest speakers from business concerns to discuss legislation issues so that learners may appreciate that all business operations have to comply with UK law.

A degree of research is required in this unit and tutors may feel the need to provide guidance on study skills and e-safety to prepare learners. The basic expectation made of learners who are preparing reports from data drawn from the internet is to be selective in the data they use, and to interpret and present data in a suitable format. Learners should be expected to generate a bibliography for all the resources used.

Learners' research could be used as a focus for class discussion on the unit content, as well as for providing the data needed for individuals to generate reports. Tutors could divide research tasks between learners and then pool the results. Whilst the research can be a collective enterprise, learners should produce evidence of individual contribution.

### 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.

For assessment criteria 1.1, learners should demonstrate an ability to conduct effective research by accessing sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry. This could be evidenced through the learners' subsequent reports, plus bibliography. Alternatively, it could be evidenced by direct observation of the sources of information being accessed. A record/witness testimony signed by the assessor would be required in this case, which should be retained for external verification purposes.

Assessment criteria 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4 and 2.5 are all knowledge-based, for which simple written assignments or written transcripts of oral questions and answers are expected in order to provide evidence.

Tutors can create a holistic research assignment for learners, involving researching and writing a report about working in the hairdressing industry, to cover all the assessment criteria. Alternatively, learners could create a PowerPoint presentation as evidence. The example in the programme of suggested assignments indicates how to covers all the assessment criteria in a single assignment brief, however it is possible to sub-divide this into any number of smaller assignments.

### 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, 2.1, 2.2, 2.3, 2.4 and 2.5	The British Hairdressing Industry	Investigate and produce a report on the hairdressing industry in the UK.	Written report, including bibliography.

### 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

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

#### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

**Websites**

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

The Freelance Hair and Beauty  
Federation

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

Habia, Standards Setting Body for the  
hair and beauty sector

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

Hairdressing Journal Interactive

[www.nhf.biz](http://www.nhf.biz)

National Hairdressers' Federation



## **Unit 5: Create an Image Based on a Theme within the Hair and Beauty Sector**

**Unit code:** J/600/8632

**QCF Level 2:** BTEC Specialist

**Credit value:** 7

**Guided learning hours:** 60

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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 the development of a theme based image. Learners will develop skills to prepare and implement a mood board, so demonstrating their imaginative and creative skills.

### **Unit introduction**

Creativity is a key element in the work of a hairdresser and beautician/beauty therapist, and most learners will aspire to careers that require the ability to use hair and make-up as an art form. This unit will provide learners with the opportunity to explore and develop their creativity and design, determine ways to advertise a promotional event and present a theme-based image that incorporates a range of hair and beauty techniques.

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 learners the freedom to explore their own ideas and develop the final image which could be presented in a Realistic Learning Environment (RLE), in a competition, or as part of a group showcase of work to an invited audience.

This unit also appears in the *Edexcel BTEC Level 2 Diploma in Beauty Therapy*.

## 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 create a mood board based on a theme 1.2 outline how to identify media images to create a theme 1.3 outline the purpose of a mood board 1.4 outline how to present a mood board to others 1.5 describe the concepts of advertising to a target audience 1.6 describe the salon's requirements for client preparation, preparing themselves and the work area
2 Be able to create an image	2.1 communicate and behave in a professional manner 2.2 use technical skills to create a theme based image 2.3 follow safe and hygienic working practices 2.4 describe the technical skills required for creating a theme based image 2.5 evaluate the effectiveness of the theme based image 2.6 describe methods of evaluating the effectiveness of the creation of a theme based image 2.7 outline safe and hygienic working practices 2.8 state how to communicate in a salon environment

## Unit content

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### 1 Be able to plan an image

*Research techniques to create a mood board:* explore different themes, events and images; identify media images to create a theme; sources of information (colleagues, magazines, video/DVDs, films, internet); design considerations eg shape, balance, model's features; use of media to enhance the image eg hair additions/ornaments, clothes; resource limitations eg budget, accessories, hair and/or beauty tools, equipment, products

*Purpose of a mood board:* demonstrates thought process; progression; resulting in own concept to generate theme-based image for the target audience; creativity; linked themes; choice of specialised hair and make-up techniques eg plaiting, twisting, weaving, rolls and knots, theme-based make-up, artificial nails, use of accessories and ornaments

*Presentation:* presentation to others; advertising methods (local news media, promotional leaflets, personal invitation); concepts of advertising to target audience

*Preparation procedures:* preparation of client eg protective clothing and materials; preparation of work area (hygienic tools and equipment); preparation of themselves; safety considerations; salon requirements

### 2 Be able to create an image

*Communication and behavioural expectations:* speaking; listening; body language; reading; recording; following instructions; using a range of related terminology; working cooperatively with others; following salon requirements

*Develop the image:* continued practice of technical skills eg hair styling, make up, nail art; effects of selected skills; dress rehearsal; modifications as required; use or reduce additional media; analyse suitability; perfect finished effect

*Safe and hygienic work practices:* safety considerations to take into account eg use of Personal Protective Equipment (PPE), methods of sterilisation, clean and tidy workstation, safe use of equipment; safe use of additional media and accessories; disposal of contaminated waste; current and relevant legislation eg Health and Safety at Work Act; provision of aftercare advice (methods of removal, product recommendations, further treatment needs, maintenance advice)

*Evaluating effectiveness:* methods (verbal feedback, written feedback, photographic evidence, self-evaluation)

## 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.

The tutor should aim to develop the learner's creative expression. The use of DVDs and videos which demonstrate 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 learners 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. Guidance should be given to ensure each learner plans for and produces an image related to the selected theme that is achievable within the limitations of their skills, resources and time. However, learners should be encouraged 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. Consideration should be given to the method of presenting the mood board to others and the learner should be actively involved in the decision-making process for this. Once the outline plan has been agreed, the learner should practise and perfect the technical skills required to achieve the desired effects. Client comfort must be considered at all times and aftercare advice should be given to the client to ensure there are no adverse effects following the event. The tutor should support the learner through demonstration and coaching. Learners should be encouraged to evaluate their design, and discussion should take place regarding the methods of evaluation, the learner's purpose and benefits derived.

The tutor could conduct group discussions regarding presentation methods. 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. The importance of good communication and professional behaviour when working on the theme should be discussed.

Methods of advertising the event should be discussed and agreed with the learner and their peers. It is likely that group members will share the duties generated by the preparation of the materials and the carrying out of the advertising tasks.

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 learners have researched, planned, developed and presented their chosen image. Practical observations must be evidenced by witness testimonies signed by the assessor, and these need to be retained for external verification purposes. Simple reports or question and answer tasks could provide written evidence of knowledge-based assessment criteria.

For assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.6, learners must present a mood board that contains evidence of how information for creating the theme-based image was gathered and used. The mood board should contain initial ideas, supported by sketches or pictures and other information gathered from the research, including suggestions for the hair and beauty skills and techniques to be used in creating the image. Learners must provide evidence that they understand the purpose of a mood board and state how it could be presented. Reference to the different safety considerations and salon requirements for preparing themselves, the client and the work area must be evidenced. This could be through the completion of a short answer test.

For 1.5, learners must provide evidence of their knowledge of the concepts of advertising.

For 2.1, 2.2, 2.3, learners 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. Suitable photographic or video evidence together with tutor observation records will be required. Observation records must include comments on the communication skills and behaviour of the learner while working on and presenting the design image.

For 2.5, the learner must evaluate the effectiveness of the design and execution of the theme-based image. A report of a group discussion held at the conclusion of the event would be suitable evidence. Alternatively, tutor observation records could be used.

For 2.4, 2.6, 2.7 and 2.8, learners should write a summary of the practical activities carried out, including a description of the technical skills used to achieve the desired result and how safe and hygienic practice was maintained. Evidence should include information about the different evaluation methods that could have been used and how to communicate in a salon environment.

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	Researching and Planning the Creation of a Theme-based Hair and Beauty Image	Research and plan an image that reflects the selected theme.  Present information, researched images and final choice of image on a mood board or similar, with a plan for completion of the image. This will detail the technical skills and the salon preparation procedures that must be taken into account.	Practical observation, with a signed witness testimony.  Mood board and written plan, with pictures and diagrams/sketches.
2.1, 2.2, 2.3	Creating a Hair and Beauty Theme-based Image	Use relevant hairstyling and make-up techniques, together with accessories to create the image, which will be presented at a specific event.	Practical observation, with a signed witness testimony.  Video/photographs.
2.4, 2.5, 2.6, 2.7, 2.8	Summary Report of the Creation and Presentation of a Theme-based Hair and Beauty Image	Produce a report, including an evaluation of the effectiveness of the image. Describe the techniques used in creating the image, the health and safety considerations and how to communicate in a salon environment.	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 products, tools and equipment suitable for creating a hair and beauty image.

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

## Indicative resource materials

### Textbooks

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

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026578

Jefford J, Marsh S and Swain A – *Nail Artistry* (Cengage Learning, 2003)  
ISBN 9781861529442

Mistlin I – *The Total Look: The Total Look for Hair and Make-up Professionals* (Thomson Learning, 2000) ISBN 9780333699485

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

Wadeson J, Sorbie K and Sorbie T – *Visions in Hair* (Cengage Learning, 1998)  
ISBN 9780333747148

### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

### Websites

<a href="http://www.habia.org">www.habia.org</a>	Habia, the Standards Setting Body for the hair and beauty sector
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional Beauty
<a href="http://www.the-nhf.org">www.the-nhf.org</a>	National Hairdressers Federation





## Unit 6: Shampoo and Condition the Hair and Scalp

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

**QCF Level 2:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 29

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### 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 1 Certificate 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)

Cengage Learning

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

Habia, Standards Setting Body for the hair and beauty sector

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

Hairdressers Journal International

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

National Hairdressers Federation



## **Unit 7: Provide Scalp Massage Services**

**Unit code:** L/600/8535

**QCF Level 2:** BTEC Specialist

**Credit value:** 4

**Guided learning hours:** 33

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### **Unit aim**

This is a preparation for work unit, which is based on capability and knowledge. This unit is about providing hairdressing-related scalp massage services to clients. Learners will develop the ability to perform a variety of manual and mechanical massage techniques using a range of different massage media and equipment. This unit also develops learners' ability to provide aftercare advice to clients.

This unit applies to both hairdressing and barbering salons.

### **Unit introduction**

This unit will enable learners to develop an understanding of the different techniques that can be used to maintain or improve hair and scalp conditions. Learners will gain knowledge of the products available to support massage services and when to use hand or mechanical methods, or simply heat application.

Effective consultation is an important aspect of the scalp massage service and learners will appreciate how good communication skills are essential to this process. Learners will demonstrate effective communication skills and carry out scalp massage to improve a range of identified hair and scalp conditions.

Learners will develop the ability to be able to perform scalp massage services. They will also study the associated underpinning theory, including the anatomy of the head, scalp and neck.

## 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 provide scalp massage services	1.1 prepare themselves, the client and work area for scalp massage services 1.2 use suitable consultation techniques to identify service objectives 1.3 describe the salon's requirements for client preparation, preparing themselves and the work area 1.4 describe the different consultation techniques used to identify the service objectives 1.5 explain and agree the procedure, potential benefits and effects of the service to the client 1.6 explain the importance of identifying any contra-indications to scalp massage services and how to recognise them 1.7 describe how different factors can affect the performance of scalp massage services 1.8 describe the different types of massage media and equipment used for scalp massage services 1.9 explain the importance of following manufacturers' instructions
2 Be able to carry out scalp massage services	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 adapt massage techniques to take account of influencing factors 2.4 follow safe and hygienic working practices 2.5 provide suitable aftercare advice

Learning outcomes	Assessment criteria
	<p>2.6 describe when and how to use massage media and equipment to treat different scalp conditions</p> <p>2.7 describe how and when to use and adapt the different massage techniques</p> <p>2.8 describe the benefits of scalp massage</p> <p>2.9 outline the basic structure of the skin</p> <p>2.10 state the name and position of the bones and muscles of the head and neck</p> <p>2.11 outline safe and hygienic working practices</p> <p>2.12 describe the aftercare advice that should be provided</p> <p>2.13 state how to communicate and behave within a salon environment</p>

## Unit content

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### 1 Be able to prepare to provide scalp massage services

*Preparation:* themselves (self-preparation, personal hygiene); work area eg tools and equipment close to hand; client (gown, towel, cape); salon's requirements

*Consultation techniques:* greeting client; open/closed questions; visual examination; hair analysis eg hair and scalp condition, texture; hair tests (where appropriate); contraindications (importance of identification, how to recognise them); visual aids; confirming client understanding; identify service requirements; explain, advise and agree service objectives and products (benefits and potential effects); client records (consulting, completing)

*Influencing factors:* hair and scalp condition; contraindications eg infections and infestations; treatable conditions (dry hair and scalp, dandruff, seborrhoea, damaged hair); non-treatable conditions (pediculosis, ringworm, cuts and abrasions); medical conditions; referrals; treatment duration

*Massage media and equipment:* media (oil, cream, lotion); equipment (gyratory massager, high frequency, steamer, accelerator, hot towels); importance of manufacturers' instructions

### 2 Be able to carry out scalp massage services

*Communication and behavioural skills:* positive; professional; confident; verbal and non-verbal; body language; listening skills; speaking clearly; negotiating skills; feedback/confirming; maintaining confidentiality

*Scalp massage procedures:* dry or pre-shampooed hair; selection of massage media; application; massage techniques eg effleurage, petrissage, friction, tapotement, vibrations, mechanical massage; heat equipment; product removal; monitoring client comfort; adaptation of massage techniques; follow safe and hygienic working practices; provide suitable aftercare advice (homecare, retail opportunities, future action); when and how to use and adapt different massage techniques

*Benefits and effects of scalp massage:* scalp stimulation; increased blood circulation; improved hydration of hair and scalp; reduced flow of sebum, scalp scaling; temporary restructuring of damaged hair; improved hair condition eg shine, lustre, flexibility; sensation of relaxation and wellbeing

*Anatomy of the head and neck:* skin structure eg epidermis, dermis, subcutaneous layer, appendages of the skin; bones of the head eg frontal, temporal, parietal, occipital, sphenoid, ethmoid, cervical vertebrae; muscles of the head and neck eg frontal, occipital, temporal, sterno-cleido-mastoid, trapezius, deltoid, platysma

## 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. Mannequins are not suitable for use in this unit. 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 about providing scalp massage services. Often this may be to improve adverse hair and scalp conditions which are discerned through visual means, hair testing and consultation with the client. The unit develops manual and mechanical massage skills, including the use of a range of massage media to support the treatment. It is essential that learners understand the importance of following good health and safety practices in the salon and recognise the conditions that may and may not be treated.

This unit should be delivered using a learner-centred approach with tutor support. Research activities and group discussions on the range of treatable and non-treatable conditions could be conducted in a classroom environment.

Demonstrations and simulations of clients presenting with treatable hair and/or scalp conditions should be conducted in the RLE. Learners should be shown the procedures for completing a variety of massage treatments, using the massage techniques, media and equipment in the range.

Role play can be used to good effect when learners are is gaining confidence in consultation skills. Time must be allocated to practise the different communication skills used during a consultation, until learners are able to conduct a successful and professional consultation.

Learners should develop their practical skills in the RLE. The different massage techniques should be demonstrated by the tutor and repeatedly practised by learners until they are sufficiently competent to undertake assessment activities. Learners could be asked to identify any noticeable improvements to the client's hair and/or scalp following treatments conducted over a period of time, as a case study. This will enable them to evaluate the results.

To support learners' understanding of the related underpinning knowledge, the tutor should provide a range of learner-centred activities that maintain motivation. Group activities, quizzes, formal input, research activities can all be used to aid learning.

## 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 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 carried out consultation and scalp massage services on a minimum of two clients with different hair and scalp conditions.

Massage media and equipment relevant to the hair/scalp conditions to be treated should be used and the learner should be able to explain the reasons for their choices. Safe salon working practice must be demonstrated and noted on witness testimonies and tutor observation records.

Written reports or question and answer tasks could provide evidence of knowledge-based assessment criteria.

Assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4 and 2.5 require learners to prepare for and provide scalp massage services. This must be assessed through practical observation, evidenced by a witness testimony.

For 1.1, learners must demonstrate correct preparation of the client, themselves and the work area. This should include gowning up the client, ensuring their comfort and using tools that have been correctly sanitised before use. The learner should wear salon uniform and wash their hands before starting the service. Their hair must be neatly styled and good personal hygiene must be observed. The work area should be prepared with a trolley containing tools and materials to be used.

For 1.2 and 2.1, learners must conduct a thorough consultation with the client, using good communication skills and providing appropriate suggestions for treatment services. Any contraindications to treatment should be identified and the client should be given advice on the action to take. The learner must gain the client's agreement to the proposed treatment before starting the service.

For 2.2, 2.3, 2.4 and 2.5, the learner must demonstrate the ability to perform scalp massage services, using massage media and equipment from the range identified in the unit content, in order to meet the needs of the client's hair/scalp condition. Hygienic working methods must be observed and the comfort of the client maintained throughout the process. The client must also be given aftercare advice about maintaining and improving the hair/scalp condition. The assessor may use oral questions to cover any situations from the range that have not occurred naturally. This evidence should be recorded and retained for external verification purposes.

For 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.6, 2.7, 2.8, 2.11, 2.12 and 2.13, the learner must demonstrate knowledge of the theoretical principles associated with client consultation and methods of treatment for scalp massage. Tasks must be set that allow the learner to explain the different communication skills required to ensure that the correct information is obtained from the client that enables the learner to recommend an appropriate course of action. The different massage methods, their uses and benefits must also be explained. Similarly, the learner must explain when and how different massage media and equipment may be used.



For 2.9 and 2.10, learners must demonstrate a knowledge of the basic structure of the head, neck and shoulders. Assessment could be covered by task sheets, production of posters or written reports.

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
1.4, 1.6, 1.7, 2.13	The Importance of Conducting Detailed Consultation Procedures when Preparing for a Scalp Massage Service	The client is in need of a hairdressing service that will improve their hair condition.  Describe the features and importance of conducting a thorough consultation and the different factors that must be explored.	Short answer questions, with a signed written transcript.
1.3, 1.5, 1.8, 1.9, 2.6, 2.7, 2.8, 2.11, 2.12	The Massage Process — a Description of the Techniques, Features and Benefits of Scalp Massage	Describe the purpose of scalp massage, the treatment procedures and aftercare advice, the techniques and products that are used and the benefits to be gained from scalp massage services.	Written summary report.
2.9, 2.10	Anatomy of the Head, Neck and Shoulders	Describe the different structure of the head, neck and shoulders, using clear, labelled diagrams.	Poster, with annotated diagrams and text.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5	Scalp Massage – Consultation and Treatment	Carry out a full consultation and scalp massage service on a minimum of two clients in an RLE, in line with health and safety practices.	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 require access to products, tools and equipment suitable for providing scalp massage services.

### Indicative resource materials

#### Textbooks

Gray J – *The World of Hair: A Scientific Companion* (Macmillan Press, 1997)  
ISBN 9780333719589

#### Journals

*Hairdressers Journal International* (Reed Business Information)  
*The Hairdresser* (Hairdressing Council)

#### Websites

<a href="http://www.habia.org">www.habia.org</a>	Habia, the Sector Skills Council for the hair and beauty sector
<a href="http://www.hji.co.uk">www.hji.co.uk</a>	Hairdressing Journal Interactive
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional Beauty
<a href="http://www.the-nhf.org">www.the-nhf.org</a>	National Hairdressers Federation

## Unit 8: The Art of Dressing Hair

Unit code: Y/502/3979

QCF Level 2: BTEC Specialist

Credit value: 5

Guided learning hours: 30

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### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. This unit should enable learners to prepare and carry out a dressing hair service.

### Unit introduction

This unit aims to provide learners with the skills to dress hair in a variety of ways. This will give learners a sound skill foundation, an understanding of various hair types and achievable looks, and will allow them to progress within hairdressing.

In fashion terms, we live in an ever changing society and this unit helps learners to develop skills that are core to the hairdressing industry. Dressing hair is something that is fun to do and creative, and develops dexterity that could be useful within a wide variety of industries.

In this unit learners will have the chance to investigate different styling techniques and how fashion influences hair-up techniques together with the different types of tools and equipment needed to carry out these services.

This unit has been imported from the *Edexcel Level 1 BTEC 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 dressing hair	1.1 prepare the client and work area for dressing service 1.2 state the procedure for client preparation 1.3 consult with clients to confirm their requirements 1.4 describe the effects of different styling techniques 1.5 evaluate the potential of the hair to achieve the desired look by identifying the influencing factors 1.6 describe the factors that need to be considered when styling and dressing hair 1.7 describe the physical effects of styling on the hair structure 1.8 describe the effects of humidity on the hair structure and resulting style 1.9 explain how the incorrect use of heat can affect the hair and scalp
2 Be able to provide a dressing hair service	2.1 select and use styling products, tools and equipment to achieve the desired look 2.2 describe the correct use and routine maintenance of tools, equipment and accessories 2.3 describe the use for the range of styling products 2.4 position self and client appropriately throughout the service 2.5 use working methods that meet salon and legal requirements 2.6 use styling techniques and dressing effects that take into account the identified factors

Learning outcomes	Assessment criteria
	<p>2.7 control and secure hair effectively during dressing</p> <p>2.8 describe how to secure and control the long hair looks</p> <p>2.9 state the purpose of back combing and back brushing when dressing hair</p> <p>2.10 dress hair to the satisfaction of the client</p> <p>2.11 apply finishing products to maintain the style</p> <p>2.12 evaluate the result of the treatment with the client</p> <p>2.13 describe the uses for the range of finishing products</p> <p>2.14 provide suitable aftercare advice</p> <p>2.15 describe the aftercare advice that should be provided</p> <p>2.16 follow safe and hygienic working practices</p> <p>2.17 outline safe and hygienic working practices when styling and dressing hair</p> <p>2.18 communicate and behave in a professional manner</p> <p>2.19 state how to communicate in a salon environment</p> <p>2.20 state the behavioural expectations within a salon environment</p>

## Unit content

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### 1 Be able to prepare for dressing hair

*Client consultation and preparation:* identifying client's needs; inspecting suitability of hair (growth patterns, density, hair type eg curly or straight); using protective clothing and material

*Preparation of work area:* setting up work area with all the tools and equipment required to carry out the service eg pins, grips, tongs, straighteners, heated rollers

*Different styling techniques:* different techniques, eg tonging, straightening, curling with straighteners, blow-drying, smoothing, pin curling, finger drying, hair up, rolls, knots, twists, plaits, woven effects; effects of different styling techniques

*Effect of styling on hair structure:* bonds that are affected when styling the hair eg hydrogen, salt; elasticity; porosity, alpha and beta keratin

*Factors which influence potential of hair to achieve desired look:* hair growth patterns; hair elasticity; head, face and body shape; lifestyle; hair texture; hair length; hair density; occasion

*Effects of humidity:* hair absorbs moisture; affects hair structure and hence style

*Effect of incorrect use of heat:* danger of scalp burns; scorched hair; damage to hair structure causing hair to break; dry and dull hair

### 2 Be able to provide a dressing hair service

*Styling products, tools and equipment:* styling products eg mousse, gel, wax; tools eg grips, pins; equipment eg hood dryer, tongs, styling wands, straighteners, heated rollers; selecting appropriate products, tools and equipment for desired look; use for range of styling and finishing products

*Correct use and routine maintenance of tools, equipment and accessories:* use eg to hold hair in place, to dry, straighten, curl hair, to finish hair; dealing with faulty equipment eg label, remove from use, report to manager; how and why to sterilise tools; what to do with broken accessories eg grips, pins

*Position self and client:* position of client (comfortable, not crossed legs); position of self (not stretching to avoid injury)

*Working methods that meet salon and legal requirements:* salon's requirements for client preparation; expected level of service; checking manufacturer's instructions for correct use of products, tools and equipment; clean area to minimise risk of cross infection/infestation; personal health and hygiene; health and safety legislation eg Control of Substances Hazardous to Health (COSHH) Regulations 1988, Personal Protective Equipment (PPE), Manual Handling, Health and Safety at Work Act 1974; ensuring equipment is safe; minimising wastage of products

*Use styling techniques and dressing effects that take into account the identified factors:* looking at areas such as nape whorls when hair placed off neck; density of hair when curling, pleating, plaiting; making sure style is achievable

*Control and secure hair effectively during dressing:* using the correct tools for securing the hair eg grips, pins, combs; correct brushes for controlling the hair

*Secure and control the long hair looks:* technique to be used to achieve style on long hair eg setting, blow drying, finger drying, curling, straightening, plaits, twists; maintaining correct tension

*Backcombing and back brushing when dressing hair:* purpose (to provide a foundation for grips and pins, provide fullness and body to style, give height to chosen look)

*Dress hair to the satisfaction of the client:* mixing different techniques together to create a style eg setting (brick wind and directional), blow-drying (round brush), finger-drying, curling (with tongs or straighteners), straightening, pin curling, finger waving, scalp plait, vertical roll, twists; checking client is happy with style

*Apply finishing products to maintain the style:* applying correct finishing products for the maintenance of style eg hairspray, gel spray

*Evaluate results of treatment:* has styling achieved desired result eg intended shape, direction, balance and volume; style complements client's features; client happy with result

*Provide and describe the aftercare advice that should be provided:* the importance of providing aftercare advice eg maintenance of style, types of products client could use to maintain style, how to remove pins, ornamentation or added hair; retail opportunities

*Safe and hygienic working practices:* sterilising all tools; methods of sterilisation; personal hygiene; checking of electrical equipment; checking of tools eg no broken combs; correct use of products; correct disposal of products; client protection

*State how to communicate and behave in a professional manner:* listening; speaking; reading; following instructions; use of body language; using range of terminology related to dressing hair

## 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 for dressing hair. 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, the use of computer-based activities, suitable stationary equipment such as mood boards, coloured pens, flipchart paper etc. If possible, a trip to the Victoria and Albert Museum could be arranged for learners to chart the history of dressing hair.

Tutors could lead discussions on the importance of carrying out a client consultation, and how the need to check the type and condition of the hair can affect the style outcome. Tutors should also lead delivery on the purpose and use of tools and products, the importance of health and safety in the salon, and the importance of communication skills and professional behaviour in order to underpin learner knowledge and understanding.

Learners can carry out a number of exercises working in pairs, practising carrying out consultations and completing consultation sheets with details such as hair type, growth patterns and how this would influence the chosen style. Learners can also practise preparing clients for a hairdressing service.

Learners could carry out independent research in areas such as infectious diseases and infestations, products, tools, equipment and styling techniques to reinforce their knowledge. It may be beneficial to set quizzes and/or tests on the more theoretical knowledge such as the correct use and maintenance of equipment, safety precautions and legal requirements.

When demonstrating their hairstyling skills, learners should, if possible, work on live clients. Where this isn't possible, they can work on mannequins. Learners will need to be observed carrying out proper consultation and preparation procedures, completing consultation and aftercare sheets and carrying out hygienic working practices. Learners must also communicate and behave in a professional manner, and role-play exercises in questioning techniques and behaviour types may be helpful.



## 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. 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/tests, would be sufficient and support evidence to allow full coverage of all the learning outcomes.

Assessment criteria 1.1, 1.3, 2.1, 2.4, 2.5, 2.6,, 2.7, 2.10, 2.11, 2.12, 2.14, 2.16 and 2.18 require learners to prepare for and provide dressing hair services. This must be practically demonstrated and evidenced by a witness testimony. The dressing hair services must include demonstration of a range of techniques, for example setting (brick or directional), blow drying (round or flat brush) tonging, straightening, twists, vertical roll, scalp plait, finger waves and pin curls. Techniques can be mixed within one style but only if this is justified. Supplementary evidence may be in the form of photographs of the finished styles, and learners may wish to create their own mini portfolio.

Assessment criteria 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.3, 2.8, 2.9, 2.13, 2.15, 2.17, 2.19 and 2.20 are assessing learners' knowledge and understanding of the underpinning theory associated with preparing for and providing dressing hair services. This can be assessed through a variety of means, for example short answer questions, or a written report of the preparations and services provided. Alternative ways of assessing some of the assessment criteria are listed below.

For 1.2, learners must be able to state the procedure for preparing the client for the styling technique to be carried out (gown and towel). This could be evidenced through questioning, or through the completion of a checklist or proforma.

For 1.5, learners must be able to evaluate the potential of the hair to achieve the desired look by identifying the influencing factors. Five styles must be covered with growth patterns, face shape, lifestyle and hair type taken into consideration. This could be assessed by producing a chart/list/mind map using a computer (Excel) so that learners develop IT skills. This would then be printed out and form the evidence.

For 2.1, learners must be able to select and use styling products, tools and equipment correctly to achieve the desired style. This can be evidenced by observation and a completed checklist.

For 2.3, learners must be able to describe the use of the range of styling products. This could be evidenced by learners producing a leaflet stating the products, their uses and benefits. A range of three styling and three finishing products are to be covered. This could be produced using a computer to update learners' IT skills.

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, 1.3, 2.1, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 2.12, 2.14, 2.16 and 2.18	Preparation for and Provision of Dressing Hair Services	Prepare for and provide hair dressing services, covering a range of techniques on clients in the salon/RLE.	Practical observation, with signed witness testimony. Photographs.
1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.3, 2.8, 2.9, 2.13, 2.15, 2.17, 2.19 and 2.20	Summary of Dressing Hair Services	Write a report summarising the dressing hair services provided.	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 must also have access to products, tools and equipment suitable for dressing hair.

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

Biton D – *Great Hair – Elegant Styles for Every Occasion* (Sterling, 2008)  
ISBN 978-1402747366

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

Sorbie T and Wadeson J – *The Bridal Hair Book* (Thomson Learning, 2005)  
ISBN 9781861528933

Worthington C – *The Complete Book of Hairstyling* (Carlton Books, 2003)  
ISBN 9781552975763.

**Journals**

*Habia News* (Seed Publishing Limited)

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

**Websites**

WWW.HABIA.ORG

HABIA, THE STANDARDS SETTING BODY FOR  
THE HAIR AND BEAUTY SECTOR

WWW.MYHAIRDRESSERS.COM

MY HAIRDRESSER

WWW.NLN.AC.UK

NATIONAL LEARNING NETWORK MATERIALS,  
INCLUDES SUPPORT MATERIALS FOR HAIR AND  
BEAUTY

WWW.VIRTUALHAIRCARE.COM

VIRTUAL HAIR CARE



## **Unit 9:                   The Art of Colouring Hair**

**Unit code:**                   **T/600/8626**

**QCF Level 2:**               **BTEC Specialist**

**Credit value:**             **7**

**Guided learning hours: 60**

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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 provide the learner with the knowledge and skills to change hair colour using basic temporary and semi permanent products

### **Unit introduction**

Colouring can be one of the most challenging processes in hairdressing but also one of the most rewarding and exciting services. Colour aids the appearance of texture, depth and movement of the hair. There are many different levels and techniques involved in colouring, from temporary colours which will only stain the hair, to permanent colours that can be applied with foils, mesh or even combed through the hair.

This unit covers the basic principles and procedures of the full range of colouring products as a platform to equip learners for further study or take the role of a junior and assist stylist in providing colour service. It develops learners' knowledge, understanding and skills in effectively using temporary and semi-permanent colour products.

This is a relatively technical unit where learners should be able to act professionally, applying temporary and semi-permanent hair colouring products to hair at the workstation and the basin on either wet or dry hair. Learners will be required to carry out these procedures safely and effectively 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
1 Be able to prepare for colouring hair	1.1 prepare themselves, the client and work area for colouring service 1.2 use suitable consultation techniques to identify service objectives 1.3 assess the potential of the hair to achieve the desired look by identifying the influencing factors 1.4 explain the safety considerations that must be taken into account when colouring hair 1.5 outline the types of colouring products and colouring techniques 1.6 state the factors that need to be considered when selecting colour products 1.7 explain the importance of carrying out the necessary tests prior to and during the colour service and recording the results 1.8 explain the principles of colour selection 1.9 explain how natural hair pigments influence colour selection 1.10 describe how the international colour chart is used to select colour 1.11 describe how each of the colour products affects the hair structure 1.12 explain the uses of hydrogen peroxide when colouring the hair 1.13 describe the different consultation techniques used to identify service objectives 1.14 describe the salon's requirement for client preparation, preparing themselves and the work area

Learning outcomes	Assessment criteria
<p>2 Be able to provide a colouring service</p>	<p>2.1 communicate and behave in a professional manner</p> <p>2.2 select and use the application method, products, tools and equipment to temporary and semi permanent colour hair</p> <p>2.3 position themselves and the client appropriately throughout the service</p> <p>2.4 mix and apply the colour using neat sections</p> <p>2.5 monitor the development of the colour accurately, following manufacturers' instructions</p> <p>2.6 remove the colour product thoroughly from the hair and scalp</p> <p>2.7 apply a suitable conditioner or post colour treatment to the hair, following manufacturers' instructions</p> <p>2.8 create a desired look to the satisfaction of the client</p> <p>2.9 provide suitable aftercare advice</p> <p>2.10 follow safe and hygienic working practices</p> <p>2.11 describe the correct use and routine maintenance of tools and equipment</p> <p>2.12 state the importance of restoring the pH of the hair after a permanent colour</p> <p>2.13 evaluate the results of the treatment with the client</p> <p>2.14 describe the aftercare advice that should be provided</p> <p>2.15 outline safe and hygienic working practices</p> <p>2.16 state how to communicate and behave within a salon environment</p>

## Unit content

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### 1 Be able to prepare for colouring hair

*Preparation for colouring service:* of themselves; of the work area; of the client eg gown, barrier cream; salon's requirement for preparation procedures; safety considerations (Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH) Regulations 1988, manufacturers' instructions, visual checks of electrical equipment, sterilising tools/equipment, first-aid procedures, protection from infection and cross-infection, importance of carrying out tests and recording results)

*Consultation:* techniques to identify service objectives (open and closed questions, visual examination, clarification techniques, observation techniques, effective use of communication skills); assess potential of hair to achieve desired look; tests (skin test theory only, elasticity test, porosity test, colour development strand test); influencing factors (skin tone, previous services, existing colour, lifestyle, hair condition, adverse hair and scalp condition, results of tests, client requirements and expectations, personality, fashion, advertising, media, celebratory coverage, branding); colour selection (principles of colour selection, natural hair pigments, international colour chart)

*Colouring products and techniques:* product theory only (temporary, semi-permanent, quasi-permanent, permanent, bleach, lightening products, high street retail products, professional salon products); effect of products on hair structure; techniques; uses of hydrogen peroxide (darken base colour, lighten base colour, tone)

### 2 Be able to provide a colouring service

*Communication and behaviour:* speaking; listening; body language; reading; recording; following instructions; using a range of related terminology; working cooperatively with others; following salon requirements

*Application method, products, tools and equipment:* application methods theory only (full head, re-growth, pulled through, weave); techniques theory only (full head, partial head, foils, cap, spatula, freehand); products (temporary and semi-permanent colouring products); tools and equipment (wide-tooth comb, brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps), steamer, infra-red, drying equipment); use and routine maintenance of tools and equipment

*Colour service:* positioning of client and stylist; mix and apply colour using neat sections; monitor the development; manufacturers' instructions; service requirements; removal of colour product; application of suitable conditioner/post-colour treatment; creation of desired look to client's satisfaction (evaluate results with client)



*Aftercare advice:* homecare (how to maintain colour); retail opportunities (suitable shampoo and conditioning products, future salon services)

*Safe and hygienic working practices:* safe, working methods; methods of sterilisation; disposal of contaminated waste; removal of accessories; current and relevant legislation and health and safety policy eg PPE and COSHH; importance of restoring the pH of hair after a permanent colour

## 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.

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 knowledge, understanding and skills to provide basic colouring services using temporary and semi-permanent hair colouring products.

Learners are expected to gain a wide spectrum of knowledge covering the colour products available for professional and home use, whilst adhering to the pre-16 restrictions set by Habia. Learners should be able to discuss the advantages and disadvantages of these products and the effects they have on hair.

Learners should research the properties and purpose of professional ranges of colour products and observe demonstrations to apply temporary and semi-permanent colour products to achieve a variety of looks. They should also study the underpinning theory and related safety issues for colouring, and reflect on their own performance.

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

Tutors must reinforce the importance of maintaining a professional image and behaviour when providing colour services. Learners are expected to follow safe working practices as there will be potential hazards associated with colouring services. Tutors should ensure that learners understand the full extent of their own responsibilities for the health and safety of themselves and others.

Tutors could make extensive use of pictorial representations and animations produced by the major manufacturers of colour products. Learners are expected to acquire a theoretical knowledge of the effects of colouring products. They should know the advantages and disadvantages of the different product types and their suitability for different hair types. Most theory textbooks cover this area very well with diagrams to show how different product types deposit pigment on/in the hair structure.

Learners could use role play to practise their client consultation skills and to develop their awareness of factors that influence colouring services. Learners should also know how to perform diagnostic tests. Skin tests must not be performed by learners aged under 16 years of age.

Learners should be encouraged to be creative when colouring hair. Tutors should introduce any new techniques, products or equipment that may become available and which are relevant to this unit. Learners' own colour experiences can be discussed in groups. Learners could evaluate their own work in reflective accounts, whilst tutors can observe and provide feedback to help improve performance.

This unit could be co-delivered with *Unit 5: Create an Image Based on a Theme within the Hair and Beauty Sector*, or *Unit 2: Client Consultation for Hair Services*.

### **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 could be designed and used to provide evidence of how learners have prepared for and provided a colouring service. These must be witnessed and signed off by a vocationally competent assessor. It would be beneficial if centres created appropriate client consultation records for learners to complete as part of their assignments.

Tutors should encourage learners to become familiar with recording their achievements as an aid to reflection on experience.

Simple written assignments or written transcripts of oral questions and answers could provide written evidence for the knowledge-based assessment criteria that require descriptions or explanations of the principles involved in colouring the hair.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 and 2.13 should be assessed through practical observation of the learner preparing for and providing temporary and semi-permanent colouring services. This must be evidenced with a witness testimony. Learners should perform at least four colouring services, including two temporary colour and two semi-permanent colour applications. Ideally these colour applications would be made on live clients, so the effect is evident. However, it is acceptable to use mannequins if the performance was safe and the application was effective.

Assessment criteria 1.4, 1.7, 1.13, 1.14, 2.11, 2.14, 2.15 and 2.16 can be achieved through learners' written reflections upon the colour preparations and services they provided.

Assessment criteria 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12 and 2.12 are assessing learners' knowledge and understanding of the theory behind providing colouring services. This could be evidenced through learners creating an instructional guidebook which explores aspects relating to colouring services, including the products and techniques (for example effects of products), factors that need to be considered, influences on colour selection, and the importance of restoring pH of the hair after a permanent colour. Alternatively, these criteria could be assessed through oral questions and answers with the assessor, with responses written down and signed by the assessor.

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, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 and 2.13	Providing Colour Services	Provide four colour services to different clients. Two colour services use temporary colour products, and two use semi-permanent products.	Practical observation, with signed witness testimony. Photographs.
1.4, 1.7, 1.13, 1.14, 2.11, 2.14, 2.15, 2.16	Colour Service Portfolio	Create a portfolio detailing colour services provided.	Portfolio, with text and pictures/ photographs.
1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 2.12	Preparing for Colour Services	Produce a guide for new staff to follow when preparing for colour services.	Written guide, with pictures.

**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 and semi-permanent colour hair services.

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

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

Lloyd T and McMillan-Bodell C – *The Colour Book: The Official Guide to Colour for NVQ Levels 2 and 3* (Cengage Learning 2005) ISBN 9781844801411

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

## Journals

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

*Creative Head* (Alfol Ltd)

*Estetica UK* (UKhairdressers)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

## Websites

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

Hairdressing e-Teaching

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

Habia, Standards Setting Body for the hair and beauty sector

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

Lóreal United Kingdom

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

Wella Professionals



## Unit 10: Salon Reception Duties

**Unit code:** A/600/8773

**QCF Level 2:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 24

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### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about the important skills of welcoming and receiving people entering the salon, handling enquires, making appointments, dealing with clients' payments and generally maintaining reception area.

This unit applies to hairdressing, beauty and barbering salons.

### Unit introduction

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 the opportunity to develop a range of reception skills common to hair and beauty salons. This will include communicating and behaving in a professional manner, carrying out salon reception duties, booking appointments and dealing with payments.

The knowledge, understanding and skills gained in this unit will equip learners with a solid foundation in performing salon reception duties.

This unit also appears in the *Edexcel BTEC Level 2 Diploma in Beauty Therapy*.

## 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 carry out reception duties	1.1 deal with a variety of enquiries 1.2 communicate and behave in a professional manner 1.3 identify the nature of the enquiry 1.4 maintain appropriate levels of reception stationery 1.5 maintain a hygienic and tidy reception area 1.6 describe procedures for taking messages for a variety of enquiries 1.7 state how to communicate and behave within a salon environment 1.8 list salon services available, their duration and cost 1.9 outline the importance of dealing with enquiries promptly and politely 1.10 explain how to deal with enquiries that cannot be dealt with promptly
2 Be able to book appointments	2.1 schedule appointments to meet with salon policy and client requirements 2.2 confirm and record client appointment details 2.3 deal with confidential information to meet with salon and legal requirements 2.4 describe how to make and record appointments 2.5 state the potential consequences of failing to record appointments or messages accurately 2.6 state the importance of passing on messages and appointment details to the appropriate colleagues



Learning outcomes	Assessment criteria
	<p>2.7 outline the legislation designed to protect the privacy of client details</p> <p>2.8 state the possible consequences of a breach of confidentiality</p>
<p>3 Be able to deal with payments</p>	<p>3.1 calculate service costs accurately</p> <p>3.2 deal with payments for services and or products to meet with salon policy</p> <p>3.3 follow security procedures when handling payments</p> <p>3.4 state how to process different methods of payment</p> <p>3.5 describe how to deal with problems that may occur with payments</p> <p>3.6 explain how to keep payments safe and secure</p>

## Unit content

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### 1 Be able to carry out reception duties

*Dealing with enquiries:* identify nature of enquiry; procedures for taking messages for a variety of enquiries (face-to-face, over the phone, from different people eg contractors, suppliers, staff); providing information to prospective clients (list of salon services available, duration and cost of services); importance of dealing with enquiries promptly and politely; how to deal with enquiries that cannot be dealt with promptly

*Communication and behaviour:* professional manner; importance of presenting positive image; spoken communication eg conversation, friendly, polite, clear, questioning techniques (open, closed); facial expression; body language; written communication

*Salon reception duties:* maintain appropriate levels of reception stationery; maintain hygienic and tidy reception; taking messages

### 2 Be able to book appointments

*Appointment procedures:* schedule appointments to meet with salon policy and client requirements (basic information required, service times, stylist/therapist availability, effective use of time); confirm and record client appointment details (potential consequences of not recording appointments or messages accurately, importance of passing on messages and appointment details to appropriate colleagues); deal with confidential information (current and relevant legislation including Data Protection Act, possible consequences of confidentiality breach)

### 3 Be able to deal with payments

*Dealing with payments:* calculate service costs accurately; deal with payments for services/products to meet salon policy (methods of payment); follow security procedures when handling payments (ways to keep payments safe); deal with problems that may occur with payments (discrepancies, fraudulent payments)

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *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.

This unit develops learners' skills in and knowledge of the day-to-day responsibilities of the salon receptionist in ensuring an efficient and welcoming environment. It is intended to equip learners with 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 extensively to enable learners to understand the importance of good client care and how to deal sensitively with a range of issues commonly encountered at the reception area.

Learners should explore 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 to help the receptionist interpret non-verbal signals, for example a relaxed client, angry client, confused client.

Activities that develop learners' skills in calculating the total costs of a service, 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 an RLE.

Learners will learn the procedures for scheduling appointments, the information required for making appointments and how to handle messages. This should include paper-based and electronic systems where possible. The practice of emailing 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.

The different salon payment systems and methods of payment should be discussed. Hands-on practice with electronic and computerised systems would be beneficial and agents who retail this equipment could provide demonstrations. Learners should practise calculating the costs of a range of sales and services and giving accurate change. The problems associated with fraudulent payment and discrepancies should be explored. Video presentations are useful when discussing this topic. Security of payments when, for instance, the reception area is unattended, should be discussed and learners should be encouraged to provide suggestions for maintaining security of the area.

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.

This unit should be delivered in accordance with the Habia Sector Qualification Strategy.

## 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. Simple reports or question and answer tasks could provide written evidence of knowledge-based assessment criteria.

Assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 could be assessed together. This must be assessed through practical observation of the learner carrying out salon reception duties, evidenced with a witness testimony. Learners must demonstrate a confident, positive image while attending to clients and visitors. They must be aware that their behaviour impacts upon the salon image and its reputation. All communication must be conducted professionally and pleasantly. The reception duties carried out should include maintaining a clean and tidy reception, and holding adequate levels of reception stationery.

For 1.6, 1.7, 1.8, 1.9, 1.10, 2.5, 2.6 and 2.7 learners could produce a report demonstrating their understanding of salon reception practice. This would include the importance of good communications, procedures, taking messages and a knowledge of the services, duration and cost offered by the salon. This should also include potential consequences of failing to record appointments/messages, the importance of passing on messages and legislation designed to protect client details.

For 2.1, 2.2 and 2.3, learners must demonstrate practically how, over a period of time, they have successfully scheduled and recorded client appointments for a range of services and taken and recorded a variety of messages, whilst maintaining client confidentiality to meet salon policy.

Assessment criteria 2.4, 2.5, 2.6, 2.7 and 2.8 can be achieved with a report explaining the procedures for and importance of correct recording of appointments/messages, the legal requirements for client confidentiality, the consequences of breaking confidentiality, and how problems should be resolved.

For 3.1, 3.2 and 3.3, learners must demonstrate the ability to calculate payments accurately, handle the range of payment methods used by the salon and keep all money safe and secure. This must be assessed through practical observation, evidenced through a witness testimony.

For 3.4, 3.5 and 3.6, assessment could be achieved through a report explaining the different payment methods available, how security may be maintained, the problems that could arise and how to deal with them. Alternatively, learners could answer short questions, recorded in a written format.

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, 1.8, 1.9, 1.10, 2.5, 2.6, 2.7	Maintaining an Effective Salon Reception	Carry out salon reception duties in the local salon or RLE, then produce a summary of the range of salon reception duties carried out and how good communications supported the activities.	Practical observation, with a signed witness testimony.  Written report.
2.1, 2.2, 2.3, 2.4, 2.8	Scheduling Salon Appointments	Record salon appointments and messages over a period of time. Provide evidence of scheduling a range of services. Maintain a record of messages taken, the information collected and the person to whom the message was passed.	Practical observation, with a signed witness testimony.  Oral questions and answers about recording salon appointments, recorded in a written format.
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Handling Payments	Handle payments in the salon/RLE. Collect evidence, and write a brief report explaining different payment methods, how security can be maintained and how to deal with the problems that could arise.	Practical observation, with a signed witness testimony.  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*.

## Indicative resource materials

### Textbooks

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Certificate in Beauty Therapy: Candidate Handbook* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

### Journals

*Habia News* (Seed Publishing Limited)

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

*Hairdressers Journal International* (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 11: Display Stock to Promote Sales in a Salon

**Unit code:** J/600/8761  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 3  
**Guided learning hours:** 24

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### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about preparing, maintaining and dismantling an area for displaying promotional materials in the salon.

This unit applies to hairdressing, beauty and barbering salons.

### Unit introduction

Retailing is an important aspect of running a successful salon. Clients will have trust in the salon and be confident when purchasing products, knowing that a qualified practitioner or reputable salon has recommended them. It is another example of a salon's commitment to client care and it is also important to the financial effectiveness of the salon. Displays of products available to purchase can prove an effective promotion tool.

In this unit, learners will develop the knowledge, understanding and skills necessary to prepare for, set up and dismantle displays in the salon.

When creating a display, the location and design area of the display should be attractive and eye-catching. In this unit learners will gain an understanding of the principles and processes involved in creating and maintaining promotional displays.

This unit also appears in the *Edexcel BTEC Level 2 Diploma in Beauty Therapy*.

## 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 the display area	1.1 select the materials, equipment and stock to use 1.2 determine the location of the display to maximise its impact 1.3 assemble the display carefully and safely 1.4 label the displayed products clearly, accurately and in a manner consistent with legal requirements 1.5 state the purpose of a display 1.6 list the type of information required in order to plan a display effectively 1.7 state how the location and design of the display can attract attention and increase sales 1.8 describe how the location and design of related promotional materials can influence the effectiveness of the display 1.9 describe safety considerations when assembling a display
2 Be able to maintain and dismantle the display area	2.1 maintain the display area for the duration of the display period 2.2 dismantle the display, restore the area and return stock to storage 2.3 describe the maintenance needs of a promotional display 2.4 outline the safety considerations when dismantling a display, disposing of materials and returning stock to storage 2.5 explain the key legal requirements affecting the display and sale of goods



## Unit content

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### 1 **Be able to prepare the display area**

*Preparing the display area:* selection of materials, equipment and stock eg products, samples, leaflets, display boards; location to maximise impact eg reception area, window, merchandising unit; assembling display eg design, backdrop; labelling products clearly and accurately; safety considerations

*Influences:* purpose of display; type of information required to plan a display; effects of effective location and design of display (attract attention, increase sales); legal considerations

### 2 **Be able to maintain and dismantle the display area**

*Maintaining the display:* maintenance needs (regular stock replenishment, maintaining effective presentation of material); dismantling the display; returning stock to storage and restoring area; safety considerations (dismantling a display, disposing of materials, returning stock to storage)

*Legal requirements:* current and relevant legislation eg Sale of Goods Act, Trades Descriptions Act, Consumer Protection Act, The Prices Act, Resale Prices Act, Equal Opportunities, Disability Discrimination Act, Manual Handling Operations Regulations

## 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.

In this unit learners will gain an understanding of the principles and processes involved in creating and maintaining promotional displays. This should be developed through a learner-centred approach with tutor support. Research activities and group discussions can be used to help learners generate creative displays, which could initially be designed in the classroom.

Learners should have access to a salon environment in order to appreciate the principles of scale and proportion when deciding on the design of the display. The tutor should raise awareness of the safety considerations in respect of the assembly, location and dismantling of the display. Learners should understand the importance of safe handling of goods and materials and how an unsafe display could fall and injure people in the salon.

Location is another consideration, involving the safe maintenance of clear walkways through the salon, while at the same time having the good visual prominence required to attract the clients' interest. The legal regulations affecting the sale of goods, pricing regulations and consumer law should be discussed and learners should be able to use this knowledge when labelling goods and designing promotional literature for the display. This unit provides the opportunity to motivate and provide challenges for learners through a tutor-set mini competition to determine the best display produced by members of the group.

### 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 created, maintained and dismantled the display, and met the legal requirements. 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 can be achieved through the learner's demonstration of preparing the display areas whilst 2.1 and 2.2 require the learner to maintain and dismantle a display. This must be evidenced through practical observation, with a signed witness testimony.

For assessment criteria 1.5, 1.6, 1.7, 1.8, 1.9, 2.3, 2.4 and 2.5, learners must demonstrate their knowledge of creating, maintaining and dismantling displays in the salon. Tasks, including short answer questions or reports, could be used to generate evidence for these assessment criteria.

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, 2.1, 2.2	Creating a Display for a Salon Promotion	Create a display to promote a new product range in the salon/RLE. Maintain the display over time, dismantling it when the promotional period is over.	Practical observation, with a signed witness testimony.
1.5, 1.6, 1.7, 1.8, 1.9, 2.3, 2.4, 2.5	Salon Display	Produce a report of the display, including the purpose and benefits of displays, the importance of the location and how different types of display impact on the client, maintenance needs, and safety and legal considerations.	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 products, tools, equipment and materials suitable to create a display.

### Indicative resource materials

#### Textbooks

Cressy S – *Beauty Therapy Fact File, 4th Edition* (Heinemann, 2004)  
ISBN 9780435451424

#### Journals

*Habia News* (Seed Publishing Limited)

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

*Hairdressers Journal International* (Reed Business Information)

**Websites**

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

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

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

National Hairdressers Federation

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

Professional Beauty

## Unit 12: Colour and Lighten Hair

Unit code: A/600/8630

QCF Level 2: BTEC Specialist

Credit value: 10

Guided learning hours: 91

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### Unit aim

This is a preparation for work unit which is based on capability and knowledge. The unit is about changing hair colour using a variety of colouring and lightening products. A high degree of manual dexterity will be required.

### Unit introduction

Hair dye in some form has always been used to adorn hair. Modern colouring products are now promoted by the major colour manufactures through glossy advertising, and hair colouring has become a very popular hairdressing service.

The hair colour market is huge as it is intrinsically linked with the fashion industry. A vast range of hair colour products are available to the general public to buy and use at home, and it is essential that hairdressers provide professional colour applications with recognisably superior results in order to have any share of this lucrative market.

New products and novel applications sweep into vogue quickly and hairdressers have to keep abreast of all the new developments. It is essential that learners have a sound foundation of knowledge to build upon.

Colouring hair professionally requires a degree of artistry, manual dexterity and a relatively technical knowledge. The aim of this unit is to prepare learners for the continual development of these traits as they progress through their hairdressing careers. Learners will have the opportunity to develop sufficient knowledge and understanding of the different types of colouring products and techniques, the advantages and disadvantages of them and the safety considerations involved.

**This unit must not be taken by learners under 16 years of age, please see *Annexe I*, for further details of restrictions set by Habia.**

## 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 colouring hair	1.1 prepare themselves, the client and work area for colouring services 1.2 use suitable consultation techniques to identify service objectives 1.3 assess the potential of the hair to achieve the desired look by identifying the influencing factors 1.4 explain the safety considerations that must be taken into account when colouring and lightening hair 1.5 explain the dangers associated with inhalation of powder lighteners 1.6 outline the types of colouring and lightening products 1.7 state the factors that need to be considered when selecting colouring products 1.8 explain the importance of carrying out the necessary tests prior to and during the colour service and recording the results 1.9 explain the principles of colour selection 1.10 explain how natural hair pigments influence colour selection 1.11 describe how the international colour chart is used to select colour 1.12 describe how each of the colour products affects the hair structure 1.13 explain the uses of hydrogen peroxide when colouring and lightening the hair

Learning outcomes	Assessment criteria
	<p>1.14 state what percentage and volume strength hydrogen peroxide means</p> <p>1.15 explain the importance of following manufacturers' instructions</p> <p>1.16 describe the different consultation techniques used to identify service objectives</p>
<p>2 Be able to provide a colouring service</p>	<p>2.1 communicate and behave in a professional manner</p> <p>2.2 select and use the application method, products, tools and equipment to colour hair</p> <p>2.3 position themselves and the client appropriately throughout the service</p> <p>2.4 mix and apply the colour using neat sections</p> <p>2.5 monitor the development of the colour accurately, following manufacturers' instructions</p> <p>2.6 remove the colour product thoroughly from the hair and scalp, without disturbing packages still requiring development</p> <p>2.7 apply a suitable conditioner or post colour treatment to the hair, following manufacturers' instructions</p> <p>2.8 create a desired look to the satisfaction of the client</p> <p>2.9 provide suitable aftercare advice</p> <p>2.10 follow safe and hygienic working practices</p> <p>2.11 describe the correct use and routine maintenance of tools and equipment</p> <p>2.12 state the importance of restoring the pH of the hair after a permanent colour</p>

Learning outcomes	Assessment criteria
	<p>2.13 outline the types and causes of problems that can occur during the colouring service and how to resolve them</p> <p>2.14 describe the aftercare advice that should be provided</p> <p>2.15 outline safe and hygienic working practices</p> <p>2.16 state how to communicate and behave within a salon environment</p>



## Unit content

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### 1 Be able to prepare for colouring hair

*Preparation for colour services:* of themselves; of the client (gown, towel, cape, barrier cream); of the work area (clean and tidy, preparing products/tools/equipment); salon's requirements

*Consultation techniques:* techniques used to identify service objectives (open and closed questions, visual examination, clarification techniques, observation techniques, effective use of communication skills, client expectations); assess potential of the hair to achieve the desired look; tests (skin, elasticity, porosity, colour development strand); influencing factors (skin tone, previous services, existing colour, lifestyle, hair condition, adverse hair and scalp condition, results of tests, client requirements and expectations, personality, fashion, advertising, media, celebratory coverage, branding); colour selection (principles of colour selection, influence of natural hair colour selection, international colour chart)

*Safety considerations:* current and relevant legislation eg Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH) Regulations 1988; visual checks of electrical equipment; sterilising tools/equipment; protection from infection and cross-infection; dangers associated with inhalation of powder lighteners; importance of carrying out necessary tests prior to and during the colour service and recording results; importance of following manufacturers' instructions

*Colouring and lightening products and use:* temporary; semi-permanent; quasi colours; para dyes (permanent colours); bleach products eg liquid, oil or powder high street retail products; professional salon products; effects of colour products on hair structure; uses of hydrogen peroxide (darken/lighten base colour, tone); percentage and/or volume strength hydrogen peroxide

### 2 Be able to provide a colouring service

*Communication and behaviour:* speaking; listening; body language; using hair colouring terminology; following instructions; working as a team; observing salon requirements; recording clients' service details

*Application method, products, tools and equipment:* application methods (full head, re-growth, pulled through, weave); techniques (full head, partial head, foils, cap, spatula, freehand); tools and equipment (measuring beakers, weighing scales, colour mixing bowl, tint brush, wide-tooth combs, sponges, sectioning clips; ICC (International Colour Chart) system, other eg infra-red heat, climazone, accelerator, steamer); use and routine maintenance of tools and equipment

*Colour service:* positioning of client and stylist; mix and apply colour using neat sections; monitor the development of colour; manufacturers' instructions; service requirements; removal of colour product; application of conditioner/post-colouring treatment; create desired look (evaluate results with client)

*Aftercare advice:* homecare (how to maintain colour); retail opportunities (suitable shampoo and conditioning products, future salon services)

*Safe and hygienic practices:* safe working methods; methods of sterilisation; disposal of contaminated waste; importance of restoring the pH of the hair after a permanent colour; problems that can occur during colouring services (types, causes, ways to resolve them)

## 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. 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 the knowledge and skills necessary for providing a full colour service to clients. Learners are expected to have a thorough knowledge of the main colouring product types in professional use. Learners should be able to assess the advantages, disadvantages and effects of all the colour product types to achieve the target result.

Learners should research the properties of professional ranges of colour product types and observe demonstrations to apply all product types to achieve a variety of looks. They should also study the underpinning theory and related safety issues, and reflect on their own performance.

Tutors must reinforce the importance of maintaining a professional image and behaviour when providing colour services. Learners are expected to follow safe working practices as there are potential hazards associated with handling chemicals. Tutors should ensure that learners understand the full extent of their own responsibilities for the health and safety of themselves and others.

Learners will need to develop wide theoretical knowledge to cover this unit, including about the hair structure and the effect of colour products. They should know the advantages and disadvantages of the different product types, and how suitable they are in relation to different hair types. Most theory textbooks cover this area very well with diagrams to show how different products deposit pigment on/in the hair structure. Colour manufacturers can aid research projects or deliver product knowledge via sales staff and/or technical representatives.

Learners should conduct consultations with their clients to develop confidence in identifying factors that may have consequences for achieving the desired outcome of the service. Learners should conduct all the diagnostic tests (as part of the consultation or as a staged session) and tutors may wish to initiate a discussion on the limitations tests results to predict results.

Learners should be encouraged to be creative when colouring hair. Tutors can introduce any new techniques, products or equipment that may become available and which are relevant to this unit. Learners' own colour experiences can be discussed in groups and via reflective accounts when learners evaluate their work. This will provide tutors with opportunities to provide useful feedback as informed observers.

This unit could be co-delivered with *Unit 5: Create an Image based on a Theme within the Hair and Beauty Sector*. Learners could create an image that incorporates the application of colour.

## 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 learners have prepared for and are able to colour and lighten hair. These must be witnessed and signed off by a vocationally competent assessor. It would also be beneficial if centres created an appropriate client consultation record for learners to complete as part of their assignments. Tutors should encourage learners to become familiar with recording their achievements as an aid to reflection on experience.

Simple written assignments or written transcripts of oral questions and answers could provide written evidence for the knowledge-based assessment criteria. Care should be taken when devising assignments to ensure that the correct assessment verb is addressed (for example description or explanation).

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 and 2.10 require learners to prepare for and provide colouring and lightening services to clients. This must be assessed through practical observation, accompanied by signed witness testimony. Photographic results of services can serve as supplementary evidence and help to motivate learners in compiling a portfolio. Learners must perform at least four colouring and lightening services. This must include: full-head and partial head colouring service (at least one semi or quasi and one permanent) and a lightening service.

Assessment criteria 1.4, 1.7, 1.8, 1.15, 1.16, 2.11, 2.14, 2.15 and 2.16 can be achieved through learners' written reflections upon the colour preparations and services they provided.

Assessment criteria 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.12 and 2.13 are assessing learners' knowledge and understanding of the theory behind providing colouring services. This could be evidenced through learners creating an instructional guidebook which explores aspects relating to colouring services. This should include the products and techniques (for example effects of products), factors that need to be considered, and the importance of restoring pH of the hair after a permanent colour. Alternatively, these criteria could be assessed through oral questions and answers with the assessor, with responses written down and signed by the assessor.

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, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	Colouring and Lightening Services	Prepare for and provide four colour and lightening services to different clients in the salon/RLE, including full-head and partial head colouring service (at least one semi or quasi and one permanent) and a lightening service.	Practical observation, with witness testimony.
1.4, 1.7, 1.8, 1.15, 1.16, 2.11, 2.14, 2.15, 2.16	Colour and Lightening Portfolio	Create a portfolio of the colour looks created, detailing the preparations and service.	Portfolio, with text and pictures/ photographs.
1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.12, 2.13	Theory behind Colouring and Lightening	Write a handbook, detailing the theory behind colouring and lightening services.	Written handbook, with pictures.

### 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 a range of colouring and lightening products. This should include: a range of temporary colours; a range of semi-permanent or quasi colours; a range of permanent colours; hydrogen peroxide (at 3%, 6%, 9% and 12%); a bleach product; pre and post colouring conditioning treatments; anti-oxidant conditioning products.

## Indicative resource materials

### Textbooks

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

Lloyd T and McMillan-Bodell C – *The Colour Book: The Official Guide to Colour for NVQ Levels 2 and 3* (Cengage Learning 2005) ISBN 9781844801411

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

### Journals

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

*Creative Head* (Alfol Ltd)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

### Websites

<a href="http://www.eteachhairdressing.co.uk">www.eteachhairdressing.co.uk</a>	Hairdressing e-Teaching
<a href="http://www.habia.org">www.habia.org</a>	Habia, Standards Setting Body for the hair and beauty sector
<a href="http://www.loreal.co.uk">www.loreal.co.uk</a>	Lóreal United Kingdom
<a href="http://www.wella.co.uk">www.wella.co.uk</a>	Wella Professionals
<a href="http://www.worldhaironline.com">www.worldhaironline.com</a>	World Hair Online

## **Unit 13: Creative Hairdressing Design Skills**

**Unit code:** H/600/8637

**QCF Level 3:** BTEC Specialist

**Credit value:** 8

**Guided learning hours:** 60

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### **Unit aim**

This is a preparation for work unit which is based on capability and knowledge. The unit is about designing, developing and creating images. A high degree of manual dexterity will be required.

### **Unit introduction**

Creativity is a key element in the work of a hairdresser and many hairdressers aspire to have opportunities to explore images that demonstrate their ability to use hair and make-up as an art form.

This unit will provide learners with the opportunity to demonstrate their creativity through the planning and design of complex, even extreme, images using advanced hairdressing skills, complemented by hair accessories, make-up and clothes. Learners may create the image on peers, friends or relatives. There are no limitations regarding the theme of the image design. The aim of this unit is to give learners the freedom to explore their own ideas and develop the final image which could be presented in front of a live audience, for a 'photo shoot', local or national competitions or salon promotional events. Avant-garde, fantasy and film-themed creations are often a feature of this type 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 identify opportunities for creating a total look 1.2 research ideas for developing the image of the total look 1.3 create and provide a detailed design plan for the total look 1.4 agree design plan with others involved in a manner which promotes good working relationships 1.5 evaluate the design plan 1.6 explain how to research and develop ideas for creating an image for a total look 1.7 describe ways of combining styling, dressing and finishing techniques to create the completed total look 1.8 explain ways of presenting a created image and look effectively 1.9 describe methods of evaluating the design plan 1.10 describe the potential commercial benefits of developing and creating design work 1.11 state the importance of accurate planning, attention to detail and working to timescales 1.12 explain how the venue could affect design plans 1.13 describe how to remedy problems that may occur with the different opportunities for creating an image



Learning outcomes	Assessment criteria
2 Be able to create an image	2.1 communicate and behave in a professional manner 2.2 select other services to complement the image and look 2.3 select and use products, tools and equipment required to achieve the image 2.4 use and combine techniques and skills to present the image 2.5 create the finished image to the requirements of the final design plan 2.6 follow safe and hygienic working practices 2.7 evaluate the finished result 2.8 explain the safety considerations that must be taken into account 2.9 outline the skills required for presenting the image 2.10 explain how other services can develop and complement the image and look 2.11 outline safe and hygienic working practices 2.12 state how to communicate and behave within a salon environment

## Unit content

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### 1 Be able to plan an image

*Research:* identify opportunities for creating a total look (themes, events, images); sources of information (colleagues, magazines, video/DVDs, films, photographs, internet); methods of research and developing ideas eg practise skills, identify modifications; use and purpose of mood board (creativity, linked themes, choice of specialised techniques); factors which influence hair design (fashion trends, consumer demands, products, tools, equipment, future trends)

*Planning the image:* select the chosen image and outline the planning process; factors which influence hair design (extensions, accessories, ornamentation, client's own hair length and colour, client's own hair degree of curl, client gender, individual's choices (personality, gender, culture), fashion trends, future trends, desired finished result, design considerations eg shape, balance, form, produce outline plan of image; agree plan with people involved; evaluate the design plan; potential commercial benefits of developing and creating design work (establish salon name, increased consumer awareness, promote products/services, showcase styles/trends); importance of accurate planning and attention to detail and working to timescales; how venue could affect design plans; ways of resolving problems that may occur

*Methods of presenting image:* 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

*Styling, dressing and finishing techniques:* pin-curling; finger-waving; twisting; knotting; plaiting; weaving; incorporation of temporary hair extensions (wefts, pin-curls, ringlets, switches, wiglets); accessories and ornamentation; methods of combining techniques to create the completed look

### 2 Be able to create an image

*Communication and behaviour:* speaking; listening; body language; reading; recording; following instructions; using a range of related terminology linked to creative hair design; behavioural expectations (working cooperatively with others, following salon requirements)

*Services, products:* tools, equipment: other services (make-up application, use of accessories, clothes); styling products; finishing products; hand-held dryer; hood dryer; diffuser; nozzle; round brushes; flat brushes; rollers secured with pins; pin-curl clips; straighteners; curling tongs; heated rollers; feathers; ribbons; flowers; temporary hair extensions

*Creation of image:* use and combine techniques and skills to present image; hair designs (cultural, fashionable, long hair, short hair); create finished image to requirements; evaluate finished results; how other services can develop and complement look

*Safe and hygienic work practices and considerations:* model protection and care (aftercare advice on maintenance of style, removal and care of temporary extensions); Personal Protection Equipment (PPE); clean tools, clean and tidy workstations; safe use of equipment/additional media/accessories eg false eyelashes, false nails; methods of sterilisation; disposal of contaminated waste; legislation; relevant health and safety policy; instructions to others and own responsibility

## 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.

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

Learners will need substantial guidance with research techniques and sourcing of the different resources needed to support the design image. The tutor should provide plenty of visual stimuli through the use of video, DVD, film excerpts, photographs, fashion magazines and professional trade publications and technical books. Many creative designs have historical or cultural influences and learners should be encouraged to explore this aspect of design.

Group discussions and brain-storming sessions can help develop inspirational ideas. Mood boards are invaluable at this stage and learners should understand how to make the best use of them. Discussions could take place among the group to decide on the format of the presentation. Alternatively, if the tutor has set the format (for example competition, fashion catwalk show, promotional display) time should be allocated to discuss the implications of the presentation, including any limitations affecting the choice of the venue.

When creating complex images it is important for learners to understand the relevance of shape, balance, imbalance, dimension, image, colour, to their proposed design. The tutor should ensure that the learner understands the importance of these concepts.

It is expected that the learner will use basic and advanced hairdressing styling techniques to create their images. Time and time should be allocated to the practice and development of innovative ways to use and combine established techniques to meet the requirements of the design image. All techniques in the range should be explored and the full range of tools, equipment and products should be available. The use of additional media is important to the creation of the total look and learners should be guided in respect of ways to source this material.

Throughout the unit, workplace health and safety considerations should be addressed just as they would be in the commercial salon. Additional consideration should be given to the safe use of additional media, in particular when attaching the media to the client or model's own hair and body.

Good communication skills must be considered as the planning and presentation will involve many supporting personnel. It is important that learners are able to liaise effectively with colleagues and clearly indicate the roles they have, to ensure the smooth running and success of the whole presentation.

The importance of evaluating the process at all the different stages must be emphasised and, having reflected on their work, learners should be able to make constructive comment and recommendations for improvements. Evaluations should take place during and following the planning and presentation stages.

## 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 learners have researched, planned, developed and presented their chosen image. A written report and evaluation, together with question and answer tasks, could provide evidence of the knowledge-based assessment criteria.

The key features of this unit are research, planning the creation of an image, deciding on the hairdressing skills to be employed, the additional accessories and media to be used to complement the image, the execution of the image, and the presentation and evaluation of the process. These are the aspects that must be evidenced to achieve success in the unit.

For assessment criteria 1.1, 1.2, 1.3 and 1.4, learners must present evidence of researching ideas for developing the design image. This should include pictures, sketches and references to the researched material, a detailed design plan for the total look, and exploration of the features of the proposed venue. This could be presented in a portfolio as an introduction to the whole project or through the creation of a mood board. Learners must provide evidence that the design plan has been approved by those who will be involved with the project and that the manner of gaining this agreement promoted good working relationships. Tutor observation records or witness testimonies could provide this evidence.

For 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6, learners must demonstrate their ability to complete the total look design plan and present the design image at the selected venue. In producing the total look design, learners must select and use the appropriate techniques, products, tools and equipment required to achieve the effect. A range of hairdressing skills should be used and combined, together with the additional media that complements the presentation of the required total look. Each learner must be practically observed, with a signed witness testimony as evidence.

For 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 2.7, 2.8, 2.9, 2.10, 2.11 and 2.12 concerning the related underpinning knowledge and understanding, learners should prepare a detailed report into the process of researching and developing ideas, the process of creating, presenting and evaluating an image for a total look, and the potential commercial benefits of developing and creating design work. Evidence of a thorough evaluation of the finished look must be included.

The report must address the importance of accurate planning, attention to detail and working to timescales, and how to remedy problems that may occur with the different opportunities for creating an image. A description of the hairdressing techniques that were used and the alternative methods that could have been employed must be given. A description of the use and purpose of the selected additional media should also be given, including an evaluation of its importance in complementing and contributing to the overall image. In explaining their choice of presentation, learners should include information about other presentation methods that could be used, and how the choice of venue could impact upon those decisions.

The importance of following safe and hygienic working practices should be explained, and a description of the potential hazards and ways to avoid them must be included.

Throughout this process, evidence must be provided that the learner has communicated and behaved in a professional manner. Tutor observation records or witness testimonies should be used to evidence this.

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	Researching and Planning the Design	As part of a promotional event in the salon, each stylist is required to produce a total look hair design. The first stage is to research a variety of sources, produce a plan of the design and format for the evening and evaluate design plan with others involved.	Mood board or portfolio. Practical observation, with witness testimony.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Creating and Presenting a Design Image	Undertake practical work to perfect the style design, using technical skills, products, tools and equipment and additional media to support the finished effect. Safe and hygienic working practices should be followed at all times. Present the final image.	Practical observation, with witness testimony. Photographs.

Criteria covered	Assignment title	Scenario	Assessment method
1.5, 2.7	Evaluating the Process	Using a variety of methods, obtain feedback to evaluate the finished result.	Written evaluation, including questionnaires/ feedback from others.
1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 2.8, 2.9, 2.10, 2.11, 2.12	A report into the Planning and Creation of a Total Look Hairdressing Design Image	Produce a detailed report of the whole project, explaining the processes carried out at each stage in the creation and presentation of the total look design.	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 products, tools and equipment suitable for creating an image, using creative hairdressing design skills. This includes: cosmetic make-up and styling tools, materials and equipment, including practice mannequins for the planning stage. Personal, protective equipment should be available as well as facilities for sanitising tools.

Videos, DVDs and photographs of fashion and fantasy images, competitions, films or theatrical shows should be used to support learners 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 be available to the learner.

### Indicative resource materials

#### Textbooks

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

Ford G and Stewart H – *NVQ/SVQ Level 3 Hairdressing (with Barbering and African Type Hair Units)*, 2nd Edition (Heinemann, 2009) ISBN 9780435468606

Mistlin I – *The Total Look: The Total Look for Hair and Make-up Professionals* (Thomson Learning, 2000) ISBN 9780333699485

Wadeson J, Sorbie K and Sorbie T – *Visions in Hair* (Cengage Learning, 1998)  
ISBN 9780333747148

**Journals**

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

*The Hairdresser* (Hairdressing Council)

**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.the-nhf.org">www.the-nhf.org</a>	National Hairdressers Federation
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional Beauty
<a href="http://www.worldhaironline.com">www.worldhaironline.com</a>	World Hair Online



## Unit 14: Cut Women's Hair

Unit code: T/600/8612

QCF Level 2: BTEC Specialist

Credit value: 8

Guided learning hours: 75

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### Unit aim

This is a preparation for work unit which is based on capability and knowledge. The unit is about creating a variety of basic looks for women using a variety of cutting techniques. A high degree of manual dexterity will be required.

### Unit introduction

This unit introduces learners to a basic range of cutting techniques that will enable them to cut women's hair.

Clients have high expectations that hairdressers will be skilled and knowledgeable in the art of cutting hair. Developing the skills to cut hair well will require dedication and practice. This unit aims to provide learners with the basic cutting skills and principles on which to build upon and develop the artistry and craft to cut hair professionally.

This unit can be co-delivered with *Unit 2: Client Consultation for Hair Services*, *Unit 6: Shampoo and Condition the Hair and Scalp*. Prior to cutting clients' hair, learners could provide client consultations, and shampoo and conditioning services. It can also be co-delivered with *Unit 12: Create an Image Based on a Theme within the Hair and Beauty Sector*, where learners could cut hair to style for the purpose of creating an image.

**This unit must not be taken by learners under 16 years of age, please see *Annexe I*, for further details of restrictions set by Habia.**

## 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 cutting hair	1.1 prepare themselves, the client and work area for cutting services 1.2 use suitable consultation techniques to identify service objectives 1.3 assess the potential of the hair to achieve the desired look by identifying the influencing factors 1.4 explain the safety considerations that must be taken into account when cutting hair 1.5 state the factors that need to be considered when cutting hair 1.6 describe the different consultation techniques used to identify service objectives 1.7 describe the salon's requirement for client preparation, preparing themselves and the work area 1.8 describe a range of looks for women
2 Be able to provide a cutting service	2.1 communicate and behave in a professional manner 2.2 select and use cutting equipment to achieve the desired look 2.3 establish and follow guidelines to accurately achieve the required look 2.4 use cutting techniques that take into account the identified factors 2.5 position themselves and the client appropriately throughout the service 2.6 cross check the haircut to ensure even balance and weight distribution

Learning outcomes	Assessment criteria
	<p>2.7 create a finished cut that is to the satisfaction of the client</p> <p>2.8 provide suitable aftercare advice</p> <p>2.9 follow safe and hygienic working practices</p> <p>2.10 describe the correct use, and routine maintenance of cutting tools and equipment</p> <p>2.11 describe the effect of different cutting techniques</p> <p>2.12 state the effect cutting hair at different angles has on the finished look</p> <p>2.13 state the importance of applying the correct degree of tension to the hair when cutting</p> <p>2.14 state the importance of cross checking the cut</p> <p>2.15 describe the aftercare advice that should be provided</p> <p>2.16 outline safe and hygienic working practices</p> <p>2.17 state how to communicate and behave within a salon environment</p>

## Unit content

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### 1 Be able to prepare for cutting hair

*Preparation for cutting hair:* of stylist; of client (gown, towel, cutting collar, preparation of hair for service); of work area, eg positioning of tools and equipment; salon's requirement

*Consultation techniques:* communication skills to identify service objectives (open and closed questions, clarification techniques, speaking, listening, recording, body language); assess potential of hair to achieve the desired look by identifying influencing factors (client's face shape, hair type, hair condition, hair elasticity, hair porosity, hair growth patterns, client's lifestyle, client's expectations, fashion, client's personality, contra-actions); tests, eg porosity, elasticity

*Safety considerations:* current and relevant health and safety legislation, eg Personal Protective Equipment (PPE); salon's health and safety policy; controlled use and handling of tools; methods of preventing infection and cross-infection

*Range of looks for women:* no layer haircut (one length/bob); layered haircut, eg uniform, square, short/long layered; graduated haircut (effect blended hair lengths between the perimeter line and internal hair lengths)

### 2 Be able to provide a cutting service

*Communication and behaviour:* professional manner; communication skills, eg speaking, listening, body language; behavioural expectations, eg stylist presentation, working cooperatively with others, following instructions, working within limits of responsibility

*Equipment, techniques:* equipment, eg cutting scissors, comb; techniques (club cutting, graduating, layering); cut freehand shapes (eg perimeter lines, fringes or any emerging trend), cut for hair texture, eg point cutting, chipping in; use and routine maintenance of cutting tools and equipment; effect of different techniques; effect of cutting hair at different angles; importance of applying correct degree of tension to hair when cutting

*Cutting service:* establish and follow guidelines to accurately achieve required look, eg sectioning hair; use cutting techniques taking into account identified factors, eg combining and adapting techniques; positioning of client and stylist; cross-check haircut and the importance of doing so; create finished cut to client's satisfaction; follow safe and hygienic practices (methods of sterilising tools, disposal of sharps, sweeping up cut hair); provision of aftercare advice (homecare, retail opportunities)

## 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.

To develop capability in cutting women's hair, learners will require regular and repeated practice to develop the techniques outlined in the unit content. The cutting techniques are best introduced to learners with the use of mannequins. Tutors should be able to plan the most expedient series of cutting exercises to maximise learning opportunities from a mannequin.

Learners will benefit from observing skilled hairdressers at work particularly to see both the cutting service and the finished look. Learners will also need demonstrations of specific cutting techniques and the correct use and control of the cutting tools. Learners need to develop the dexterity to interchange the scissor and cutting comb effectively and palm the scissors safely, while combing and picking up sections of hair to cut.

At some point tutors will have to wean learners away from the use of mannequins to introduce a little more realism to the learners' experience. It will be impossible to achieve all the practical assessment criteria on mannequins (learners are required to consult and communicate with clients) and centres will need to give some thought to the availability of live models to achieve the outcomes for this unit. Tutors are strongly advised to use live clients, where possible, once the learners' skills are of a sufficient standard, in order to give learners enhanced employment prospects.

Cutting is one unit where learners may prove reluctant to pair up and practice cutting each other's hair. However, tutors have opportunities to relate theory to practice and set up role-plays to cover the preparation for service. Simulations of the consultation process would allow learners to identify the critical factors and potential problems that may affect the outcome of a haircut. Completing consultation forms provides learners with a framework to establish critical details about clients' needs and describe the action to take without the need to perform the actual haircut. Learners are known to agonise over consultation forms and may need guidance to complete them. Tutors have options to design consultation forms to be functional or learners could be invited to design a consultation form by way of demonstrating knowledge of the influencing factors to be considered prior to the cutting service.

When learners are ready to provide a cutting service, tutors should use the consultation form and take the opportunities it provides to question the details and conclusions. This will allow tutors to agree the service outcomes for the client. Consultation forms and client record cards provide excellent supplementary evidence towards assessment.

There is a wide range of commercially produced DVD material on cutting hair to supplement learners' vocational experience. Learners will need to research the range of women's looks and this could make an interesting project for learners to create stylebooks with accompanying descriptions to suggest how these looks could be achieved and how the style is maintained.

Group discussions and directed questions are likely to build on the learners' experience to develop the required knowledge and confidence in using the technical vocabulary employed in cutting hair.

### 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 as holistic as possible, enabling coverage of multiple assessment criteria across the qualification, where possible.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and 2.9 are evident from observation of the learners' preparation for and performance in cutting women's hair in the salon/RLE. Observation records should be designed and used to provide evidence of how the learner has prepared for and is able to cut women's hair. These must be witnessed and signed off by a vocationally competent assessor. The number of clients required will depend on the opportunities each service presents to observe all the assessment criteria identified below. It is acceptable to observe clusters of the practical assessment criteria over a number of sessions on clients.

Assessment criteria 1.4, 1.5, 1.6, 1.7, 1.8, 2.10, 2.11, 2.12, 2.13, 2.14, 2.16, and 2.17 relate to the theory behind cutting hair. This can be achieved through the learner creating a portfolio of the looks they have created, detailing the processes involved and factors that had to be considered. Alternatively, simple written assignments or written transcripts of oral questions and answers could provide written evidence for the knowledge-based assessment criteria.

Tutors should encourage learners to become familiar with recording their achievements as an aid to reflection on experience. Centres could design suitable recording material for learners to record their achievement across the qualification.

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, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and 2.9	Cutting Hair for Female Clients	Cut women's hair to achieve four different looks.	Practical observation, with signed witness testimony. Photographs.
1.4, 1.5, 1.6, 1.7, 1.8, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16 and 2.17	Stylebook of Women's Hairstyles	Create style portfolio of the looks created, detailing the processes and factors involved.	Portfolio, with written text, pictures/ photographs.

## 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 products, equipment and tools suitable for cutting women's hair.

## Indicative resource materials

### Textbooks

Hiscock J, Moorman N and Palmer L – *Illustrated Hairdressing Dictionary* (Heinemann 2008) ISBN 9780435464899

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

Sassoon, V – *Cutting Hair the Vidal Sassoon way* (

### Journals

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

*Creative Head* (Alfol Ltd)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

### CD ROMs

*Standard System of Salon Skills: Hairdressing Image Library, 2000, 1st Edition* (Milady, 1999) ISBN 9781562535599

### Websites

<a href="http://www.habia.org.uk">www.habia.org.uk</a>	Habia, Standards Setting Body for the Hair and Beauty Sector
<a href="http://www.the-nhf.org">www.the-nhf.org</a>	National Hairdressers Federation





## Unit 15: Cut Men's Hair

Unit code: A/600/9146

QCF Level 2: BTEC Specialist

Credit value: 6

Guided learning hours: 53

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about creating a variety of men's haircuts using a variety of basic barbering techniques.

The knowledge gained in this unit includes cutting techniques, use of cutting tools and equipment, maintenance of tools and equipment, health and safety, aftercare advice.

### Unit introduction

This unit introduces learners to a basic range of cutting techniques that will enable them to cut men's hair.

Clients have high expectations that hairdressers/barbers will be skilled and knowledgeable in the art of cutting hair. Developing the skills to cut hair well will require dedication and practice. Men usually have shorter hair than women, therefore different cutting techniques are employed in the barbering industry. In this unit, learners will develop the skill to create short graduated hair lengths, outline neckline patterns and cut sharp balanced sideburns.

Learners will also develop various cutting techniques, such as scissor over comb, electric clippers over comb and blending grades between clipper attachments. Thinning and free-hand cutting techniques to outline hairlines, balancing sideburns and cutting neckline shapes for all characteristics of men's hairstyles are also covered.

This unit can be co-delivered with *Unit 14: Cut Women's Hair*. It could also be co-delivered with *Unit 2: Client Consultation for Hair Services* and/or *Unit 6: Shampoo and Condition the Hair and Scalp*. Prior to cutting clients' hair, learners could provide client consultations and shampoo and conditioning services. This unit could also be co-delivered with *Unit 12: Create an Image Based on a Theme within the Hair and Beauty Sector*, where learners could cut hair to style for the purpose of creating an image.

**This unit must not be taken by learners under 16 years of age, please see *Annexe I*, for further details of restrictions set by Habia.**

## 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 cutting service	1.1 prepare themselves, the client and work area for cutting service 1.2 use suitable consultation techniques to identify service objectives 1.3 assess the potential of the hair to achieve the desired look by identifying the influencing factors 1.4 explain the safety considerations that must be taken into account when cutting hair 1.5 describe the factors that need to be considered when cutting hair 1.6 describe the typical patterns of male pattern baldness 1.7 state the effects created by different sized clipper blades and attachments 1.8 state the risk of in-growing hair from continual close cutting on dark skin 1.9 describe the different consultation techniques used to identify service objectives 1.10 describe the salon's requirement for client preparation, preparing themselves and the work area 1.11 describe a range of looks for men
2 Be able to provide a cutting service	2.1 communicate and behave in a professional manner 2.2 select and use cutting tools and equipment to achieve the desired look 2.3 establish and follow guidelines to accurately achieve the required look 2.4 use cutting techniques that take into account the identified factors

Learning outcomes	Assessment criteria
	<p>2.5 create neckline shapes that are accurate and take account of the natural hairline</p> <p>2.6 position self and the client appropriately throughout the service to ensure the accuracy of the cut</p> <p>2.7 cross check the haircut to ensure even balance and weight distribution</p> <p>2.8 remove unwanted hair outside the desired outline shape</p> <p>2.9 create balanced and shaped sideburns that suit the required look</p> <p>2.10 create a finished cut that is to the satisfaction of the client</p> <p>2.11 provide suitable aftercare advice</p> <p>2.12 follow safe and hygienic working practices</p> <p>2.13 state how to communicate and behave within a salon environment</p> <p>2.14 describe the correct use, and routine maintenance of cutting tools and equipment</p> <p>2.15 describe the effect of different cutting techniques</p> <p>2.16 state the effect cutting hair at different angles has on the finished look</p> <p>2.17 state the importance of applying the correct degree of tension to the hair when cutting</p> <p>2.18 state the importance of cutting to the natural hairline in barbering</p> <p>2.19 explain how to ensure that sideburns are cut level</p> <p>2.20 state the importance of cross checking the cut</p> <p>2.21 describe the aftercare advice clients should be given</p> <p>2.22 outline safe and hygienic working practices when cutting hair</p>

## Unit content

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### 1 Be able to prepare for cutting service

*Preparation for cutting hair:* of stylist; of client (gown, towel, cutting collar, preparation of hair for service); of work area eg positioning of tools and equipment; salon's requirement

*Consultation techniques:* communication skills to identify service objectives (open and closed questions, clarification techniques, speaking, listening, recording, body language); assess potential of hair to achieve the desired look by identifying influencing factors (client's face shape, hair type, hair condition, hair elasticity, hair porosity, hair growth patterns, client's lifestyle, client's expectations, fashion, client's personality, contra-actions, typical patterns of male-pattern baldness); tests eg porosity, elasticity

*Safety considerations:* current and relevant health and safety legislation eg Personal Protective Equipment (PPE); salon's health and safety policy; controlled use and handling of tools; methods of preventing infection and cross-infection; risk of in-growing hair from continual close cutting on dark skin

*Range of looks for men:* looks eg traditional, fashionable/emerging trends, graduated cut, taper cut, crew cut, layered cut; effects created by different sized clipper blades and attachments

### 2 Be able to provide a cutting service

*Communication and behaviour:* professional manner; communication skills eg speaking, listening, body language; behavioural expectations eg stylist presentation, working cooperatively with others, following instructions, working within limits of responsibility

*Equipment and techniques:* equipment (cutting scissors, thinning scissors, comb, electric clipper blades, attachments/grades, neck brush); techniques on wet and dry hair (club cutting, scissor over comb, clipper over comb); cut for hair texture eg razor cut; use and routine maintenance of cutting tools and equipment; effect of different techniques; effect of cutting hair at different angles (club cutting, graduation); importance of applying correct degree of tension to hair when cutting; importance of cutting to natural hairline; how to ensure sideburns are cut level

*Cutting service:* establish and follow guidelines to accurately achieve required look; use cutting techniques taking into account identified factors eg combining and adapting techniques; positioning of client and stylist; create neckline shapes (rounded, tapered, square); cross-check haircut and the importance of doing so; remove unwanted hair outside desired outline shape; create sideburns that suit the look eg ensuring sideburns are cut level; create finished cut to client's satisfaction; follow safe and hygienic practices (methods of sterilising tools, disposal of sharps, sweeping up cut hair); provision of aftercare advice (homecare, retail opportunities)

## 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.

In order to be able to cut men's hair, learners will need a sustained period of repeated practice using the barbering techniques outlined in the unit content. It is recommended that learners have access to a wide range of live clients to have confidence in cutting men's hair. However, it is possible learners would be able to achieve all the assessment criteria on a single client who could wear a style sufficiently short to outline the natural hairlines. Centres will need to give some thought to the availability of live clients to achieve the outcomes set for this unit.

Learners could practise cutting hair of mannequins. For example, the club cutting technique is a good introductory exercise and this is possible on a mannequin. Tutors should be able to plan a series of cutting exercises on the mannequin as the hair length becomes progressively shorter. However, mannequins have clear limitations for cutting short hairstyles and some live clients will be needed for learners to practise upon. It will be impossible to achieve all the assessment criteria on a mannequin, therefore learners should practise as often as possible on live, male clients.

Learners benefit from observing real barbers at work and the value of work experience cannot be under-estimated. Alternatively, learners could see a number of staged demonstrations to cover the range of the cutting techniques specified in the unit content. Barbers may need to provide a running commentary when demonstrating techniques as learners may not recognise the technique employed on clients with different hair lengths or distributions, particularly when performed at commercial speed.

Learners should develop the ability to handle scissors effectively and keep the bottom blade of the scissors completely still whilst cutting. Learners who have some experience with cutting women's hair tend to find barbering techniques more challenging and will easily revert to using cutting techniques they are most familiar with. These learners will need to be reminded that the objective is to cut the hair using barbering techniques, not to affect a haircut on a male client.

Learners should conduct a consultation and record the relevant client details, including their assessment of the client's hair and scalp condition to identify critical factors that may affect the service. This will give the tutor an opportunity to agree the service outcomes for the client. Centres could design a consultation form to record this information with the assessment criteria in mind.

Tutors may find lots of video material on cutting men's hair to supplement learners' vocational experience. Learners will need to study men's hairstyles, which could be done through creating stylebooks (using pictures from trade magazines or the internet).

Learners are required to have some knowledge about the typical patterns of male-pattern baldness. This could be covered by learners discussing their own observations and experience of family traits or through research.

## 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.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 and 2.12 require learners to demonstrate their ability to prepare for and cut men's hair. They must create four different looks, one of which must include the scissor-over-comb technique. It is acceptable to observe clusters of the practical assessment criteria over a number of sessions on mannequins and clients.

Practical observation of each learner must be evidenced by a signed witness testimony. Observation records should be designed and used to provide evidence of how the learner has prepared for and is able to cut men's hair. These must be witnessed and signed off by a vocationally competent assessor.

Assessment criteria 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21 and 2.22 are the underpinning theory elements related to services specifically for men's hair. They could be achieved by the learner writing a small summary of the services provided, or answering oral questions, with questions and answers recorded in a written format.

Assessment criteria 1.6 and 1.11 are assessing learners' knowledge of the typical patterns of male baldness and the range of looks for men. These could be achieved by the learner creating a portfolio of men's looks and patterns of male-pattern baldness, with text descriptions. Alternatively, learners could achieve 1.11, by creating a portfolio of the looks they have created for male clients.

Simple written assignments or written transcripts of oral questions and answers could provide written evidence for the knowledge-based assessment criteria.

Tutors should encourage learners to become familiar with recording their achievements as an aid to reflection on experience. Centres could 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.

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, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	Cut Men's Hair Using Barbering Techniques	Cut men's hair into four different looks. One must include a scissor-over-comb technique.	Practical observation, with signed witness testimony. Photographs.
1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22	The Theory of Barbering	Write a summary of the services provided to cut men's hair.	Written report, with photographs.
1.6, 1.11	Create a Guidebook of Men's Hairstyles	Create a guidebook of hairstyles for men and typical patterns of male baldness.	Guidebook, with pictures and text descriptions.

### 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 cutting men's hair.

### Indicative resource materials

#### Textbooks

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

Kremer G and Wadeson J – *Professional Men's Hairdressing; The Art Of Cutting And Styling* (Cengage Learning, 2003) ISBN 9781861529022

#### Journals

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

*Creative Head* (Alfol Ltd)

*Estetica UK* (UKhairdressers)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

**Websites**

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

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

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

Black Beauty Magazine

Hairdressing Journal Interactive

Hairdressing e-Teaching



## **Unit 16: Perm and Neutralise Hair**

**Unit code:** Y/600/8537

**QCF Level 2:** BTEC Specialist

**Credit value:** 7

**Guided learning hours:** 60

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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 perming and neutralising services, using appropriate winding techniques, products and equipment for a variety of effects. It also develops learners' ability to provide aftercare advice to clients.

This unit applies to both hairdressing and barbering salons.

### **Unit introduction**

This unit introduces learners to the process of perming hair and the different looks and hairstyles that can be created. Perms can add large tumbling curls for movement, or tight curls to add volume and support to a hairstyle. Performed well, a perm can enhance a hairstyle by chemically adding a curl into the hair structure.

However, there are potential hazards in chemically altering the hair structure and learners are expected to learn how to avoid problems that lead to frizzy, over-processed hair. After a period of practice and instruction, learners are expected to perm hair to achieve a targeted look. This unit will develop learners' ability to perm hair and give them confidence and dexterity in their general ability to handle hair. The unit also covers the processes involved in neutralising the perm.

## 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 perm and neutralise hair	1.1 prepare themselves, the client and work area for perming and neutralising 1.2 use suitable consultation techniques to identify service objectives 1.3 assess the potential of the hair to achieve the desired look by identifying the influencing factors 1.4 state the factors that need to be considered when perming and neutralising hair 1.5 describe the salon's requirements for client preparation, preparing themselves and the work area 1.6 describe the different consultation techniques used to identify the service objectives 1.7 explain the importance of carrying out the necessary tests prior to and during the service and recording the results 1.8 explain the importance of following manufacturers' instructions 1.9 describe the range of perm and neutralising products, tools and equipment
2 Be able to perm and neutralise hair	2.1 communicate and behave in a professional manner 2.2 select and use products, tools and techniques, taking into account factors influencing the service 2.3 section and wind the hair, taking meshes to suit the perm rod size to achieve the desired look 2.4 wind the hair with even tension, making sure all wound perm rods sit on their own base

Learning outcomes	Assessment criteria
	<p>2.5 monitor the development of the perming and neutralising processes, following manufacturers' instructions</p> <p>2.6 leave the hair free of perm lotion when the desired degree of curl is achieved, using water temperature and flow to suit client's needs</p> <p>2.7 follow safe and hygienic working practices</p> <p>2.8 provide suitable aftercare advice</p> <p>2.9 describe the effects of perm lotions and neutralisers on the hair structure</p> <p>2.10 outline the factors that determine the use of different types of perming and neutralising products, tools and equipment</p> <p>2.11 explain how temperature affects the perming process</p> <p>2.12 state the importance of accurate timing and thorough rinsing of products</p> <p>2.13 explain when and why it is important to use pre-perm and post-perm treatments</p> <p>2.14 explain the factors that influence the choice of sectioning techniques and different sized perm rods</p> <p>2.15 explain the method of checking curl development</p> <p>2.16 outline the types and causes of problems that can occur during the perming and neutralising processes and how to resolve them</p> <p>2.17 outline safe and hygienic working practices</p> <p>2.18 describe the aftercare advice that should be provided</p> <p>2.19 state how to communicate and behave within a salon environment</p>

## Unit content

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### 1 Be able to prepare to perm and neutralise hair

*Preparation of themselves:* Personal Protective Equipment (PPE) (latex-free gloves); salon policy on appropriate dress code

*Preparation of client:* comfortably seating the client; client gown and towel; salon policy; client's individual requirements

*Preparation of work area:* ensuring work area and tools are clean and hygienic; selected products and tools are close to hand (various curlers between grey and red, section clips, perm rods, end papers and cotton wool strips, combs and brushes, perm lotion, neutraliser); salon policy; importance of following manufacturers' instructions

*Consultation techniques:* consultation methods prior to and throughout the service; establishing rapport and greeting the client; effective verbal and non-verbal communication; eliciting information to establish clients needs; assessing potential of hair to achieve desired look; agreeing service objectives with the client

*Factors that influence the desired look:* hair texture; density; length; growth patterns; previous chemical services; appropriateness of the current hair cut to achieve the desired look; contra indication to service (cuts, abrasions, infection and negative results from diagnostic tests); establishing a course of action and curler size to achieve the desired curl shape and look

*Diagnostic hair tests:* elasticity; porosity; incompatibility; importance of tests and recording results (implications of not testing); benefits of pre- and post-perm hair-care products

### 2 Be able to perm and neutralise hair

*Professional manner:* communication (speaking, listening, written, body language); behaviour eg working cooperatively with others, client care

*Products tools and techniques:* perm reagents (acid or alkaline products, strength required to achieve the target result); neutralising products; barrier creams; pre-perm and post-perm treatments and their importance; tools and equipment eg needle comb, perm rods, end papers, stacking sticks, applicator bottles, towels and sponges, plastic process caps; following the manufacturer's instructions; effect perm reagent and neutraliser has on hair structure; factors that determine use of different types of perming and neutralising products/tools/equipment/techniques eg hair type, condition

*Perm process:* sectioning and wind pattern for different hair types and achieving desired look eg pre or post-damp applications of perm lotion, croquignole or spiral curl shapes, nine-section or brick-work curler patterns; taking meshes to suit the perm rod size to achieve the desired look; wind the hair with even tension, making sure all wound perm rods sit on their own base; safe application of perm lotions; timing required for the breakdown of hair structure and its importance; consideration of room and water temperature and their effect on the process; monitoring curl development; rinsing effectively before application of neutraliser; timing for neutraliser to reform hair structure;

removing all products to complete the process and its importance; hair-care products to ensure the hair is left manageable; aftercare advice (maintaining perm; hair-care; retail opportunities)

*Safe and hygienic working practices:* safe handling of chemicals; methods of sterilising tools; methods of preventing infection and cross-infection

*Potential problems:* types (hair damage, breakage, curl uneven, curl too tight, curl too loose, fish hooks, loss of curl when dry, scalp damage, skin irritation, pull burns); causes of problems; ways of resolving problems eg conditioning treatment, rewinding with optimum curler size before neutralising, trim fish hooks, cool rinse and advise client to seek medical advice

## 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.

This unit provides opportunities for learners to develop basic skills in providing perm services to clients. There are no commercial time standards to be met, the aim of the unit is to provide learners with the ability to perform a perm service safely without undue damage to the hair or scalp.

Learners can find winding perm curlers challenging and motivating them to practise this skill when the demand for perming service has declined will be challenging. In developing this particular skill, it does increase learners' general dexterity and confidence in their own ability in handling hair.

Learners will need a number of practical workshop sessions to develop the skills needed to section hair and place perm curlers in the hair correctly. Practice sessions are most successful when they are relatively short, but repeated frequently. There is a significant knowledge element required from this unit and this should be taught alongside the practical workshops to emphasise links between theory and practice, and to help motivate learners.

Tutors are advised to plan the delivery of theory in small chunks, ideally preceding and/or immediately following practical workshops. Mannequins are useful to develop the learners' perm winding skills. When mannequins are used, these should have varying hair lengths to provide learners with the experience of winding long, medium and short hair lengths. Tutors could vary the practical workshops, asking learners to wind for different outcomes. Tutors could also introduce salon situations and ask 'what if' questions to test and extend learners' knowledge.

Tutors could, if they wish, train learners to neutralise perms early in the training programme, before they are introduced to perm winding. It would be an advantage for learners to have the ability to shampoo and neutralise hair before they had any planned work experience in a salon.

At some point, learners must apply perm products to hair, to monitor the development of the perming and neutralising processes. Centres should recognise the cost element of perming the mannequin as it is only viable once (possibly twice). Tutors will need to have some confidence that learners have the skills to wind correctly before they allow them to apply a perm reagent to the hair. When mannequins are used, learners could work together, one to hold the mannequin in position at the backwash, the other to perform the neutralising process.

## 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.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8 require learners to prepare for and provide perming services on clients. Centres with the resources to do so could have opportunities to cover all the practical assessment criteria from two perm services on clients in the RLE, one of which must have previously chemically-treated hair. It is also acceptable to observe clusters of the practical assessment criteria over a number of sessions on clients.

If mannequins are used, some role play will be required to simulate elements of the consultation process for a perm service. There is the option for learners to play the part of hairdresser and their peer to act as the client and conduct a consultation, as if the client wanted a particular permed look.

Practical observation of each learner must be evidenced by a signed witness testimony. Observation records should be designed and used to provide evidence of how the learner has prepared for and is able to perm hair. These must be witnessed and signed off by a vocationally competent assessor.

An analysis of the hair and scalp, including the diagnostic tests, would give learners an opportunity to identify the critical factors that may affect the outcome. It also provides opportunities to discuss the size of perm curler, wind patterns and selection of products to achieve a given look. Centres could design a consultation form to record this information with the assessment criteria in mind.

Assessment criteria 1.5, 1.6, 1.7, 1.8, 1.9, 2.10, 2.14, 2.16, 2.17, 2.18 and 2.19 are the underpinning theory elements related to providing a safe and effective service. They could be achieved by the learner writing a small summary to recap on the service provided, or by oral questions and answers (accompanied by a written transcript).

Assessment criteria 2.9, 2.11, 2.12, 2.13 and 2.15 are related to learners' knowledge and understanding of the scientific principles underpinning the perming process. These could be achieved through oral questions and answers (accompanied by a written transcript), or posters/pictures with text to illustrate, for example, the effects of perms, lotions and neutralisers on the hair structure.

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.

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, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	Perming and Neutralising Hair	Perm hair, following safe working practices to achieve two looks in the salon/RLE. One of the clients has previously chemically-treated hair.	Practical observation and signed witness testimony.  Photographs as supplementary evidence.
1.5, 1.6, 1.7, 1.8, 1.9, 2.10, 2.14, 2.16, 2.17, 2.18, 2.19	How to Provide a Perm Service	Create a handbook on best practice when perming and neutralising hair.	Written handbook, with pictures.
2.9, 2.11, 2.12, 2.13, 2.15	The Science of Perming Hair	Investigate the scientific principles underlying perming and neutralising hair.	Posters, with written text.

**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 perming hair, including a professional permanent wave and neutralising product range, a wide range of perm curler sizes (between grey and red), mannequins, hood dryer or heat source to process perm development, and a timer or clock.

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

Palmer L and Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

**Journals**

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

*Creative Head* (Alfol Ltd)

*Estetica UK* (UKhairdressers)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)



**Websites**

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

Black Beauty Magazine

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

Hairdressing e-Teaching

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

Habia, Standards Setting Body for the hair and beauty sector

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

Hairdressing Journal Interactive

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

L'Oréal United Kingdom

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

Wella Professionals



## 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 2 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 2 Specialist qualifications in Hairdressing/Hairdressing Services (QCF) against the underpinning knowledge of the National Occupational Standards in Hairdressing and Barbering

### 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	11	12	13	14	15	16
G20 Make sure your own actions reduce risks to health and safety	#															
G17 Give clients a positive impression of yourself and your organisation																
G7 Advise and consult with clients		#														
GH8 Shampoo, condition and treat the hair and scalp						#										
GH9 Change hair colour									#			#				
GB2 Change men's hair colour									#			#				
GH10 Style and finish hair																
GH11 Set and dress hair								#								
GH12 Cut hair using basic techniques														#		
GB3 Cut hair using basic barbering techniques															#	

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
G4 Fulfil salon reception duties										#						
G18 Promote additional services or products to clients			#													
G8 Develop and maintain your effectiveness at work																
GH13 Plait and twist hair																
GH14 Perm and neutralise hair																#
GH15 Attach hair to enhance a style																
GH19 Creatively style and dress hair													#			
GH21 Develop and enhance your creative hairdressing skills													#			

# Annexe D

## Mapping to Level 2 Functional Skills

Level 2	Unit number															
English – Speaking, Listening and Communication	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading																
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Writing																
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Mathematics – learners can:</b>										✓						
understand routine and non-routine problems in familiar and unfamiliar contexts and situations										✓						
identify the situation or problems and identify the mathematical methods needed to solve them										✓						
choose from a range of mathematics to find solutions										✓						
apply a range of mathematics to find solutions										✓						
use appropriate checking procedures and evaluate their effectiveness at each stage										✓						
interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations																
draw conclusions and provide mathematical justifications																

Level 2	Unit number															
ICT – Using ICT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Plan solutions to complex tasks by analysing the necessary stages																
select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts										✓						
manage information storage to enable efficient retrieval	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>ICT – Finding and selecting information</b>																
use appropriate search techniques to locate and select relevant information	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
select information from a variety of sources to meet requirements of a complex task	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number															
ICT – Developing, presenting and communicating information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
enter, develop and refine information using appropriate software to meet requirements of a complex task	✓	✓				✓			✓	✓		✓	✓	✓	✓	✓
use appropriate software to meet the requirements of a complex data-handling task																
use communications software to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bring together information to suit content and purpose	✓			✓	✓		✓	✓	✓		✓	✓				✓
combine and present information in ways that are fit for purpose and audience	✓			✓	✓		✓	✓	✓		✓	✓				✓
evaluate the selection, use and effectiveness of ICT tools and facilities used to present information																
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	✓	✓	✓			✓			✓	✓		✓	✓	✓	✓	✓

# Annexe E

## Unit mapping overview

BTEC Level 2 short course in hairdressing legacy (specification end date 31/08/2010)/new QCF versions of the BTEC Level 2 Specialist qualifications in Hairdressing/Hairdressing Services (specification start date 01/08/2010) – the Level 2 BTEC Diplomas in Hairdressing/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>
Unit 1		P			
Unit 2					
Unit 3					
Unit 4					
Unit 5					
Unit 6			P		
Unit 7					
Unit 8			P		
Unit 9					P
Unit 10	P				
Unit 11					
Unit 12					P
Unit 13					
Unit 14					
Unit 15					
Unit 16				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 these qualification can also be found on the Edexcel website – see: 'Accreditation Information' (<http://www.edexcel.com/quals/Specialist/hairdressing-lvl2/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 Specialist and Professional 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 1 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 Entry 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 2 Diploma in Hairdressing Services/Hairdressing 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 details 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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