

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

Accreditation start date: **1 April 2011**  
Credit value: **55**  
Total Qualification Time (TQT): **550**  
Guided learning hours (GLH): **444 - 479**  
Qualification number: **600/1393/X**

## Statement of unit achievement

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

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

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV20483				
UV20453				
UV20437				
UV10346				
UV10345				
UV20499				
Optional units	Please insert optional units achieved			

# The qualification

## Introduction

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

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

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

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

The purpose of this qualification is to develop your skills in both hairdressing and media make-up to a high level of occupational ability, to enable you to perform your own salon services.

## National Occupational Standards (NOS)

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

This qualification is approved and supported by the Hairdressing and Beauty Industry Authority (HABIA), the standard setting body for hair, beauty, nails and spa qualifications.

## Progression

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

- Level 2 NVQ Diploma in Hairdressing (Combined Hair Types)
- Level 2 NVQ Diploma in Barbering
- Level 2 NVQ Diploma in Chemically Treated African Type Hair
- Level 2 NVQ Diploma in Treating Natural African Type Hair
- Level 2 NVQ Diploma in Barbering African Type Hair
- Level 2 NVQ Diploma in Beauty Therapy General
- Level 2 NVQ Diploma in Nail Services

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

- Level 2 Diploma in Barbering
- Level 2 Diploma in African Caribbean Hairdressing
- Level 2 Certificate in Perming and Neutralising
- Level 2 Certificate in Barbering
- Level 2 Certificate in African Caribbean Hairdressing



- Level 2 Certificate in Cutting Hair
- Level 2 Award in Health and Safety for Hair and Beauty
- Level 2 Award in Wig Services
- Level 2 Award in Emergency First Aid at Work
- Level 2 Award in Preventing Contact Dermatitis
- Level 3 Certificate in Colouring Hair
- Level 3 Certificate in Creative Hair Design
- Level 3 Award in Bridal Hairstyling
- Level 3 Diploma in Make-Up Artistry
- Level 3 Diploma in Theatrical, Special Effects and Hair and Media Make-Up
- Level 2 Diploma in Beauty Specialist Techniques
- Level 2 Certificate in Nail Treatments
- Level 2 Certificate in Beauty Specialist Techniques
- Level 2 Certificate in Depilation
- Level 2 Certificate in Nail Technology
- Level 2 Award in Nail Art
- Level 2 Award in Airbrush Nail Design
- Level 2 Award in Facial Massage and Skincare
- Level 2 Award in Wax Depilation
- Level 2 Award in Sugaring Depilation
- Level 2 Award in Threading Depilation
- Level 2 Award in Mendhi Skin Decoration
- Level 2 Award in Eyelash Perming
- Level 2 Award in Ear Piercing
- Level 2 Award in Thermal Auricular Therapy

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

# Qualification structure

## Total credits required - 55 (minimum)

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

### Mandatory units - 27 credits

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



### Optional units - 28 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV20420	H/601/3563	Apply skin tanning techniques	4	30	2
UV20473	H/601/5877	Provide eyelash perming	2	20	2
UV30340	L/502/3803	Themed face painting	3	30	1
UV30333	K/502/3470	Nail art application	3	30	1
UV20444	H/601/5491	Design and apply Mendhi skin decoration	4	34	2
UV20423	A/601/3570	Body art design	4	30	2
UV20386	A/600/9065	Client consultation for hair services	3	30	2
UV20494	T/600/8626	The art of colouring hair*	7	60	2
UV10480	R/600/4874	Colour hair using temporary colour*	3	30	1
UV20486	A/600/8630	Colour and lighten hair	10	91	2
UV20512	Y/600/8537	Perm and neutralise hair	7	60	2
UV20485	T/600/8612	Cut women's hair	8	75	2
UV30342	Y/502/3805	Plaiting and twisting hair	3	30	1
UV20514	T/600/8531	Style and finish African type hair	5	45	2
UV20488	H/600/8539	Shampoo and condition the hair and scalp	3	29	2
UV30500	K/600/8638	Make and style a hair addition	7	60	3
UV20419	F/601/3554	Provide eyelash and brow treatments	4	36	2

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

# Guidance on assessment

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

## Internal assessment

*(any requirements will be shown in the unit)*

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

## External assessment

*(any requirements will be shown in the unit)*

Externally assessed question papers completed electronically will be set and marked by VTCT.

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

## Assessment explained

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

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

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

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



## Creating a portfolio of evidence

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

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

Evidence in the portfolio may take the following forms:

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

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

# Unit assessment methods

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

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20483	Follow health and safety practice in the salon	1	✓	✓
UV20453	Client care and communication in beauty-related industries	0	✓	✓
UV20437	Apply make-up	2	✓	✓
UV10346	The art of photographic make-up	0	✓	✓
UV10345	The art of dressing hair	1	✓	✓
UV20499	Create an image based on a theme within the hair and beauty sector	0	✓	✓



# Unit assessment methods

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20420	Apply skin tanning techniques	0	✓	✓
UV20473	Provide eyelash perming	0	✓	✓
UV30340	Themed face painting	0	✓	✓
UV30333	Nail art application	0	✓	✓
UV20444	Design and apply Mendhi skin decoration	0	✓	✓
UV20423	Body art design	0	✓	✓
UV20386	Client consultation for hair services	1	✓	✓
UV20494	The art of colouring hair	1	✓	✓
UV10480	Colour hair using temporary colour	1	✓	✓
UV20486	Colour and lighten hair	1	✓	✓
UV20512	Perm and neutralise hair	1	✓	✓
UV20485	Cut women's hair	1	✓	✓
UV30342	Plaiting and twisting hair	0	✓	✓
UV20514	Style and finish African type hair	0	✓	✓
UV20488	Shampoo and condition the hair and scalp	1	✓	✓
UV30500	Make and style a hair addition	0	✓	✓
UV20419	Provide eyelash and brow treatments	1	✓	✓

# Unit glossary

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

# UV20483

## Follow health and safety practice in the salon

The aim of this unit is to increase your understanding of health and safety and its importance in the salon in which you work.

You will develop the ability to carry out a simple risk analysis, recognise a hazard, responsibly deal with the hazards you have found and follow safe and hygienic working practices.

You will also need to be able to locate fire fighting equipment, first aid resources and have an awareness of fire, emergency and evacuation procedures.

This unit applies to hairdressing, beauty therapy, nail and barbering salons and spas.

Level

**2**

Credit value

**3**

GLH

**22**

Observation(s)

**3**

External paper(s)

**1**



# Follow health and safety practice in the salon

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

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

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

There are no range statements that apply to this unit.



# Observations

## Outcome 1

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

You can:

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

*\* May be assessed through oral questioning.*

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





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## Outcome 2

### Be able to follow emergency procedures

You can:

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

\* *May be assessed through oral questioning.*

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



# Developing knowledge

## Achieving knowledge outcomes

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

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria must be achieved.**

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

Paper	Date achieved	Assessor initials
1 of 1		

# Knowledge



## Outcome 1

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

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

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



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## Outcome 2

### Be able to follow emergency procedures

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



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

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

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

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

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

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

**Chemicals** – leaking, damaged packaging.

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

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

**Hygiene** – poor personal cleanliness, lack of regular washing of uniform, equipment (dirty, not sterilised, cross-infection, cross-contamination between clients).

**Salon policy for security:**

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

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

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

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

**Use of tools and equipment:** Comply with legislation, health and safety, electricity at work, portable appliance testing, reporting of injuries and dangerous diseases, manual handling, visual checks, only use for intended purpose, no trailing wires, manufacturer's instructions, fit for purpose.

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



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

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

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

**Maintaining a safe salon** – all staff to adhere to salon policies, clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to work stations/beds/trolleys and equipment, clean/sterilise/disinfect tools, equipment and work surfaces, risk assessment, no smoking, eating, drinking or drugs in salon, professional personal hygiene.

**Personal protective equipment** – avoid latex, powdered gloves, apron, protective glasses.

**Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling** – moving stock safely, lifting, working heights, unpacking.

**Towels** – clean for every client, place dirty towels in covered bin.

**Reporting of injuries diseases and dangerous occurrences** – accident book, reporting diseases, log accidents.

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

**Disposal of waste** – sharps box, closed top bin, dilute chemicals with running water, environmental protection, salon policies for hazardous waste, single use items, recycle empties.

### Behave professionally in a salon

**environment:** Follow health and safety practices and procedures, follow salon code of conduct, respect and co-operate with others (team work – be sympathetic, fair, not aggressive), avoid gossip, value client(s), use appropriate language, maintain confidentiality, uphold a polite, cheerful and friendly manner (friendly facial expressions, open body language, positive attitude), eye contact, sensible behaviour, take pride in work, be punctual, employer and client loyalty.

**How to maintain personal presentation and hygiene:** Clothes/uniform (washed/ ironed daily), hair (clean, healthy, manageable, off face), personal hygiene (shower daily, clean teeth, fresh breath deodorant, avoid overpowering perfume/ aftershave), workable length clean nails (hair), short clean nails (beauty), minimal jewellery/no jewellery, light fresh make-up, comfortable clean shoes, wash hands between clients, cover cuts and wounds with plaster, wear personal protective equipment.

**Risk:** The likelihood of a hazard happening, risk assessment, determine the level of risk, preventative measures, reduce



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

a potentially harmful situation, judgement of salon hazards, who/what/level of risk, interpret results, conclusions, record findings, regular reviews.

### **Position yourself and the client appropriately:**

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

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

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

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

**Code of practice and policies** – salon lead, implemented, monitored.

**Salon health and safety legislation and regulations:** Health and safety at work, control of substances hazardous to health, reporting of injuries diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employer's liability (compulsory insurance), occupier's liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.

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



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## Outcome 2: Be able to follow emergency procedures

### Emergency procedures:

**Accidents** – call ambulance, internal emergency number, nominated first aider, records.

**First aid** – call nominated first aider, emergency internal number, ensure accurate records.

**First aid equipment** – first aid box(es), list of equipment, general advice leaflet, various sized dressings, eye pad, eye bath, triangular bandages, safety pins, antiseptic cream, medical wipes, sterile gloves, sterile water, cotton wool.

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

**Incidents** – call security, emergency internal number, emergency external numbers 999 (UK) or 112 (EU).

**Position of fire fighting equipment** – induction process.

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

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

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

**Personnel responsible for safety** – nominated health and safety officer (internal/external).

**Fire fighting equipment:** Location, extinguishers (water, foam, powder, CO<sub>2</sub> gas), sand bucket, fire blanket, alarm.

### Incorrect use of fire fighting equipment:

Fire could deteriorate/uncontrollable, injury to personnel, damage to belongings/property.

# Notes

Use this area for notes and diagrams



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# UV20453

## Client care and communication in beauty-related industries

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

Level

**2**

Credit value

**2**

GLH

**20**

Observation(s)

**3**

External paper(s)

**0**



# Client care and communication in beauty-related industries

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least three occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

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

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



# Observations

## Outcome 1

### Be able to communicate with clients

You can:

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

*\* May be assessed through oral questioning.*

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



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## Outcome 2

### Be able to provide client care

You can:

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

*\* May be assessed through oral questioning.*

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



# Range

\*You must practically demonstrate that you have:

<b>Provided client care to <b>all</b> clients</b>	<b>Portfolio reference</b>
New	
Regular	
<b>Identified client objectives using <b>all</b> consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	
<b>Used <b>all</b> types of communication</b>	<b>Portfolio reference</b>
Verbal	
Non-verbal	
<b>Dealt with <b>all</b> types of client care</b>	<b>Portfolio reference</b>
Dealing with complaints	
Advice and recommendations	
Client comfort	

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.



# Knowledge



## Outcome 1

### Be able to communicate with clients

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



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## Outcome 2

### Be able to provide client care

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



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

## Outcome 1: Be able to communicate with clients

### Communication techniques:

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

**Non-verbal** – eye contact, body language, listening, visual checks, manual, questioning techniques, professional, client care.

**Consultation techniques:** Client expectations, client suitability, client needs, consultation form, record card, verbal/non-verbal communication methods, client desired outcome, client satisfaction.

**Client recommendations:** Treatment advice, aftercare and home care advice, future treatment needs, retail recommendations, prevent contra-actions, improve results, maintain treatment longer, client care, client satisfaction, client expectations, profits (link sales), insurance reasons, completion of consultation process, returning clients, new business.

**Professional ethical conduct:** Positive attitude, client relations, confidentiality, respect for colleagues and competitors, avoid gossip, pride in work, punctuality, employer and client loyalty.



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## Outcome 2: Be able to provide client care

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for therapist.

**Client preparation:** Protect client clothing, ensure client positioned correctly and comfortable, respect privacy and modesty.

### **Communication:**

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

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

**Client confidentiality:** Data protection, storage and use of sensitive information, type of information client access to records, record cards, method of destroying sensitive data, authorised persons, time limit of storage of data.

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

**Client care feedback:** Client consultation form, comments box, verbal and non-verbal methods, target setting, relate to feedback, professional manner, polite, courteous, personal development, improves client satisfaction, effects on business atmosphere, career development, effect on employees, team work.

**Client complaints:** Professional manner, polite, courteous, good client care, referral person senior therapist, senior receptionist or manager, resolve situation and assist, good communication techniques, good eye

contact, deal with situation calmly, methods of recording complaints.

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

# UV20437

## Apply make-up

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

Level

**2**

Credit value

**5**

GLH

**41**

Observation(s)

**3**

External paper(s)

**2**



# Apply make-up

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

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

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Maximum service times

The following maximum service times apply to this unit:

Day make-up	30 minutes
Evening make-up	45 minutes
Special occasion make-up (e.g. bridal)	45 minutes

## Achieving range

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

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





# Observations

## Outcome 1

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

You can:

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

*\* May be assessed through oral questioning.*

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



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## Outcome 2

### Be able to apply make-up

You can:

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

*\*May be assessed through oral questioning.*

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



# Range

\*You must practically demonstrate that you have:

<b>Used <b>all</b> consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	
Reference to client records	
<b>Dealt with a <b>minimum of 1</b> of the necessary actions</b>	<b>Portfolio reference</b>
Encouraging clients to seek medical advice	
Explaining why the service cannot be carried out	
Modification of the service	
<b>Applied make-up to <b>all</b> client age groups</b>	<b>Portfolio reference</b>
16-30	
31-50	
Over 50	
<b>Identified <b>all</b> client skin types</b>	<b>Portfolio reference</b>
Oily	
Dry	
Combination	
<b>Applied make-up for <b>all</b> occasions</b>	<b>Portfolio reference</b>
Day	
Evening	
Special occasion	

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



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

Used <b>all</b> make-up products	Portfolio reference
Foundations	
Powders	
Facial bronzing products	
Concealer	
Eyebrow products	
Eyeshadows	
Eyeliners	
Mascara	
Cheek products	
Lip products	
Provided <b>all</b> types of advice	Portfolio reference
Suitable make-up products and their use	
Possible contra-actions and how to deal with them	
Suitable make-up re-application techniques	
Suitable make-up removal techniques	

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria must be achieved.**

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

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		

# Knowledge



## Outcome 1

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

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



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## Outcome 2

### Be able to apply make-up

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

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



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## Outcome 2 (continued)

### Be able to apply make-up

You can:	Portfolio reference / Assessor initials*
r. Describe diseases and disorders of the skin	
s. Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone	
t. State the position and action of the muscles of the head, neck and shoulders	
u. State the names and position of the bones of the head, neck and shoulders	
v. Describe the structure and function of the blood and lymphatic system for the head, neck and shoulders	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



# Unit content



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

## Outcome 1: Be able to prepare for make-up application

### Management of health and safety

**at work:** Cleaning up spillages, report slippery surfaces, remove/report obstacles, good all round access to trolleys and equipment, sterilise or disinfect tools, equipment, work surfaces, personal protective equipment.

**Manual handling** – moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, preserve back, prevent slouching.

**Towels** – clean for every client, dirty towels in covered bin.

**Liability insurance** – employers, public, professional indemnity.

**Reporting of injuries, diseases and dangerous occurrences regulations** – accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

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

**Health and safety legislation:** Data protection, electricity at work, employers liability (compulsory insurance), fire precautions, first aid at work, health

and safety at work, local government miscellaneous provisions, occupiers liability, local byelaws.

**Regulations:** Control of substances hazardous to health regulations, management of health and safety at work, manual handling, personal protective equipment, reporting of injuries, diseases and dangerous occurrences, workplace (health and welfare) regulations.

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

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

**Equipment** – only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, correct disposal of waste, records.

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

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

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



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

### Hygiene:

**General** – sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist hands before and after treatments, sanitise with sprays and gels, clean towels between client, dirty towels in covered bin, disposable towels, dispense products with a spatula, pump or spray, disposables used wherever possible, no smoking, personal hygiene, replace loose lids, uncapped bottle and pots.

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

**Disposal of waste** – single use items, pedal bin with a liner, spillages and unused chemicals, contaminated waste, hazardous waste, environmental protection.

### Therapist posture and deportment:

Correct posture when sitting, correct posture with lifting, correct posture when carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture, even weight distribution, client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure therapist positioning delivers appropriate techniques, appropriate space between client and therapist, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for therapist.

**Client preparation:** Protect client clothing, client comfort, privacy, modesty, client positioned correctly.

### Communication:

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

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

**Record keeping:** Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions, consultation record keeping, contra-indications, signatures, refer to existing records, information clear and accurate, logical order, name, address, contact numbers, age range, reason for treatment, occupation, sport/hobbies, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, requirement, treatment plan, update record at the end of the treatment, update at each visit, records maintained electronically, paper records.

**Professional appearance:** Clean professional uniform, no jewellery, no piercings, hair (neatly tied back, fringe secured), closed in footwear, make-up (light day make-up), personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained).

**Professional ethical conduct:** Polite, cheerful and friendly manner, friendly facial expressions, positive attitude, eye contact, open body language, client relations, confidentiality, respect for colleagues and competitors, avoid gossip, pride in work, punctuality, employer and client loyalty.



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

**Consultation techniques:** Client requirements, client satisfaction, client expectations and aftercare, signatures, visual, manual, listen, client card reference. Use a range of terminology related to make-up application.

**Planning:** Tools and equipment, brushes, make-up kit, foundations, concealer, powder, blusher (cream and powder), eyeshadow (cream and powder), mascara, eyepencil, liquid liner, lip liner, lipstick, lipgloss, corrective make-up/coloured concealer (green, lilac).

**Examples of contra-indications that may prevent treatment:** Severe skin conditions, eye infections, conjunctivitis, bacterial disorders (impetigo), viral (herpes simplex), fungal (tinea, inflammation or swelling of the skin, undiagnosed lumps or swellings, severe acne, boils, herpes zoster, warts), parasitic infections (pediculosis, scabies), positive patch test, hypersensitive skin, severe bruising, cuts and abrasions.

**Examples of contra-indications that may restrict treatment:** Minor bruising, recent scar tissue, minor eczema, minor psoriasis, minor inflammation of the skin, facial piercing, styes, watery eyes.

**Equipment tools and products:** Foundations, concealer, powder, blusher (cream and powder), eyeshadow (cream and powder), mascara, eyepencil, liquid liner, lip liner, lipstick, lipgloss, corrective make-up/coloured concealer (green, lilac), brushes, applicators.

**Skin analysis:** Carried out using magnifying lamp, protect eyes, check all areas of the face and neck for skin type, skin conditions and characteristics, record

results on record card, treatment plan, most suitable treatment, suitable products, prevent worsening of conditions, accurate aftercare advice, future treatment needs.

**Skin types:** Normal, oily, dry.

**Skin conditions:** Mature, sensitive, dehydrated.

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

**Skin characteristics:**

**Sensitive** – often pale skins, dry, colour easily, redness, react to products.

**Dehydrated** – normal sebaceous secretions but still flaky, tight.

**Mature** – loss of elasticity, lose muscle tone, wrinkles.

**Normal** – fine texture, no visible pores, smooth, supple, flexible.

**Oily** – shiny, slight thickening, sallow, coarse texture, enlarged pores, congestion, comedones.

**Combination** – combination of two or more skin types, usually oily T-zone, normal or dry on cheeks.

**Dry** – lacks moisture, dry to touch, flakiness, fine texture, thin, tight, small pores, broken capillaries, ageing.



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## Outcome 2: Be able to apply make-up

**Cleanser:** Applied using effleurage movements, removed with damp cotton wool.

**Toner:** Applied using effleurage movements on damp cotton wool.

**Moisturiser:** Applied using effleurage movements in an upward direction, gives a good base for make-up.

**Foundation:** Brush/sponge applied to the centre of the face and blended out to sides of the face.

**Concealer:** Stick compact, liquid, brush application and blended with stippling action.

**Blusher:** Cream applied with sponge, powder with brush, to give warmth and contour the face.

**Eyeshadow:** Cream applied with sponge, powder with brush, disposable applicator.

**Mascara:** Disposable mascara wand for each entry into mascara container to enhance the eyes.

**Eyepencil/lip pencil:** Must be sharpened before application, used for definition.

**Liquid liner:** Disposable fine brush for each entry into liquid liner container.

**Lipstick:** Cut out method for hygiene, clean sterile brush or disposable brush for application (gives the lip colour).

**Lipgloss:** Cut out method for hygiene, clean sterile brush or disposable brush for application, to add shine to the lips.

**Make-up occasions:** Day make-up suitable for daytime use to suit the client's age, evening, party, special occasion, wedding, prom.

**Corrective techniques:** Highlighting, shading, colour correction, client face shape, corrective eye make-up, lip shape, explain how and why each product is used.

**Evaluation:** Client expectations, client objectives, satisfaction.

**Examples of possible contra-actions that may occur during or after**

**treatment:** Excessive perspiration, adverse skin reaction, watery eyes, excessive erythema.

**Allergic reaction to eye products –** sensitivity or burning sensation (remove all products immediately, use eye bath to flush eye, seek medical advice if necessary, maintain records).

**Allergic reaction to make-up products –** redness, itching, swelling, rash, burning or stinging, blistering (remove make-up/product immediately, with suitable remover, clean area with water, seek medical advice if necessary, maintain records).

**Aftercare advice:**

**Removal of eye make-up –** remover on a cotton bud, circular movements from the outer corner of the eye.

**Removal of skin make-up –** cleanse, tone, moisturise.

**Home care advice –** retail products, make-up ranges for skin tone, colour, type, application techniques for home care products and re-application of make-up can be discussed and demonstrated.

**Skin:**

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





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## Outcome 2: Be able to apply make-up (continued)

horny layer (stratum corneum).

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

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

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

**Position of major facial bones:** Frontal (forehead), zygomatic (cheek), nasal (nose), mandible (lower jaw), maxillae (upper jaw).

**Example of diseases and disorders of the skin:** Fungal, bacterial and viral skin diseases, milia (pocket of sebum trapped under the skin), hyper-pigmentation (chloasma), hypo-pigmentation (vitiligo), comedone (blackhead), keloid (raised scar tissue), dark circles, open pores, pustules (yellowish topped, small, pus filled lesions), papules (solid elevation of skin with no visible fluid), broken capillaries (red veins visible through the skin).

**Muscles of the head neck and shoulders:** Sternocleidomastoid, platysma, buccinator, orbicularis oris, orbicularis oculi, mentalis, corrugator, frontalis.

**Bones of the head neck and shoulders:** Frontal, parietal, temporal, occipital, zygomatic, maxillae, mandible, cervical vertebrae, clavicle, scapula.

**Functions of blood:** Transport, regulation, protection.

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

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

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

**Functions of the lymphatic system:** Fluid distribution, fighting infection, transport of fat.

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

**Position of lymph nodes:** Occipital, mastoid, superficial cervical, deep cervical, parotid, buccal, submental, submandibular.

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

**Lifestyle factors that affect skin:**

Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care.

# Notes

Use this area for notes and diagrams



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# UV10346

## The art of photographic make-up

This unit is about developing creative design skills for photographic make-up. The ability to plan and create different make-up looks is required in this unit. You will also evaluate your results against your agreed design brief. You will need to communicate effectively and be aware of hygiene, health and safety in this unit.

Level

**2**

Credit value

**5**

GLH

**30**

Observation(s)

**2**

External paper(s)

**0**





# The art of photographic make-up

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least two occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

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

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



# Observations

## Outcome 1

### Be able to provide photographic make-up

You can:

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

*\* May be assessed through oral questioning.*

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



# Range

\*You must practically demonstrate that you have:

Designed <b>all</b> looks	Portfolio reference
Bridal	
Period	
Fantasy	
Used <b>all</b> application techniques	Portfolio reference
Base application	
Highlighting and shading	
Concealing	
Blending	
Application of eye products	
Application of lip products	
Used a <b>minimum of 2</b> additional media	Portfolio reference
Clothes	
Hair	
Accessories	
Nails	

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to provide photographic make-up

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



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## Outcome 2

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

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



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

## Outcome 1: Be able to provide photographic make-up

### Products for photographic make-up:

Cleanser, moisturiser, toner, tinted moisturiser, primers, hand sanitiser, cotton buds/pads, tissues, face wipes, foundation range, translucent powder, bronzing powder, eyeliner, eyebrow (powder, pencil), eye shadow palette, mascaras, blusher (powder, cream, mousse), lip (pencils, lipstick, lip gloss).

### Equipment for photographic make-up:

Brushes, disposable applicators, palette, spatula, sponges, powder puffs, mirror, towels, professional brush cleaner, camera.

**Techniques for photographic make-up (knowledge of):** Corrective, colour corrective, blending, highlighting, shading, sculpting, airbrushing, contouring, concealing.

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

### Application sequence for photographic make-up:

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

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

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

**Cheeks** – blusher (to cheek area), highlight

contour, shade.

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

**Optional adornments** – glitter, gems, stencils.

### Possible contra-actions:

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

**Allergic reaction to eye products** – remove all products immediately, use eye bath to flush eye, refer client to GP, maintain records.

**Allergic reaction to make-up products** – redness, itching, swelling, rash, burning or stinging, blistering, remove make-up/product immediately with suitable remover, clean area with water, refer client to GP, maintain records.

### Aftercare advice:

**Removal of make-up** – eye make-up remover on a cotton bud, circular movements from the outer corner of the eye, removal of make-up, cleanse, tone, moisturise.

**Retail products** – make-up ranges for skin tone, colour, skin type, application techniques for home care products.

### Evaluation and client satisfaction:

Client satisfaction, self evaluation, professional development, verbal feedback, written feedback, photographic evidence, published work, reputation, seek agreement with client, agree if client objective reached, evaluate results of outcome.





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

### **Management of health and safety**

**at work:** Cleaning up spillages, report slippery surfaces, remove/report obstacles, good all round access to trolleys and equipment, sterilise or disinfect tools, equipment and work surfaces, personal protective equipment.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, preserve back, prevent slouching.

**Towels:** Clean for every client, dirty towels in covered bin.

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

**Hazards:** Something with potential to cause harm, level of responsibility, report, nominated personnel, duty to recognise hazards.

**Risk:** Likelihood of a hazard happening, risk assessment, determine the level of risk, preventative measures, reduce a potentially harmful situation, judgement of salon hazards, who, what, level of risk, interpret results, conclusions, record findings, regular reviews.

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

**Preparation and hygiene (general):** Sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist's hands before and after treatments, sanitise with sprays and gels, clean towels between clients, dirty towels

in covered bin, disposable towels, dispense products with a spatula, pump or spray, disposables used wherever possible, no smoking, personal hygiene, replace loose lids (uncapped bottles and pots).

### **Therapist posture and deportment:**

Correct posture when sitting, lifting and carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture (even weight distribution), client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure therapist positioning delivers appropriate techniques, appropriate space between client and therapist, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for therapist.

**Client preparation:** Protect client clothing, client comfort, privacy, modesty, client positioned correctly.

### **Communication:**

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

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

**Record keeping:** Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions, consultation record keeping, contra-indications, signatures, refer to existing records, information clear and accurate, logical order (name, address, contact



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

numbers, age range, reason for treatment, occupation, sport/hobbies, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, requirement, treatment plan), update record at the end of the treatment, update at each visit, records maintained electronically, paper records.

**Professional appearance:** Clean professional uniform, no jewellery, hair neatly tied back, fringe secured, closed-in footwear, make-up (light day make-up), personal hygiene and cleanliness (shower, bath, cover cuts and abrasions, deodorant or antiperspirant, oral hygiene, clean teeth, fresh breath), nails (good condition and maintained), no piercings.

**Professional ethical conduct:** Polite, cheerful and friendly manner, friendly facial expressions, positive attitude, eye contact, open body language, client relations, confidentiality, respect for colleagues and competitors, avoid gossip, pride in work, punctuality, employer and client loyalty.

**Consultation techniques:** Client requirements, client satisfaction, client expectations and aftercare, signatures, visual, manual, question, listen, client card reference, use a range of related terminology linked to photographic make-up application.

**Mood board:** Client requirements and professional recommendations for design of make-up, use of mood board, pictorial research, face designs, sketches, books, magazines, internet, specialised trade magazines, lighting, client satisfaction, client expectations and aftercare, signatures of client and make-up artist,

identify condition of skin, question, listen, client card reference, use a range of related terminology linked to photographic make-up application.

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

**Recommendations to client:** Discuss process, expected design/image, advice, client skin sensitivity test for make-up if necessary, budgets, timing, lighting effects, strong/directional, lens type, film type.

### Skin:

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

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

**Hypodermis** – fat cells.

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

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



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

### Ageing of the skin – environmental and lifestyle factors:

**Environmental** – sun damage, premature wrinkles, risk of skin cancer, extreme cold, chapping, severe dry skin.

**Natural ageing** – facial muscles become weak, skin becomes less taut, skin loses elasticity, pollution (dull appearance, prone to outbreaks of congestion).

**Lifestyle** – unhealthy diet, skin congestion, lack of exercise builds fat reserves, less energy, risks of stress, adverse effects on skin.

# Notes

Use this area for notes and diagrams



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# UV10345

## The art of dressing hair

The aim of this unit is to develop the creative skill of styling, dressing and finishing hair. You will learn how to identify the capability of your client's hair which will allow you to choose from a range of products, tools and equipment to complete the look. You will need to demonstrate the ability to blow dry, set, put up hair and finish your client's hair using heated styling equipment.

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

Level

**2**

Credit value

**5**

GLH

**30**

Observation(s)

**4**

External paper(s)

**1**



# The art of dressing hair

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

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

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Achieving range

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

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

## Maximum service times

The following maximum service times apply to this unit:

Blow dry and finish (above shoulder length)	35 minutes
Blow dry and finish (below shoulder length)	45 minutes
Set and dress (above shoulder length – excluding drying)	35 minutes
Set and dress (below shoulder length – excluding drying)	45 minutes
Scalp plait	30 minutes





# Observations

## Outcome 1

### Be able to prepare for dressing hair

You can:

- a. Prepare the client and work area for the dressing service
- b. Consult with clients to confirm their requirements
- c. Evaluate the potential of the hair to achieve the desired look by identifying the influencing factors

*\* May be assessed through oral questioning.*

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



Photo courtesy of Wahl UK Ltd.

## Outcome 2

### Be able to provide a dressing hair service

You can:

- a. Select and use styling products, tools and equipment to achieve the desired look
- b. Position yourself and the client appropriately throughout the service
- c. Use working methods that meet salon and legal requirements
- d. Use styling techniques and dressing effects that take into account the identified factors
- e. Control and secure hair effectively during dressing
- f. Dress hair to the satisfaction of the client
- g. Apply finishing products to maintain the style\*
- h. Evaluate the result of the treatment with the client
- i. Provide suitable aftercare advice
- j. Follow safe and hygienic working practices
- k. Communicate and behave in a professional manner

\*May be assessed through oral questioning.

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



# Range

\*You must practically demonstrate that you have:

Considered <b>all</b> influencing factors	Portfolio reference
Above shoulder	
Below shoulder	
Curly	
Straight	
Texture	
Density	
Hair elasticity	
Porosity	
Contra-indications	
Client lifestyle	
Face shape	

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



Photo courtesy of Wahl UK Ltd.

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

Used a <b>minimum of 7</b> tools and equipment	Portfolio reference
Hand held dryer	
Hood dryer	
Diffuser	
Nozzle	
Round brush	
Flat brush	
Rollers secured with pins	
Pin curl clips	
Straighteners	
Curling tongs	
Heated rollers	

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



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\*You must practically demonstrate that you have:

Used a <b>minimum of 5</b> blow drying, setting and dressing techniques	Portfolio reference
Blow dry and finish (above shoulder length) Maximum service time 35 minutes	
Blow dry and finish (below shoulder length) Maximum service time 45 minutes	
Finger drying	
Straightening and smoothing	
Curling	
Set and dress (above shoulder length – excluding drying) Maximum service time 35 minutes	
Set and dress (below shoulder length – excluding drying) Maximum service time 45 minutes	
Pin curling	
Finger waving	
Hair up	
Scalp plait Maximum service time 30 minutes	

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



Photo courtesy of Wahl UK Ltd.

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

Used a <b>minimum of 6</b> styling and finishing products	Portfolio reference
Lotion	
Mousse	
Activator	
Gel	
Moisturiser	
Spray	
Wax	
Serum	
Dressing cream	
Oil	
Given <b>all</b> types of advice	Portfolio reference
How to maintain the look	
Suitable styling products to use	
Use of finishing products	

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria must be achieved.**

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

Paper	Date achieved	Assessor initials
1 of 1		

# Knowledge



## Outcome 1

### Be able to prepare for dressing hair

You can:	Portfolio reference / Assessor initials*
d. State the procedure for client preparation	
e. Describe the effects of different styling techniques	
f. Describe the factors that need to be considered when styling and dressing hair	
g. Describe the physical effects of styling on the hair structure	
h. Describe the effects of humidity on the hair structure and resulting style	
i. Explain how the incorrect use of heat can affect the hair and scalp	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*





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## Outcome 2

### Be able to provide a dressing hair service

You can:	Portfolio reference / Assessor initials*
l. Describe the correct use and routine maintenance of tools, equipment and accessories	
m. Describe the use for the range of styling products	
n. Describe how to secure and control the long hair looks	
o. State the purpose of backcombing and backbrushing when dressing hair	
p. Describe the uses for the range of finishing products	
q. Describe the aftercare advice that should be provided	
r. Outline safe and hygienic working practices when styling and dressing hair	
s. State how to communicate in a salon environment	
t. State the behavioural expectations within a salon environment	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



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

## Outcome 1: Be able to prepare for dressing hair

**Preparation of self:** Clothes (salon requirements for uniform, clean/ironed, non-restrictive, closed-in low heeled shoes), hair (clean, healthy, manageable, off face), personal hygiene (clean body, teeth, workable length clean nails, deodorant, no overpowering perfume/ aftershave), personal protective equipment (gloves, apron, prevent dermatitis), minimal jewellery, positive attitude, ready to greet.

**Preparation of client:** Remove client's outer clothing (protect against damage), ensure client is relaxed and comfortable (posture, aids service), remove excessive jewellery (avoid damage to jewellery and skin), gown, towel, plastic cape, barrier cream, record card.

**Preparation of work area:** Chair, trolley, work station, clean equipment, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces, large work areas, floors and work surfaces – using heat or chemical methods), safe and professional presentation of tools and equipment, visual check on large and small equipment, check electrical equipment (portable appliance test), select height of chair/bed/basin.

**Confirmation of requirements:** Client expectations, type of occasion, durability, prior preparation required, suitability of services, use of visual aids (photos, magazines, style books).

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

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

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

**Hair condition** – dry, greasy, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

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

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

**Texture** – fine, medium, coarse.

**Length** – short, medium, long.

**Density** – fine, medium, thick.

**Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness.

**Skin tone** – fair, medium, olive, dark.

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

**Head size** – large, medium, small.

**Existing curl** – tight, soft, wave.

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



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## Outcome 1: Be able to prepare for dressing hair (continued)

**Test results** – good, bad, caution, positive, negative.

**Hair and scalp contra-indications:** Can prevent/alter service, product, technique.

**Types of condition** – skin disorders (disease, infestation, infection, defect, bacteria, virus, fungi, parasites).

**Skin sensitivities** – reaction.

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

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

**Incompatible products** – metallic salts, previous chemical treatments.

**Medication** – prescription medication.

**Medical condition** – high blood pressure, pregnancy, radiotherapy, cancer.

**Hair condition** – chemical, heat damage, environmental.

**Hair disorder** – contagious/non-contagious.

**Skin disorder** – contagious/non-contagious, cross-infection (stylist to client, client to stylist).

### Contagious:

**Bacterial** – impetigo (blisters, weep, yellow crust), folliculitis (yellow pustules), sycosis (yellow, spot, follicle), furunculosis (pus filled spot), sebaceous cyst (lump on top or under skin).

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

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

**Animal parasites** – pediculosis capitis

(head lice, parasite, 6 legs, suck blood), scabies (parasites, mites).

### Non-contagious:

**Psoriasis** – overproduction of skin cells, dry, silvery, scales.

**Cicatricial alopecia** – scarring.

**Alopecia totalis** – complete hair loss.

**Male pattern baldness** – hair recedes at hairline or loss at crown.

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

**Alopecia areata** – stress, bald patches, seborrhea (excessive oil).

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

**Dry scalp** – white, powdery.

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

**Acne** – raised bumps and spots.

### Defects of the hair:

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

**Monilethrix** – beaded hair.

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

**Sebaceous cyst** – sebum filled lump.

**Damaged cuticle** – dull hair.

**What to consider when styling and dressing hair:** Direction of style, shape, height, width, amount of movement, curl, degree of curl, ornamentation, styling/finishing products, use of styling/finishing equipment, preparation of hair.



Photo courtesy of Wahl UK Ltd.

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

**Suitability of styling products:** Used prior to styling, give hold, volume, body, shine, lustre, reduce frizz and static, smooth and straighten, provide a protective barrier, prevent moisture penetrating hair, aid longevity of style.

### Range of styling products and when to use them:

**Gel** – apply to wet hair, wet look, ideal for spiky styles.

**Mousse** – apply to wet hair, gives hold/body, various hold strengths.

**Setting lotion** – apply to wet hair, gives normal/firm hold, ideal when setting hair, coloured setting lotions available.

**Blow dry lotion** – apply to wet hair, protects hair from heat/humidity.

**Moisturiser/oil** – use on dry hair, African type hair, conditioning, adds moisture, adds shine.

**Activator** – can apply to wet or dry hair, activated by the use of heat, defines curl, adds moisture, shine, hold, ideal for dry sets.

**Heat protector** – prior to the use of all electrical equipment, coats hair, protective layer, gives shine/definition.

**Serum** – can be applied to wet or dry hair, gives shine, adds moisture, ideal on chemically treated hair.

### Range of tools and equipment and the effects achieved:

**Round brush (various diameters)** – gives curl (smaller diameter = tighter curl), body, movement, volume.

**Flat brush** – paddle, Denman, gives smooth, straight finish.

**Bristle brush** – removes roller marks, dressing hair, smooths, gives shine, good for fine hair.

**Vent brush** – produces a soft, casual broken up effect, ideal on short hair.

**Dressing comb** – backcomb/tease the hair into style, used for all dressing techniques.

**Straighteners** – smooth/flatten the cuticles, straighten hair.

**Curling tongs** – various sizes, produce lift, waves, curls.

**Hair dryer** – removes moisture from the hair.

**Diffuser** – diffuses the flow of air allowing hair to dry naturally, increases natural curl, adds volume, movement, body.

**Heated rollers** – used on dry hair, various sizes of rollers, lift, curl, bounce.

**Rollers with pins** – set curl, body/movement, lasts longer than blow dry.

**Bendy rollers** – used on long hair, spiral effect curls.

**Velcro rollers** – give body, curl, movement, volume, bounce, don't last long.

**Pin curl clips** – types of pin curls (flat, coil, barrel curls), movement, curl, volume, body.

**Hair bands** – secure long hair.

**Pins/grips** – secure long hair, criss-cross technique.

### Use of styling tools and equipment:

Comply with legislation – health and safety, electricity at work, portable appliance testing, reporting of injuries and dangerous diseases, manual handling, visual checks, only use for intended purpose, no trailing



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## Outcome 2: Be able to provide a dressing hair service (continued)

wires, manufacturers' instructions, fit for purpose.

### **Maintenance of tools and equipment:**

Clean equipment and tools, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces using heat or chemical methods), remove and label broken tools and equipment.

**Brushes/combs** – remove hair, wash, sterilise, store, do not use on own hair.

**Cutting tools** – keep clean, wipe away hair cuttings, store in pouch when not in use, sharpen regularly, regularly change razor blade.

**Clippers** – remove hair, sterilise (using spray or wipes), oil regularly.

**Trolley** – clean, safe and professional presentation of tools and equipment,

**Electrical equipment** – large and small equipment, check (portable appliance testing), visual check, store correctly, check no trailing wires, only used for intended purpose.

### **Position yourself and the client appropriately:**

**Stylist** – position yourself safely, posture (straight back, stand upright, even weight distribution, maintain balance), remain relaxed, poor posture will result in fatigue, uneven service, and back/shoulder injury.

**Client** – seated comfortably, adjust height, feet flat on floor, legs uncrossed, back supported, regular comfort breaks.

**Salon health and safety legislation and regulations:** Health and safety at

work, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employer's liability (compulsory insurance), occupier's liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.

### **Safe and hygienic working knowledge/practices:**

**Management of health and safety** – clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, ensure clear access to trolleys and equipment, clean/sterilise/disinfect (tools, equipment and work surfaces), risk assessment, no smoking, eating, drinking or drugs in salon, professional personal hygiene, liability insurance (employer's, public, professional indemnity).

**Personal protective equipment** – avoid latex, powdered gloves, apron.

**Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling** – moving stock safely, lifting, working heights, unpacking.

**Towels** – wash regularly, clean for every client, place dirty towels in covered bin.

**Reporting of injuries, diseases and dangerous occurrences** – accident book, reporting diseases, log accidents.

**Control of substances hazardous to health** – store, handle, use, dispose, replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, use





Photo courtesy of Wahl UK Ltd.

## Outcome 2: Be able to provide a dressing hair service (continued)

manufacturer's instructions for use.

**Disposal** – sharps box, closed top bin, dilute chemicals with running water, environmental protection, salon policies for hazardous waste, single use items, recycle empties.

**Product storage** – check end date/ packaging, store away from heat, damp and direct sunlight, empties avoid theft.

### Techniques used for styling:

**Blow drying with round brush** – flattens cuticle, adds curl, bounce and volume.

**Blow drying with flat brush** – used on long hair, very short hair or when no lift required, flattens cuticle.

**Finger drying** – to dry short textured styles, natural effect.

**Diffuser** – used on curly hair, diffuser reduces airflow, allows curls to dry naturally.

**Setting** – cohesive or temporary heat moulding, firm/long-lasting effect, preparation for hair up, to firm up a blow dry.

**Finger waving** – flat wave effect, produces fixed waves, good on short bob.

**Pin curling** – coil (tight curls in coil fashion), pin (curl without root lift), barrel (in place of a roller), root lift, firm style.

**Tonging** – after blow dry, firm the curl, spiral curls.

**Straighteners** – flatten cuticle, remove lift, create sleek effect.

### Techniques for dressing out hair:

**Firm brushing** – blends, removes partings, softens stiffness caused by product,

creates soft waves.

**Comb** – used on straight flat styles, polished effect.

**Hands** – tease, pull, push, create.

**Backcombing/backbrushing** – aids hair up, base to pin, create lift/shape/form to style.

**How styling and dressing techniques can hide influencing factors:** Enhance and disguise, creative ability, attention to detail, work with the natural fall (growth patterns).

**Small head** – create large style.

**Big head** – compact style.

**Angular face** – soft shape, pull around face.

**Round face** – add height, reduce width.

**Long neck** – leave some hair down.

**High forehead** – side parting, cover.

**Texture** – fine (use added hair), coarse (tame with electrical appliance, secure well), poor elasticity (hair may not take overstretching or sculpting).

**The purpose of backcombing and backbrushing when dressing hair:** To create lift and volume, an even shape, to create balance/definition, base to secure pins, teases and blends hair together.

**Backcombing** – comb through section of hair, hold tips taut in one hand, comb section downwards from points to roots, use dressing comb, firm matting achieved, can cause damage to hair.

**Backbrushing** – brush through section of hair, hold tips taut in one hand, brush section downwards from points to roots,



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## Outcome 2: Be able to provide a dressing hair service (continued)

use brush, creates less volume, ideal for long hair, less damaging to hair.

**Control of client's hair:** Small precise sections, firm hold, work methodically, own positioning, client positioning.

**The importance of securing long hair:**

To ensure style longevity, client comfort, stop breakage or dragging of hair, avoid trichorrhexis nodosa, ensure clips/pins/bands are not visible, secure decorative clips, work in stages, secure and pin each stage.

**The methods used to secure**

**ornamentation in the hair:** Use existing hair, hair combs, pins, kirby grips, headbands, elastic bands, sew into hair.

**Application of finishing products:**

Defines, adds shine, holds, separates hair, spikes, protects, moisturises.

**Range of finishing products:**

**Wax** – removes static/frizz, gives definition, adds moisture, shine/lustre.

**Spray** – holds style in place, repels moisture, longevity, adds shine.

**Dressing cream** – defines style, adds gloss/shine/lustre, tames dry hair.

**Gel** – wet look effect, spike hair, sleek hair.

**Serum** – adds shine, reduces frizz/static.

**Methods of assessing client**

**satisfaction:** First impressions, see facial expressions and body language, questioning, discussing, listen to client's reactions/responses.

**Evaluate the service/results:** What worked well/what did not, benefits, compare against original brief, end result, client satisfaction, draw conclusions.

**Provide suitable aftercare advice:**

Important part of service, avoid technical language, maintain eye contact, suggest/advise/recommend, provide information on maintenance, frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

**Professional communication in a salon**

**environment:** Try to avoid technical language, always respond, consider client confidentiality.

**Verbal** – speaking (tone of voice, the language you use, how quickly and clearly), questioning (open, closed, probing).

**Non-verbal** – body language, positive attitude (your posture, facial expressions, hand gestures, the distance you stand), listening (be patient, try to be understanding).

**Written** – visual aids, magazines, client records.

**Behave professionally in a salon**

**environment:** Health and safety practice and procedure, salon code of conduct, respect others, value client(s), co-operate with others (be sympathetic, fair, not aggressive), use appropriate language, avoid gossip, maintain confidentiality, polite/cheerful and friendly manner (friendly facial expressions, open body language, positive attitude, eye contact), sensible behaviour, team work, take pride in work, be punctual, employer and client loyalty.

# Notes

Use this area for notes and diagrams



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# UV20499

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

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

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

This unit is suitable for hairdressing, barbering and beauty salons.

Level

**2**

Credit value

**7**

GLH

**60**

Observation(s)

**1**

External paper(s)

**0**



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

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least one occasion**.
4. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
6. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

There are no range statements that apply to this unit.



# Observations

## Outcome 1

### Be able to create an image

You can:

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

*\* May be assessed through oral questioning.*

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to create an image

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



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## Outcome 2

### Be able to plan an image

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

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



# Unit content



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

## Outcome 1: Be able to create an image

**Professional communication in a salon environment:** Try to avoid technical language, always respond, consider clients confidentiality.

**Verbal** – speaking (tone of voice, the language you use, how quickly and clearly), questioning (open, closed, probing).

**Non-verbal** – body language, positive attitude (your posture, facial expressions, hand gestures, the distance you stand), listening (be patient, try to understand).

**Written** – visual aids, magazines, client records.

**Behave professionally in a salon environment:** Follow health and safety practice and procedure, salon code of conduct, respect others, value client(s), co-operate with others (be sympathetic, fair, not aggressive), use appropriate language, avoid gossip, maintain confidentiality, polite/cheerful and friendly manner, friendly facial expressions, open body language, positive attitude, eye contact, sensible behaviour, team work, pride in work, punctuality, employer and client loyalty.

### Range of suitable services for clients:

**Women's services** – consultation, shampooing, conditioning treatments, cutting, colouring, perming, hair extensions, colour correction, blow drying, setting, styling and dressing.

**Men's services** – consultation, hair cut, facial hair cutting, shaving, styling,

colouring, plaiting, perming, hair extensions, colour correction.

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

### Technical skills used to create an image:

#### Hairdressing

**Shampooing and conditioning** – normal, dry, oily, chemically treated, damaged, dandruff, surface, penetrating, scalp, leave in.

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

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

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

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

**Colouring** – semi, full head quasi, full head permanent, re-growth, woven, pulled through.

**Perming** – brick, directional, '9' section.

**Hair up** – plaiting, rolls, pleat.

#### Beauty

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

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



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

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

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

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

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

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

**Maintaining a safe salon** – clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/sterilise/disinfect tools, equipment, work surfaces, no smoking, eating, drinking or drugs in salon, professional personal hygiene.

**Personal protective equipment** – wear PPE, avoid latex, powdered gloves, apron.

**Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling** – moving stock safely, lifting, working heights, unpacking.

**Towels** – wash regularly, clean for every client, place dirty towels in covered bin.

**Reporting of injuries diseases and dangerous occurrences** – accident book, reporting diseases, log accidents.

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

**Disposal of waste** – sharps box, closed top bin, dilute chemicals with running water, environmental protection, salon policies for hazardous waste, single use items, empties (recycle).

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

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

**Methods used to evaluate the presentation of your themed image:** Positive/negative evaluation, collating varied methods of information provides a clear evaluation of image.

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

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

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

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

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



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## Outcome 2: Be able to plan an image

**Mood board:** The thought process, story behind an image, a poster, collage, display of ideas; can include media images, text, objects, textiles, accessories.

**Theme:** Decide upon a theme for your project, avant-garde, catwalk, wedding hair, school prom hair, historical ideas, famous people, fantasy, futuristic, Disney characters, make believe, classic (current fashion).

**Methods of identifying media images:** Imagery from the internet, books, magazines, television, films, photographs.

**Purpose of a mood board:** A communication method to target audience, set the scene/storyline, share concept, express mood/feelings behind image, visual aid.

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

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

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

**Preparation of self:** Clothes (salon requirements for uniform, clean/ironed clothes, non-restrictive, closed in low heel shoes), hair (clean, healthy, manageable, off face), personal hygiene (clean body, teeth, workable length clean nails, deodorant, no overpowering perfume/aftershave), personal protective equipment (gloves, apron, prevent dermatitis), minimal jewellery, positive attitude, ready to greet.

**Preparation of client:** Remove client's outer clothing, protect against damage, client relaxed and comfortable (posture, aids service), remove excessive jewellery (avoid damage, jewellery, skin), gown, towel, plastic cape, barrier cream, ensure client comfort, record card.

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

**Salon health and safety legislation and regulations:** Health and safety at work, control of substances hazardous to health, reporting of injuries diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description,



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

data protection, employers liability (compulsory insurance), occupiers liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.