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

Part of this service is to provide your client with good aftercare advice.
<table>
<thead>
<tr>
<th>Level</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value</td>
<td>5</td>
</tr>
<tr>
<td>GLH</td>
<td>30</td>
</tr>
<tr>
<td>Observation(s)</td>
<td>4</td>
</tr>
<tr>
<td>External paper(s)</td>
<td>1</td>
</tr>
</tbody>
</table>
The art of dressing hair

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Evidence requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On completion of this unit you will:</strong></td>
<td><strong>1. Environment</strong> Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).</td>
</tr>
<tr>
<td>1. Be able to prepare for dressing hair</td>
<td><strong>2. Simulation</strong> At least 75% of ‘Observation’ outcomes must be on real clients.</td>
</tr>
<tr>
<td>2. Be able to provide a dressing hair service</td>
<td><strong>3. Observation outcomes</strong> Competent performance of Observation outcomes must be demonstrated on at least four occasions.</td>
</tr>
<tr>
<td></td>
<td><strong>4. Range</strong> All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.</td>
</tr>
<tr>
<td></td>
<td><strong>5. Knowledge outcomes</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>6. Tutor/Assessor guidance</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>7. External paper</strong> Knowledge and understanding in this unit will be assessed by an external paper. There is one external paper that must be achieved. The criteria that make up the paper are highlighted throughout this unit.</td>
</tr>
</tbody>
</table>
Achieving observations and range

Achieving observation outcomes

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

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

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

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

Maximum service times

The following maximum service times apply to this unit:

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

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.
## Learning outcome 1

**Be able to prepare for dressing hair**

### You can:

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

*May be assessed through oral questioning.*

<table>
<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date achieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Criteria questioned orally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio reference</td>
<td></td>
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</tr>
<tr>
<td>Assessor initials</td>
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<tr>
<td>Learner signature</td>
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</tbody>
</table>
Learning outcome 2

Be able to provide a dressing hair service

You can:

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

*May be assessed through oral questioning.
**Range**

*You must practically demonstrate that you have:*

<table>
<thead>
<tr>
<th>Considered all influencing factors</th>
<th>Portfolio reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above shoulder</td>
<td></td>
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<tr>
<td>Below shoulder</td>
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<tr>
<td>Curly</td>
<td></td>
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<tr>
<td>Straight</td>
<td></td>
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<tr>
<td>Hair characteristics</td>
<td></td>
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<tr>
<td>Hair classifications</td>
<td></td>
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<tr>
<td>Elasticity</td>
<td></td>
</tr>
<tr>
<td>Porosity</td>
<td></td>
</tr>
<tr>
<td>Contra-indications</td>
<td></td>
</tr>
<tr>
<td>Client lifestyle</td>
<td></td>
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<tr>
<td>Face shape</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Used a minimum of 5 blow-drying, setting and dressing techniques</th>
<th>Portfolio reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blow-dry and finish (above shoulder length)</td>
<td></td>
</tr>
<tr>
<td>Blow-dry and finish (below shoulder length)</td>
<td></td>
</tr>
<tr>
<td>Finger drying</td>
<td></td>
</tr>
<tr>
<td>Straightening and smoothing</td>
<td></td>
</tr>
<tr>
<td>Curling</td>
<td></td>
</tr>
<tr>
<td>Set and dress (above shoulder length)</td>
<td></td>
</tr>
<tr>
<td>Set and dress (below shoulder length)</td>
<td></td>
</tr>
<tr>
<td>Pin curling</td>
<td></td>
</tr>
<tr>
<td>Finger waving</td>
<td></td>
</tr>
<tr>
<td>Hair up</td>
<td></td>
</tr>
<tr>
<td>Scalp plait</td>
<td></td>
</tr>
</tbody>
</table>
*You must practically demonstrate that you have:

<table>
<thead>
<tr>
<th>Used a minimum of 6 styling and finishing products</th>
<th>Portfolio reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lotion</td>
<td></td>
</tr>
<tr>
<td>Mousse</td>
<td></td>
</tr>
<tr>
<td>Gel</td>
<td></td>
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<tr>
<td>Moisturiser</td>
<td></td>
</tr>
<tr>
<td>Spray</td>
<td></td>
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<tr>
<td>Wax</td>
<td></td>
</tr>
<tr>
<td>Serum</td>
<td></td>
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<tr>
<td>Dressing cream</td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Given all types of advice</th>
<th>Portfolio reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to maintain the look</td>
<td></td>
</tr>
<tr>
<td>Suitable styling products to use</td>
<td></td>
</tr>
<tr>
<td>Use of finishing products</td>
<td></td>
</tr>
</tbody>
</table>

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

**Achieving knowledge outcomes**

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

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

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

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

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

*This is not an exhaustive list.

**Achieving the external paper**

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

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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Date achieved</th>
<th>Assessor initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Knowledge

### Learning outcome 1

**Be able to prepare for dressing hair**

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

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.
## Learning outcome 2

### Be able to provide a dressing hair service

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

*Assessor initials to be inserted if orally questioned. Requirements highlighted are assessed in the external paper.
Use this area for notes and diagrams.
Unit content

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

**Learning outcome 1: Be able to prepare for dressing hair**

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

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

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

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

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

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

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

**Consultation techniques:** Consultation environment (face-to-face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.
Learning outcome 1: Be able to prepare for dressing hair (continued)

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

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

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

**History of hair** – hair tests, touch, feel, look of hair.

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

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

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

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

**Hair curl classification** – can be referred to as Type 1-4.
1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

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

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

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

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

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

**Head size** – large, medium, small.

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

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

**Test results** – expected outcomes, positive, caution, negative.
Contra-indications:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Equipment:** Follow organisational/manufacturers’/suppliers’ instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.
Learning outcome 2: Be able to provide a dressing hair service

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

**Styling:**
Round/radial brushes – different sizes, bristle brush, vent brush/rake brush, paddle brush/flat brush, wide-tooth comb/detangling wet brush, dressing comb, tail comb, sectioning clips/clamps, pin curl clips, grips and pins, hairdryer, accelerator/processor, hood dryer, diffuser, nozzle, curl sponge, heated styling equipment - tongs, straightening irons, hot brush/comb, wand.

**Suitability of styling products:**
Used prior to styling, give hold, volume, body, shine, lustre, reduces frizz and static, smooths and straightens, provides a protective barrier, prevents moisture penetrating hair, aids longevity of style.

**Range of styling products and when to use them:**
- **Gel** – wet look, ideal for spiky textured styles, apply to wet hair.
- **Mousse** – gives hold/body, various hold strengths, apply to wet hair.
- **Setting lotion** – gives normal/firm hold, ideal when setting hair, coloured setting lotions available, apply to wet hair.
- **Lotion** – protects hair from heat/humidity, apply to wet hair.
- **Texture enhancing spray** – adds unstructured texture and waves, apply to damp or dry hair.
- **Oil** – conditioning, adds moisture, adds shine, use on wet/dry hair.
- **Heat protector** – coats hair, protective layer, gives shine/definition, apply prior to the use of all heated styling equipment.
- **Serum** – gives shine, adds moisture, ideal on chemically treated hair, apply to wet or dry hair.
- **Cream** – adds soft support, definition and texture, use on dry hair.
- **Pomade** – adds medium/firm support, definition, texture and movement, use on dry hair.
- **Wax** – add support and hold, ideal for short hair, use on dry hair.
- **Hairspray** – provides longevity to the style and a barrier against humidity.

**Hairdresser health and wellbeing:**
Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.
Learning outcome 2: Be able to provide a dressing hair service (continued)

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


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

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

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

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

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

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

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

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

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

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, byelaws, code of conduct, risk assessment.
Learning outcome 2: Be able to provide a dressing hair service (continued)

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

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

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

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

**Techniques used for styling:**

- **Blow-drying with round brush** – flattens cuticle, adds curl, bounce and volume.
- **Blow-drying with flat brush** – used on long hair, very short hair or when no lift is required, flattens cuticle.
- **Finger drying** – to dry short textured styles, natural effect.
- **Diffuser** – used on curly hair, diffuser reduces airflow, allows curls to dry naturally.
- **Setting** – cohesive or temporary heat moulding, firm/long-lasting effect, preparation for hair-up, provide longevity for a blow-dry.
- **Finger waving** – flat wave effect, produces fixed waves, good on short bob.

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

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

**Straightening irons** – flattens cuticle, remove lift, create sleek effect, provides longevity to style.

**Techniques for dressing out hair:**

- **Firm bristle brushing** – blends, removes partings, softens stiffness caused by product, creates soft waves.
- **Comb** – used on straight flat styles, polished effect.
- **Hands** – tease, pull, push, create.
- **Backcombing/backbrushing** – aids hair up, base to pin, create lift/shape/form to style.

**How styling and dressing techniques can hide influencing factors:** Enhance and disguise, creative ability, attention to detail, work with the natural fall (growth patterns). Small head – create large style, big head – compact style, angular face – soft shape, pull around face, round face – add height, reduce width, long neck – leave some hair down, high forehead – side parting, cover, texture – fine (use added hair), coarse (tame with electrical appliance, secure well), poor elasticity (hair may not take overstretching or sculpting).
Learning outcome 2: Be able to provide a dressing hair service (continued)

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

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

**Backbrushing** – brush through section of hair, hold tips taut in one hand, brush section downwards from points to roots, use brush, creates less volume, ideal for long hair, less damaging to hair.

**Control of client’s hair:** Small precise sections, hold with tension, work methodically, own positioning, client positioning.

**The importance of securing long hair:** To ensure style longevity, client comfort, stop breakage or dragging of hair, avoid 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 and grips, headbands, elastic bands, and sewn into the hair.

**Application of finishing products:** Defines, adds shine, holds, separates hair, spikes, protects, moisturises.

**Methods of assessing client satisfaction:** First impressions, see facial expressions and body language, questioning, discussing, listening to client’s reactions/responses.

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

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

Communication:

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

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

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

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

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

Clarification – checking client understanding of proposed service and expected outcomes, checking client’s comfort and wellbeing throughout the service.
Learning outcome 2: Be able to provide a dressing hair service (continued)

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