Overview

Hair and hair substitutes are an integral part of working in the make-up industry, this unit is about developing the knowledge and skills to prepare and provide shampoo, condition and other treatment services for models. Learners will do this by using a variety of techniques, products and service types.

Learners will also develop their understanding and knowledge of possible contra-indications, how to work safely and hygienically, consider model lifestyle, equality and diversity and other factors which can affect the shampooing and conditioning of hair.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the establishment procedures for shampooing and conditioning of hair and hair substitutes
LO2 Understand factors which influence the services of shampooing and conditioning of hair and hair substitutes
LO3 Know the products, tools and equipment required for shampooing and conditioning of hair and hair substitutes
LO4 Be able to prepare for shampooing and conditioning of hair and hair substitutes
LO5 Be able to provide shampooing and conditioning of hair and hair substitutes
Assessment requirements

Learners must complete all four assessment requirements related to this unit:

1. Service portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Service portfolio

Learners must produce a service portfolio. The service portfolio must contain evidence that learners have:

- Performed a minimum of
  - 4 different services on human models with different hair conditions
- Carried out a minimum of 2 services on all hair substitutes
  - Synthetic
  - Human hair
- Considered all human hair conditions
  - Chemical damage
  - Heat damage
  - Environmental damage
  - Product build-up
  - Normal
- Considered all human scalp conditions
  - Dandruff affected
  - Oily
  - Dry
  - Product build-up
  - Normal
  - Chemically treated
- Worked with hair substitutes to include a minimum of 1 of the following
  - Hair weft human hair
  - Hair weft synthetic
  - Wig human hair
  - Wig synthetic hair
  - Other postiche (head or facial)
- Worked with all lengths
  - Short
  - Medium
  - Long
- Used all shampooing massage movements
  - Effleurage
  - Rotary
  - Friction
- Used all conditioning movements
  - Effleurage
  - Petrissage
- Used all products
  - Shampoo
  - Surface conditioner
  - Penetrating conditioner
  - Scalp treatment
  - Sulphate-free shampoo for synthetic hair, or other speciality shampoo
  - Conditioning and detangling products for hair substitutes
- Used all appropriate tools and equipment
  - Comb and/or brushes
  - Sectioning clips
  - Gowns/capes
  - Towels
  - Postiche pins/T-pins
  - Malleable block/plastic protective covers
  - Clamps
- Advised on all implications
  - Cost of maintenance
  - Frequency of maintenance
  - Limitations to other services
  - Changes to existing hair and scalp care regime
  - Suspected infections
  - Suspected infestations
- Discussed all factors limiting or affecting services
  - Adverse hair, skin and scalp conditions
  - Incompatibility of previous services and products used
  - Test results
- Advised on all courses of action
  - Offering information
  - Advice and guidance
  - Referral to sources of support in line with salon or barbershop procedures
- Considered all hair characteristics
  - Hair density
  - Hair elasticity
  - Hair porosity
  - Hair condition
  - Scalp condition
  - Hair growth patterns
- Considered all hair classifications
  - Type 1 – straight hair
  - Type 2 – wavy hair
  - Type 3 – curly hair
  - Type 4 – very curly hair
• Considered all factors and influences when selecting products and techniques for
  - All hair classifications
  - All hair characteristics
  - Model’s requirements and lifestyle
  - Water temperature
  - Commercial timing

• Provided all aftercare and advice
  - Suitable shampoos, conditioning products
  - Correct detangling techniques
  - Time interval between services
  - Present and future products and services

The service portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst treatment portfolios will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

Evidence from the graded practical assessment must also be presented in the service portfolio.

2. Graded practical assessment

Learners must carry out a consultation followed by a complete shampooing and conditioning treatment on a model which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment on a real person. At a minimum the graded practical assessment for this unit must cover:

• Service – complete shampoo and conditioning service of the hair performed in a commercial time appropriate to the model’s hair type, selecting and using the appropriate products, tools and equipment. This service is to be followed on with another service which completes the required look for the model

• Products – shampoo, conditioner or other products to suit the model’s hair and scalp conditions

Recorded professional discussion can also be used as an assessment method attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.

3. External examination

Whilst the theory content of LO1, LO2 and LO3 may be naturally assessed in the graded practical assessment, they will be tested by an external examination towards the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.
4. Graded synoptic assessment

In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of services from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all services will be covered over time.

VTCT will set a brief for centres which will detail the services to be covered in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.
Unit content

LO1 Know the establishment procedures for shampooing and conditioning of hair and hair substitutes

Learners must know how to prepare for shampooing and conditioning:
• A well organised, hygienic and safe working area creates an efficient working environment and upholds professional standards. Learners must ensure
  - The work area is clean and well organised
  - The chair is adjusted to a workable height for the learners, but is also comfortable for the model. Where necessary a foot stand could be positioned for models comfort
  - Refreshments are offered if and when appropriate along with reading materials
  - There is enough space to be able to sit beside or opposite the model without being in proximity to other people; the model may not freely speak if they feel others are listening
  - Any background music must not be too loud or intrusive for conversation
  - Visual aids are available if required for the consultation
  - Knowledge of the services and products available

Learners must know how to prepare the working area for shampooing and conditioning of hair and hair substitutes:
• Prepare the work area to ensure
  - Ease of access and free movement around the chair/basin
  - Effective lighting and comfortable temperature
  - Hygienic set up of chair and work surfaces
  - Correct positioning of the artist and model
  - Ease of access to tools and equipment
  - Maintain visible security of model's belongings (box near the work station in which to place model's belongings, or coat hooks and cupboard for storing securely)

Learners must know how professional make-up artists present themselves:
• Clean and professional clothing creates a positive impression of the make-up artist. Clothing must be made from a comfortable fabric to facilitate stretching
  - Clean and professional uniform or clothing
  - Closed-in footwear, no jewellery, hair neatly tied back, presentable make-up
  - Personal hygiene requirements observed (freshly showered, clean hair, deodorant or antiperspirant), oral hygiene (teeth brushed, fresh breath), nails clean short and tidy

Learners must understand why it is important to maintain accurate model records:
• Model records and maintenance cards/electronic files are an effective resource and must provide accurate information e.g. model services, products, tests and relevant dates
  - The importance of record keeping to ensure future services can be tracked and legal records are in place
  - Model cards are maintained and show current, accurate information including service history and any relevant tests
  - Maintaining electrical equipment records e.g. new equipment is P.A.T tested and date records are checked
  - Checking electrical records including completing appropriate forms if equipment becomes faulty during shampooing services
LO2 Understand factors which influence the services of shampooing and conditioning of hair and hair substitutes

Learners must know how to communicate effectively with the model:
- Learners must know why effective communication is important for the industry
- Verbal communication – speaking manner and tone of voice, being respectful, sensitive to model, being supportive, using open questions, using appropriate vocabulary, using tact and diplomacy, allowing time for model to express their wishes and to ask questions
- Non-verbal communication – eye contact, appropriate and inappropriate body language, actively listening
- Adapting and tailoring approaches for different models, e.g. new and existing models, according to gender, age, culture, occasion, model comprehension
- Written – show clarity and conciseness, attention to spelling, grammar and presentation of written information
- Clarification – checking model understanding to ensure the outcome is suitable for the model

Learners must understand different hair classifications and characteristics and how this influences shampooing and conditioning of hair and hair substitutes:
- Different hair classifications will influence products, tools and equipment used when shampooing and conditioning hair, hair substitutes and other treatments

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<thead>
<tr>
<th>Hair classifications table</th>
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<tr>
<td>1a Fine/thin</td>
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<td>Type 1: Straight hair</td>
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<td>2a Fine/thin</td>
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<tr>
<td>Type 2: Wavy hair</td>
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<td>4a Fine/thin</td>
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<td>Type 4: Very curly hair</td>
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- Analysis of both the hair classifications and characteristics during a model consultation will influence the shampooing and conditioning hair, hair substitutes and other treatments
  - Hair substitutes only
    - Synthetic hair is material that appears to be human hair but is made from non-human materials. Synthetic hair has no cuticle and so must be prepared differently, using a cooler water temperature, and specialised mild cleansing shampoos and conditioners. Synthetic hair often has a shinier appearance
    - Human hair is exactly that, hair that has been naturally grown from human heads (possibly multiple donors). Human hair additions are not natural hair, they do not get supplied with the same nutrients and natural oils as human hair on the head. Care is vital to the longevity of the added hair; pieces rely on how the hair is treated externally. Sulphate free shampoos are often advised to look after hair extensions with bonds, etc.
- Human Hair and scalp
  - Density – this is defined as the number of hairs on the scalp. Density will affect the choice of products used and the time of the service, e.g. avoid products that increase volume on thicker, dense coarse hair. Product usage will need to be adjusted on a model by model basis when shampooing, e.g. short, fine or thin hair will need less product than long, thick or coarse hair
  - Texture – the circumference of an individual strand of hair. Hair can be fine medium or coarse. Coarse hair has the largest circumference, and fine hair, the smallest. Texture may affect the porosity of the hair. When shampooing, conditioning and treating the hair and scalp the porosity of the hair determines the type of shampoo to be used
  - Porosity – this relates to the condition of the cuticle. Porosity levels are affected by both chemical and physical damage. Learners must be aware of heat levels and use the correct tools to minimise further damage and avoid tangling the hair. Cuticles which are raised and feel rough are known as porous and will absorb water and products more easily and unevenly. Suitable treatment products will be required if hair is very porous
  - Hygroscopic – hair has the ability to absorb moisture; this function makes the hair hygroscopic. The properties are changed when it has been shampooed or becomes wet, weaker hydrogen bonds break down and, in its then natural state, hair is known as alpha keratin. This allows the hair to be stretched using heat. Once hair is stretched and dried into a new shape it becomes known as beta keratin state
  - Growth patterns – this relates to the direction the hair grows from the scalp
  - Head and face shape – this relates to the overall shape of and size of a model's head and includes any specific features
  - Lifestyle – this is about the model’s everyday activities and working patterns
  - Hair length – this will affect the general condition of the hair. If the hair is long, the ends will have been shampooed many times and the condition will become affected by physical or chemical processes. The use of products is important when shampooing and conditioning as well as selecting the right tools to ensure the desired result is achieved. Long hair can become weighed down by the use of some products
  - Services prior to shampooing – other services offered prior to shampooing and conditioning may influence the end result, e.g. a model who has had a colour service will require the correct selection of shampoo and conditioner (if appropriate) according to the hair type and classification

**Learners must know factors which can prevent or restrict a hair service:**
- Other important factors are a necessity to consider during a model consultation as these may prevent, restrict or influence the shampoo, condition or treatment service
- Scalp sensitivity. An inflamed, sore and red scalp may prevent hot water being placed on scalp and care should be taken when using combs
- Hair and skin disorders and diseases
  - Contagious (can be passed person to person); will prevent service
    - Bacterial – impetigo, folliculitis
    - Viral – warts, herpes
    - Fungal – ringworm
    - Animal parasites – head lice, scabies
- Non-contagious, may prevent or restrict service dependant on the severity of the condition
  - Sebaceous cyst – lump on top or under scalp/head
  - Psoriasis – dry silvery scales of skin
  - Contact dermatitis – dry, red, sore, itchy, may possibly be weeping
  - Recent scar/tissue injury, may be tender when using combs, brushes or heat
  - Hair loss, possible after the removal of hair extensions, medication, stress or trauma (alopecia), use tools and equipment carefully when shampooing, conditioning or treating these areas
  - Hair defects – Trichorrhexis Nodosa – rough swollen broken shaft, require extreme care when combing or brushing hair and correct product use is essential
LO3 Know the products, tools and equipment required for shampooing and conditioning of hair and hair substitutes

Learners must understand the use of products required for shampooing and conditioning of hair and hair substitutes:

There is a vast range of shampoos and conditioning products available for different hair types and conditions; they can be broken down into

- **Shampoo (for human hair)** – to cleanse the human hair, hair substitutes and scalp, to remove any debris and/or product build up. Applied to wet hair. Used to treat a variety of hair types and conditions including
  - Damaged
  - Product build-up
  - Normal
  - Oily
  - Dry
  - Chemically treated

- **Shampoo (for synthetic hair)** – to cleanse synthetic hair, used to remove bad odours and to replenish the shine if going dull (sulphate free or low sulphate, less harsh hair cleanser, preserves synthetic fibres)

- **Conditioner (for human hair)** – to smooth the cuticle of human hair to enhance the texture and appearance. Applied to wet, freshly shampooed hair. Used to treat a variety of hair conditions including
  - Damaged
  - Dry
  - Normal
  - Oily

- **Conditioners for synthetic and human hair substitutes** include conditioning sprays and treatments

- **Scalp treatment** – to open blocked pores, promote circulation and treat scalp conditions. Applied to wet or dry hair depending on the treatment. Used to treat a variety of scalp conditions including
  - Dry
  - Oily

Learners must understand the use of tools required for shampooing and conditioning of hair and hair substitutes:

- There is a range of tools that may be used during the shampooing, conditioning and treatment service
  - **Comb** – wide tooth comb to detangle the hair or for sectioning or managing the hair throughout the service
  - **Section clips** – to hold the hair whilst detangling and preparing the hair for further services
  - **Towels** – to protect model's clothes and to dry the hair
  - **Gowns/capes** – to protect model's clothes
  - **Postiche pins/T-pins** – to hold any type of wig, hair piece or facial postiche onto block
  - **Malleable block/plastic protective covers** – to secure added hair onto, plastic covering to protect the sawdust filled block
  - **Clamps** – to hold block for ease of working methods
LO4 Be able to prepare for shampooing and conditioning of hair and hair substitutes

Prepare self, area, products, tools and equipment prior to the service:
- Preparation is an important part of shampooing and conditioning hair, hair substitutes and other treatments as it creates a professional environment increasing model comfort, confidence and efficiency
  - Prepare self
    - Learners will demonstrate a positive attitude with good communication and listening skills
    - Learners must demonstrate they show readiness for the service and are sustaining the good working order of all products tools and equipment, to be fully efficient in providing the service and maintaining professional standards
    - Learners will ensure that the cleanliness and health and safety standards within the salon are maintained to enhance the model’s overall satisfaction of the service
    - Learners must ensure personal presentation creates an overall good impression
  - Prepare the work area
    - Organise all products, tools and equipment in advance
    - Make provision for a diverse range of model needs
    - Ensure there is adequate room around the work area to allow safe use of all equipment
    - Ensure all work areas are free from hair, i.e. basin, chair and floor; move chairs if possible to remove and wipe away any dropped products, check feet of chairs for cleanliness and wipe seat and back of chair or apply a fresh cover if used
    - Basins to be systematically cleaned between services removing unwanted items and replacing with clean, sterilised items
    - Towels, capes and model gowns are clean and freshly laundered and removed after use
  - Prepare products
    - Ensure a full range of products is available for the model
    - Ensure sufficient products are available, in good condition, clean and appropriate for all possible shampooing and conditioning hair, hair substitutes and other treatments
  - Prepare tools and equipment
    - Ensure tools are placed in a logical order for efficient use
    - Ensure tools and equipment are placed on a clean towel or disposable towel to prevent cross-infection

Prepare and utilise model continuity records:
- Model records play a vital role in providing information about the history of the model’s hairdressing services. Learners must prepare records by ensuring the following factors
  - The records are available for the consultation
  - The record belongs to the model by checking the model’s personal details
  - Scrutinising the record and noting factors that may limit the intended service
  - Referring to the record during discussions to aid clarification regarding the model’s history of services and updating the accuracy of what is recorded
  - Using the information as a starting point for discussion for the intended salon service, e.g. products and chemicals that have been used, and the outcomes of previous services
- Creating a new model record for a model who has not previously attended the salon
- Adhere to legislative requirements regarding safety, confidentiality and security of records

**Prepare the model for the shampooing and conditioning of hair or hair substitutes:**
- Learners will greet the model and carry out consultation services, ensure comfortable and offer appropriate refreshments
- Conduct a visual and manual check of the hair and scalp
- Conduct a visual and manual check of the hair piece or wig to ensure suitability for treatment
- Protect model’s clothes with appropriate towels and gowns
- Prepare the model correctly for a shampooing service
  - Remove obstructive jewellery or any items that would inhibit the shampooing service
  - Adjust the chair to avoid excessive bending and to ensure model comfort
  - Where possible a foot stool can be positioned to aid model comfort
  - Ensure the correct posture is maintained to avoid a hazard or a risk
  - Confirm comfort
- Identify any influencing factors and discuss these with the model
- Identify the correct choice of tools and equipment

**Explain and agree the service outcome with the model:**
- Learners will ensure that the shampooing, conditioning and treatment service is agreed to ensure the service outcome fulfils the desired outcome and adaptations are made where necessary
- Identify any influencing factors and discuss with the model
- Agree choice of products with the model
- Agree choice of tools and equipment with the model
- Agree service outcome with the model
LO5 Be able to provide shampooing and conditioning of hair and hair substitutes

Select products, tools and equipment for shampooing and conditioning of hair and hair substitutes:
- Learners must demonstrate selection of the appropriate products tools and equipment to maximise the desired service finish
  - Selection of products tool and equipment will be dependent on
    - Type of hair substitute (synthetic/human)
    - Hair classification
    - Hair characteristics
    - Hair growth patterns
    - Hair length
    - Hair condition
    - Hair density
    - Hair texture
    - Hair porosity
    - Influencing factors
    - Synthetic or human hair (added hair or wig only)
  - Selection of products will be dependent on
    - Selecting the correct products to create the desired finish
    - Chosen products being correct for the hair type and condition
  - Selection of tools will be dependent on
    - Learners using the most appropriate tools to create the desired outcome
    - Learners being able to manipulate the hair correctly using the selected tools
    - Ensuring tools do not damage or become stuck in the hair or foundation (hair piece or wig only)
    - Using a wide tooth comb to disentangle long hair from points to roots
  - Selection of equipment will be dependent on
    - Learners must use clean towels and gowns
    - Learners must demonstrate that they can select water temperature that does not cause discomfort to the model or damage to the hair
    - Learner must use all equipment safely
    - Learners must remain in control of equipment and be aware of any change in performance

Use products, tools and equipment to produce the desired outcome:
- Learners must use the most suitable tools and equipment to create the finish and correctly apply products
- When using products, learners must
  - Use correct products
  - Apply products in logical sequence and appropriate to the service, e.g. should not use conditioner when shampoo would be correct
  - Display safe usage of all products both in application and storage
  - Ensure the use of products do not cause harm or present a risk to the model, others or themselves
- Display good processes of application and minimise wastage of products, e.g. haphazardly applying water which then goes into model’s ears or eyes or removing too much from the container
- Demonstrate safe storage as some products may lose their ability to work or may present a risk or hazard, e.g. aerosols should be stored away from direct heat and sunlight

- Demonstrate the correct products appropriate to the model’s hair classification and characteristics. An example of this would be using a penetrating treatment on thick hair which is chemically damaged provide protection, improve the texture, assist in the control of the hair and help maintain the finish. Learners must use products that complement the finish
- Apply products evenly. Learners may use different application methods for products, e.g. bowl and brush to ensure even distribution or section hair when hair is thick or long
- When using tools, learners must
  - Ensure all tools used are fit for purpose
  - Tools are used correctly. Examples of using correct tools may be using a wide tooth comb to disentangle long hair from points to roots

Use safe and hygienic working methods throughout the service:
- Model safety and that of others is the responsibility of all that work in the environment. Learners must ensure they maintain a safe and hygienic working area at all times
- Demonstrate the use of clean products, tools and equipment
- Display safe use and storage of all products
- Use all equipment safely
- Remain in control of the equipment
- Demonstrate safe storage of products, tools and equipment
- Display careful application of products ensuring that they do not cause harm or risk, e.g. taking care when spraying water which could get into the model’s ears or eyes
- Carry out a service without causing danger or damage to self, model, others or work areas intentionally or by accident, e.g. clearing up any spillages
- Identify potential risks and hazards
- Clean up spillages immediately
- Maintain good posture throughout the shampooing service
- Use equipment in sequence order and demonstrate control of all equipment to produce the desired outcome

Use a combination of techniques to achieve the desired outcome considering influencing factors:
- Throughout the service learners will use appropriate products, tools and equipment on hair to achieve the desired outcome, creating hair that is prepared correctly for further services and recommended correct aftercare. Learners must show that they can adapt the massage movements used in shampooing and conditioning to enhance the desired outcome
- Ensure hair is prepared correctly at the start of the service
- Use correct products
- Use correct tools to section hair cleanly where necessary
- Consider all factors and adapt the techniques to the individual, e.g. a model with very long, fine, porous hair, would only require effleurage and petrissage massage movements during the shampooing process
- Model’s clothes are dry when finished
• Be time and cost effective
• Demonstrate safe and effective management of equipment
• Use correct methods for disentangling hair

Provide in-service checks:
• Appropriate communication and questioning techniques throughout the service are of
great importance to maintain and check on the model’s water temperature comfort,
settings and general wellbeing
• Ensure checks with the model to confirm agreement of progress
• Ensure checks are made with the model regarding their comfort
• Demonstrate that checks are made to enhance and disguise influencing factors and
attention to detail is applied
• Provide refreshments and magazines where available

Provide advice and recommendations to the model:
• Learners will ensure they have promoted the benefits of the service and provided home
care advice where required. Where possible a home hair care regime would also be
advised

Conduct post-service maintenance of work area:
• Maintenance of the work area will maintain both health and safety procedures. Learners
must ensure that they demonstrate they can carry out post service maintenance
• Identify potential risks and hazards – clean up spillage immediately
• Check and update service files and records
• Maintain cleanliness of work station by cleaning the area and replacing all consumable
items
• Maintain cleanliness of products and tools by wiping, sterilising or replacing as
appropriate

Maintain accurate continuity records:
• After shampooing and conditioning hair, hair substitutes and other treatments a full
description of the service must be recorded for future reference. Learners must maintain
accurate records by keeping service files up to date
• Complete the record card or electronic file
• Ensure all products are recorded
• Ensure amendments or adaptations to the service are recorded
• Notes for future recommendations are recorded
• Record any contra-actions
• Ensure equipment records are up to date
Skin cancer awareness

Please note this information will not be assessed for the achievement of this unit.

Public awareness of skin cancer has never been higher, and yet skin cancer remains the fastest growing cancer in the UK, especially amongst young people. The chances of a positive outcome can be dramatically increased with early identification and diagnosis.

Professionals in hair, beauty, sports massage and health and wellbeing industries work closely with clients and in many cases have sight of areas of skin which may not be easily visible to the client. An informed awareness of the signs, symptoms and changes of appearance to be aware of when checking for early signs of cancer is a crucial tool for the conscientious practitioner in order to provide the most thorough service and in some cases, possibly lifesaving information signposting.

Signs to look for when checking moles include utilising the ABCDE guide:

A - Asymmetry – the two halves of the area/mole may differ in their shape and not match.

B - Border – the edges of the mole area may be irregular or blurred and sometimes show notches or look ‘ragged’.

C - Colour – this may be uneven and patchy. Different shades of black, brown and pink may be seen.

D - Diameter – most but not all melanomas are at least 6mm in diameter. If any mole gets bigger or changes see your doctor.

E - Elevation/evolving – elevation means the mole is raised above the surface and has an uneven surface. Looks different from the rest or changing in size, shape or colour. Anyone can get a suspicious mole or patch of skin checked out for free by the NHS by visiting their doctor, who may then refer to a dermatologist (an expert in diagnosing skin cancer).

If you require any additional NHS information please refer to https://www.nhs.uk/be-clear-on-cancer/symptoms/skin-cancer

If your learners are interested in learning more about skin cancer awareness alongside this qualification, VTCT runs the following qualification: VTCT Level 2 Award in Skin Cancer Awareness for Non-Healthcare Professionals.

This qualification has been specifically designed for those working in the sports massage, health and wellbeing, beauty, hairdressing and barbering sectors. It will enable learners to identify any changes to their client’s skin and to highlight those changes to the client using appropriate language and communication skills. It will enable the learner to raise awareness of skin cancer and signpost their clients to public information about skin cancer.

This qualification will enable hair, beauty and wellbeing professionals to gain the appropriate knowledge and communication skills required to provide non-diagnostic, professional advice and information to clients in a discrete, empathetic and confidential manner.

For more information please refer to the Record of Assessment book: https://qualifications.vtct.org.uk/finder/qualfinder/1Record%20of%20Assessment%20Book/A G20529.pdf
## Assessment criteria

Assessment criteria will be applied to the graded practical assessment. In order to pass this unit, learners must at a minimum achieve all pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

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<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<td><strong>LO4</strong> Be able to prepare for shampooing and conditioning of hair and hair substitutes</td>
<td>P1 Prepare self, area, products, tools and equipment prior to the service</td>
<td>M1 Adjust communication techniques to meet the model’s needs</td>
<td>D1 Explain choice of methods, products and techniques used during the hair preparation service</td>
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<td>P2 Prepare and utilise model continuity records</td>
<td>M2 Ensure model comfort throughout the service</td>
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<td>P3 Prepare the model for the shampooing and conditioning of hair and hair substitutes</td>
<td>M3 Display organisation skills by using tidy, efficient working methods</td>
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<td>P4 Explain and agree the service outcome with the model</td>
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<tr>
<td><strong>LO5</strong> Be able to provide shampooing and conditioning of hair and hair substitutes</td>
<td>P5 Select products, tools and equipment for shampooing and conditioning of hair and hair substitutes</td>
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<td>P6 Use products, tools and equipment to produce the desired outcome</td>
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<td>P7 Use safe and hygienic working methods throughout the service</td>
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<td>P10 Provide advice and recommendations to the model</td>
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<td>P11 Conduct post-service maintenance of work area</td>
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<td>P12 Maintain accurate continuity records</td>
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### Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

<table>
<thead>
<tr>
<th>P1 Prepare self, area, products, tools and equipment prior to the service</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have prepared fully for the model. The basin area must be free from stray hair or any colour deposits. The chair and basin should be wiped down including the legs or base. Products, tools and equipment must be given a visual check and cleaned if necessary and they are appropriately displayed and are easily accessible.</td>
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<tr>
<th>P2 Prepare and utilise model continuity records</th>
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<tbody>
<tr>
<td>Learners must demonstrate the utilisation of model records, by showing that they have confirmed the details on the record with an existing model and used the information as a basis for the current consultation. Learners must identify any factors that may limit or affect the required service and create a new model continuity records to detail the findings of the current consultation with a new model.</td>
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<tr>
<th>P3 Prepare the model for the shampooing and conditioning of hair and hair substitutes</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have prepared the model for any of the services completing full consultation, checking for no contra-indications and ensuring that treatment may proceed. Learners must select clean protective gowns, towels and capes, ensuring that the model is comfortable and the chair and basin are correctly positioned. Hair substitutes must be attached to appropriate equipment and that equipment must also be protected. Learners must ensure that the hair is detangled and free from debris.</td>
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<th>P4 Explain and agree the service outcome with the model</th>
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<tr>
<td>Learners must demonstrate that they have agreed the service outcome with the model and explained the service procedure. Learners must conduct a visual and manual check of the hair and scalp and identified any influencing factors and discussed these with the model. Learners must agree with the model regarding choice of product to create the desired outcome. Learners must use questioning and visual aids where appropriate.</td>
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<tr>
<th>P5 Select products, tools and equipment for shampooing and conditioning of hair and hair substitutes</th>
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<tr>
<td>Learners must select products, tools and equipment appropriate to the hair and/or scalp needs to facilitate the shampooing and conditioning of hair and hair substitutes and other treatments services. Learners are required to identify the most appropriate items taking into consideration any adaptations that may be necessary, due to hair classification and characteristics on person; synthetic or human hair on hair substitute. Also consider postiche base on hair substitute.</td>
</tr>
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</table>
### P6 Use products, tools and equipment to produce the desired outcome

Learners must use all products, tools and equipment safely and ensure their choices are suitable to produce the desired service outcome. All products must complement the service. Learners must demonstrate proficient manual dexterity skills and show that they can manipulate the hair with the correct tools and shampoo, condition or treat the hair in a manner without causing damage to the cuticle and in the case of hair additions; the foundations. Learners must demonstrate that they have worked in methodical order and been in complete control of tools and equipment throughout the service.

For example, learners could demonstrate that massage movements are carried out with competence and the choice of products will correspond to the desired outcome. Massage movements should be done with technique and even pressure, in systematic order, in a timely fashion without the need to keep stopping.

Learners must demonstrate understanding when handling the hair and foundation (if working on hair substitutes), when detangling hair from points to roots. Learners must leave the hair free from products.

### P7 Use safe and hygienic working methods throughout the service

Learners must demonstrate that they can recognise hazards and risks when using electrical equipment. Learners must ensure that the working area is safe and consider others who may be working in close proximity. Electrical items must not interfere with the model or others within the salon. Learners must ensure that there are no trip hazards and that wires from equipment are safely stored out of the way. When equipment is not in use or heating up it must be placed securely without possible cause of danger from burning or damage to self/model/others within the surrounding work areas. Manufacturers' instructions must be adhered to at all times for safe handling and use.

Products are used without harm to self/model/others.

When spraying aerosols, learners must ensure they are at a distance of 20cm and where necessary protection is offered to the model's face and eyes.

As an example, learners must ensure they have identified any spillages/leaks and taken the correct course of action to deal with them promptly. Where tools or model protection garments are dropped on the floor, they should be replaced with clean and fresh items.

Where aerosol gloss or mist finishing spray is used, learners must demonstrate that the floor is safe to walk on and free from product. Learners must wipe the floor prior to the model moving from the chair.

### P8 Use a combination of techniques to achieve the desired outcome considering influencing factors

Learners must produce a finish that combines techniques appropriate to model's hair classification and characteristics, learners must ensure that the natural condition of the hair and scalp is enhanced.

When working with hair substitutes learners must use correct techniques to ensure they do not disturb or damage the foundation. Correctly attaching, where appropriate to a block which has been protected.

Learners must use the correct products, tools and equipment. Learners must demonstrate they have selected the correct product, combs to be used before and when shampooing, conditioning or treating the hair. Electrical items used must have appropriate attachments where necessary.

Learners must confirm model satisfaction.
### P9 Provide in-service checks

Learners must demonstrate throughout the service they have checked on model comfort. Where there is a need, learners will offer additional support to a model who may have limited mobility. Learners must demonstrate that they have adapted and tailored the use of heat and checked that any tools or equipment used are not causing discomfort to the model and learners must show they have demonstrated the correct choice of products, tools and equipment when shampooing, conditioning and treating the hair.

### P10 Provide advice and recommendations to the model

Learners must demonstrate that they have provided the model with aftercare advice. To include as a minimum:

- Methods to shampoo and condition at home using the correct products. Advice on maintain the condition of the hair at home and recommendations for future services. How to maintain hair substitutions if they are to remain in the models hair.

### P11 Conduct post-service maintenance of work area

Learners must demonstrate they have conducted maintenance of their work area by ensuring all is left clean and tidy post-service. Products are cleaned and stored accordingly and tools are refreshed ready for the next service.

### P12 Maintain accurate continuity records

Learners must demonstrate that they have maintained accurate model continuity records for the service. Learners must show that they have at a minimum recorded the full service and personal details and any tests, where applicable, for a new model. For existing models a check on current history and updated information.

All model records must include current service and products used.

For shampooing, learners must record any specific characteristics of the hair. An example of this may be where a regular model has been on a performance for a while and the models roots are showing through or the desired style has grown out. Learners will record any pertinent information on the models continuity records and provide appropriate advice accordingly.

### M1 Adjust communication techniques to meet the model's needs

Learners must demonstrate that they have tailored their style of communication to suit, respond to and accommodate the diverse needs of the model. Where the model wishes to verbally engage, conversation is meaningful and respectful. Model wishes for non-verbal engagement are respected and any necessary communication appropriately carried out. Learners must demonstrate throughout the service that all communication with the model is ethical, respectful, unobtrusive and inoffensive.
M2 Ensure model comfort throughout the service

Learners must demonstrate that they have checked with the model at regular intervals throughout the service to ensure the model’s comfort. Learners should demonstrate that they have taken action to protect the model’s clothing during the service such as the use of a gown or neck towel to protect the model’s clothing. Learners will ensure all damp towels are removed after use and replaced with clean, dry towels and tissues. Learners should also demonstrate that they have responded to the model’s comfort needs throughout the service, for example checking comfort levels in regard to temperature of water, positioning during service, light, ventilation and noise levels, etc.

M3 Display organisation skills by using tidy, efficient working methods

Learners must demonstrate that throughout the treatment that their working area reflects organisational skills and an understanding of how to work in a methodical, tidy manner. Damp towels are removed from the work area, the sink area is left clean and free from hair. The organisation skills reflected at each stage of the treatment demonstrating efficient use of the products and tools.

D1 Explain choice of methods, products and techniques used during the hair preparation service

Learners must explain their reasons for choosing products, tools, equipment and techniques based on the hair type, characteristics, classification, porosity, density, texture and hygroscopic features of the hair.

An example could include omitting rotary and fiction movements on a model with dry damaged hair to avoid tangling and further damage, but then adjusting the service by applying a penetrating treatment rather than a surface conditioner to compensate for the lack of moisture and to show care for the hair structure.

Additional hair treatments and a haircut could be offered.
Resources
The special resources required for this unit are access to a real or realistic working environment and a variety of products, accessories and equipment needed to provide shampooing, conditioning and treatment services throughout the range.

Delivery guidance
Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:
- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and product, tools and equipment usage for a variety of shampooing, conditioning and treatment products
- Work experience within a commercial hair salon so they can practise to hone their skills in a real environment
- Using interactive information and technology, systems and hardware so they can learn about concepts and theories; research current trends; research product knowledge and produce visual aids for shampooing, conditioning and treatment services

Links with other units
This unit is closely linked with the following units:

UCO34M Health, safety and hygiene
The health and safety unit will provide knowledge and understanding of the responsibilities for health and safety as defined by any specific legislation covering the role of a professional therapist. This unit greatly underpins all practical unit delivery. Learners will be required to apply their knowledge and understanding of health and safety when preparing for and providing services/treatments in real or realistic working environment.

UBT219M Dress and finish hair services
The ability to dress and finish hair and hair substitutes is an integral part of working in the make-up industry, this unit will allow learners to develop the knowledge and skills to provide a style, dress and finished look for performers or models. Learners will use a range of products, tools, electrical equipment and techniques to provide the finished styles. Learners will also develop their understanding and knowledge of possible contra-indications, how to work safely and hygienically, consider model lifestyle, equality and diversity and other factors which can influence the styling, dressing and finish of hair services.

UBT228M Continuity planning for make-up services
Continuity in the make-up department is specific to keeping the look of the actor in the scene consistent when it is shot over several days/weeks. As the make-up artist, it is your job to provide the exact same look every time that scene is shot regardless of the day, time, location or conditions when you are working with that specific actor. Learners will maintain the continuity of the performer's appearance, ensuring that the performers' hair and/or make-up match the design and specification at the start of shooting and where appropriate, at the end of the previous sequential take. Learners will keep complete and accurate continuity records.
UBT222M Anatomy and physiology for make-up artists

The anatomy and physiology unit will provide knowledge of the structure and function of the skin, hair and nails, as well as the relevant diseases and disorders the therapist is likely to encounter, in the areas under treatment. The anatomy and physiology unit most significantly underpins the knowledge and practical skills gained in the face and body painting unit. Other elements of anatomy and physiology are also relevant to this unit in terms of understanding contra-indications to treatment as well as possible contra-actions.

Graded synoptic assessment

At the end of the qualification which this unit forms part of, there will be a graded synoptic assessment which will assess the learner’s ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.
<table>
<thead>
<tr>
<th>Version</th>
<th>Details of amendments</th>
<th>Date</th>
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<tbody>
<tr>
<td>v5</td>
<td>Skin cancer awareness page added</td>
<td>14/06/17</td>
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