

UHB139M

Hairdressing consultation

Unit reference number: H/507/5597

Level: 3

Guided Learning (GL) hours: 60

Overview

This unit is about understanding the principles of client care and how to provide professional consultations when carrying out hairdressing services. Learners will develop the knowledge and skills required to prepare for and carry out consultations, demonstrating high standards of client care. Learners will develop their understanding of the necessary communication skills and know how to identify and communicate realistic and appropriate service objectives. Learners will know the science of hair, skin and scalp and how these impact on follow-on personalised hairdressing services.

Learners will know contra-indications, hair tests, influencing factors, limiting factors, hair classifications and characteristics that will inform the course of action for all hairdressing services.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the salon requirements relating to hairdressing consultations

LO2 Understand effective communication techniques

LO3 Know how the principles of the hair and skin affect consultation

LO4 Be able to prepare for client consultation

LO5 Be able to provide client consultation

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.

At a minimum the service portfolio for this unit must include client consultation and client service records covering all of the following:

- Carried out a minimum of 6 consultations on different clients
 - New clients
 - Existing clients
- Used all consultation techniques
 - Questioning
 - Observing
- Consulted on all implications
 - Cost of maintenance
 - Frequency of maintenance
 - Limitations to other services
 - Changes to existing hair and scalp care regime
- Considered all factors limiting or affecting services
 - Adverse hair, skin and scalp conditions
 - Incompatibility of previous services and products used
 - Client's lifestyles
 - Test results
- Used all courses of action
 - Offering information
 - Advice and guidance
 - Referral to sources of support in line with salon's procedures
- Covered all hair characteristics
 - Hair density
 - Hair elasticity
 - Hair porosity
 - Hair condition
 - Scalp condition
 - Hair growth patterns
- Covered all hair classifications
 - Type 1 – straight hair
 - Type 2 – wavy hair
 - Type 3 – curly hair
 - Type 4 – very curly hair

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

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

2. Graded practical assessment

Learners must carry out a complete a consultation on one new client 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 client. At a minimum the graded practical assessment for this unit must cover:

- **Consultation** – independent and comprehensive consultation on a **new** client for any chemical service or new client requiring a complete restyle/change of appearance
- **Courses of action** – the selection of techniques, tools, products and equipment considering hair test results, factors limiting or affecting the service, implications, hair characteristics and hair classifications
- **Review options** – agree on a course of action for the personalised service

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 at 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 quality assured by VTCT.

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

Unit content

LO1 Know the salon requirements relating to hairdressing consultations

Learners must know how to present themselves:

- Personal presentation is important in creating an overall good impression and promotes client satisfaction, repeat/new business and reputation for the stylist and salon. Learners must prepare their personal presentation
- An excellent presentation will give a positive image and create a good first impression. Also, stylists modelling on-trend hairstyles present optimal marketing opportunities for salons
- Learners must ensure salon uniform requirements are adhered to. Each salon will have different requirements and expect learners to dress appropriately. As a general rule closed-toed, low heel shoes should be worn. Where tights/stocking/socks are worn these should be clean and free from ladders or holes. Smart non-restrictive clothes for ease of movement with sleeves or jewellery that is not intrusive while the service is being provided. Other examples may include a set uniform or tee shirt, with or without salon logo
- Presentable and good personal hygiene including clean clothes, clean teeth and fresh breath
- Learners must ensure they avoid strong smell of tobacco, heavy perfume or aftershave
- Learners must ensure they present good posture throughout the service with weight evenly balanced, where a service permits sitting, learners must maintain excellent posture throughout

Learners must know how to prepare the area:

- 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 client. Where necessary a foot stand could be positioned for client 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 client without being in proximity to other people; the client 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

Prepare and utilise client records:

Client records are an effective resource within a salon and provide accurate information regarding client services, history of the client, the products used, the dates of services and any tests carried out. Learners must know the importance of record keeping, ensuring future services can be tracked. Learners must know:

- The importance of making records available prior to the service
- How to complete client records in accordance with the organisation
- The importance of gaining client consent
- The importance of accurate completion of records
- The importance of secure storage and security of client records
- The importance of confidentiality and the consequences if confidentiality is not maintained

Learners must know the tools and resources that can support a consultation:

- Different types of visual aids can support client consultation to avoid misunderstanding. Visual aids may include
 - Photographs
 - Pictures in trade magazines
 - Colour charts
 - Magazines or books
 - Drawings
 - Internet downloads on a tablet or smart phone

Learners must have knowledge of the roles and responsibilities of specialist service providers:

- Learners must know the salon or organisational procedure for referring a client to others if adverse hair or scalp conditions are suspected. Learners must also understand the importance of, and reasons for, not naming specific conditions when referring a client to other professionals
- Learners must know the limits and boundaries of their duties and responsibilities and why it is important to explain these to the client. For referral to be effective learners must have knowledge of the roles of other professionals and the specialist services they can offer
 - General practitioner
 - Pharmacist
 - Trichologist
 - Wigmaker and suppliers
 - Hair extension services provider

Learners must know the insurance and legislative implications when carrying out client consultations:

- As a minimum a salon should hold where applicable, employers insurance as well as public liability insurance and professional indemnity insurance
- Relevant legislation for consultations and client care includes data protection, health and safety, equality
- The most current information on legislation is available at www.legislation.gov.uk

LO2 Understand effective communication techniques

Learners must understand how to communicate effectively with the client:

- Verbal communication – speaking manner and tone of voice, being respectful, sensitive to client, being supportive, using open questions, using appropriate vocabulary, using tact and diplomacy
- Non-verbal communication – eye contact, appropriate and inappropriate body language, actively listening
- Adapting and tailoring approaches for different clients, e.g. new and existing clients, according to gender, age, culture, occasion
- Written – show clarity and conciseness, attention to spelling, grammar and presentation of written information
- Clarification – checking client understanding to ensure the outcome is suitable for the client

Learners must understand the additional factors that may reduce the effectiveness of communication:

- Language difficulties, e.g. limited speech, vocabulary or accents may present a barrier
- Cultural differences, e.g. choice of vocabulary could potentially cause offence
- Physical disabilities, e.g. speech, hearing problems may present a barrier
- Psychological difficulties e.g. low self-esteem and a lack of client confidence may make communicating difficult

Learners must understand when communicating how to adapt to different cultural needs:

There are many cultural differences that affect communication; learners must understand how to vary communication techniques to meet all client's needs. Learners must

- Avoid using slang terms and idioms
- Avoid stereotyping
- Be sensitive to different religious needs
- Use more visual aids as appropriate
- Be specific
- Be patient

Learners must understand the overall importance of having good communication skills:

- Life skills/employability – essential to support success both personally and professionally
- Professional – good practice, essential for client understanding and client satisfaction
- Avoids misunderstandings – reduces staff issues, reduces complaints, improves client retention

Learners must know the implications of the client's lifestyle on the selection of services and products when communicating:

- The consultation gives the opportunity through questioning and careful observation to discover the lifestyle preferences of the client. Lifestyle along with personality and age will influence the suitability of a salon service with regard to the image it gives the client and the maintenance it demands. Learners must know the impact of the client's lifestyles with regard to salon service recommendations
- Work – working environments may restrict certain styles, colours and lengths of hair, e.g. nurses, caterers, or for some image and fashion may be a high priority, e.g. fashion models or television presenters

- Sporting activities – some sports require the hair to be kept off the face by regulation, e.g. competitive ice-skaters, ballet dancers. Alternatively it may be that a sport can demand that hair is off the face or short, so that it does not obscure vision and can withstand regular washing and heat styling
- Leisure activities such as regular social or formal evening functions – may require formal or elaborate styling and therefore longer hair will provide greater flexibility in styling
- Forthcoming special occasions such as a wedding or prom – hair may need to be grown longer to be able to be styled accordingly
- Time – the amount of time available for daily maintenance and styling and the time available for repeat salon visits
- Religion – to comply with certain religious rules and traditions
- Age – from children through to seniors, age will influence the suitability of recommended styles and colour although there are exceptions due to client demand and personality
- Gender – gender specific variation in hair growth, males may experience hair thinning and loss due to male pattern baldness
- Personality – some clients will want to project a self-confident, outgoing personality through a colourful, quirky, attention-grabbing style. Clients who are shy, retiring and not wishing to stand out in the crowd will be better suited to more moderate colour or styling
- Client's own care abilities – some clients are skilled and committed to managing their hair. Others, perhaps due to an injury or lack of guidance, may not have the skills to manage an elaborate style

LO3 Know how the principles of the hair and skin affect consultation

Learners must know the structures and functions of hair and skin:

- A thorough knowledge of the structure and function of the hair and skin is important in underpinning advice and guidance given to the client. Learners must know the structures and functions of the hair and skin so that they can identify problems that could affect choices when providing services and offer a suitable course of action.
- Learners must know the structure and functions of the hair

| Structure | Function |
|---|---|
| Cuticle – overlapping colourless scales | forms a protective surface to the hair |
| Cortex – fibrous middle layer containing colour pigments | contains colour pigments and gives the hair its strength and where all chemical and physical changes take place |
| Medulla – central innermost part of the hair. | no known function and does not play any useful part in hairdressing processes and treatments |

- Learners must know the structure and functions of the skin

| Structure | Function |
|---|---|
| Epidermis | the protective surface layer of the skin |
| Dermis | the thickest layer of the skin containing the hair follicle, blood supply, sweat gland, nerve endings and lymph vessels |
| Subcutaneous layer | the fatty layer – provides insulation and energy for the body |
| Sensory nerve endings | sensory organs for detecting heat, touch, cold and pain |
| Lymph vessels | filter and transport fluid away from tissues |
| Blood supply | provide oxygen and nutrients to the hair papilla |
| Sebaceous gland | produces sebum to protect the hair and skin |
| Dermal papilla | the growing area of the hair follicle |
| Sweat gland (apocrine and eccrine) | produces sweat to cool the skin, apocrine found on the scalp, eccrine all over the body |
| Arrector pili muscle | muscle contracts to raise the hair into an upright position to trap in air for warmth |
| Hair follicle | tube-like structure from which the hair grows |
| Hair shaft | the hair – provides protection to the scalp from the sun |
| Hair bulb | the area at the base of the follicle containing the dermal papilla |

Learners must know the growth cycle of the hair:

- Learners must know the growth cycle of the hair and its importance for underpinning advice and guidance given to the client
Examples include:
 - Knowledge of hair growth will enable learners to give advice on the frequency of visits for maintaining styles
 - Knowledge of the hair growth cycle helps to understand hair growth related problems
 - Knowledge of how hormonal effects during and after pregnancy can affect hair growth e.g. expectant mothers can experience accelerated hair growth during pregnancy and possible hair loss after giving birth

Learners must know the stages of hair growth and what happens at each stage:

- Anagen – the active growing stage, most of the hair is in this stage at any one time
- Catagen – the period of change (transitional stage), a small percentage of the hair is this stage at any one time. Hair growth stops and the hair bulb detaches from the dermal papilla
- Telogen – the resting stage, there is no further growth or activity in the dermal papilla
- Early anagen – at the end of the telogen resting stage, hair re-enters into an early anagen stage where the hair follicle lengthens downwards and the dermal papilla becomes active again. New hair begins to form, pushing out old hair from the follicle

Learners must know hair loss conditions:

Losing hair can be alarming for all people. Knowledge relating to hair loss conditions will enable learners to form decisions for follow-on services. For example learners must be able to recognise hair loss/thinning hair, as it may be a contra-indication to hair extension services. Knowledge of hair loss conditions will also help form a basis for a recommendation to specialist services. Learners must recognise hair loss conditions and be able to relate the hair growth cycle to the following conditions:

- Alopecia
 - Total hair loss on scalp
 - Total hair loss on scalp and body
 - Hair loss in patches
- Traction alopecia – hair loss at the point of tension
- Male pattern baldness – may present as receding hair line and hair loss at crown
- Female pattern baldness – general thinning all over
- Hair loss as a result of chemotherapy – usually temporary and hair is lost over scalp and body
- Hair loss as a result of medication or medical conditions, e.g. thyroid imbalance
- Hair loss as a result of hormonal changes, e.g. after giving birth

LO4 Be able to prepare for client consultation

Ensure the consultation is conducted in a safe and hygienic environment:

- Preparation of learners. Learners must present themselves professionally displaying
 - Correct dress code for the organisation
 - Readiness for the service
 - Personality/persona fitting for the salon
 - Good communication and listening skills
 - Prepare the correct personal protective equipment (PPE) in readiness for the intended service for themselves and the client, to protect clothing from chemicals or staining
 - Wear gloves to protect the hands from chemicals and possible contact dermatitis
 - Apply the correct personal protective equipment for each intended salon service. An example of this would be cutting – learners must wear closed-toed shoes
- Preparing the area for the consultation:
 - Ensure safe and hygienic working area
 - Area is well organised
 - All resources are available

Prepare and utilise client records:

Client records play a vital role in providing information about the history of the client's hairdressing services. Learners must prepare records by ensuring the following factors

- The records are available for the consultation
- The record belongs to the client by checking the client'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 client'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 client record for a client who has not previously attended the salon
- Adhere to legislative requirements regarding safety, confidentiality and security of records

LO5 Be able to provide client consultation

Conduct analysis of hair, skin and scalp:

Learners must be able to check for, and visually recognise

- Hair classification
- Hair characteristics
- Contra-indications that would prevent or alter all services. Contra-indication to the hair, skin or scalp can prevent or alter the intended salon service, products or techniques used. For example a client with an infectious skin condition or infestation would not be able to have any salon service. Clients who have very porous hair with signs of breakage may not be able to have certain chemical services such as perming, permanent colouring, powder lighteners or hair extensions

Conduct all relevant hair tests:

Where visual checks are not conclusive, it is essential for learners to carry out hair tests to check for the suitability of the follow on salon service. Learners must be able to select and carry out all relevant tests, basing recommendations and advice on the results.

Learners must carry out relevant tests

- Allergy alert test (skin allergy test)
- Developmental strand test
- Colour test
- Test cutting
- Test curl
- Curl check or development test curl
- Incompatibility test
- Elasticity test
- Porosity test
- Pull test (hair extensions)

Identify factors which may limit or affect the desired outcome:

- Learners must advise the client of the outcome of the test
 - The reasons why the service cannot take place
 - Recommend a suitable alternative service
 - Recommend alternative products
 - Ensure the client agrees with recommendations
- Learners must be able to identify the following limiting factors
 - Adverse hair, skin and scalp conditions
 - Incompatibility of previous services and products used
 - Lifestyle limitations
 - Test results
 - Head, body and face shape
- Deal with analysis problems – some clients are not able to proceed with their intended service as a result of factors that learners have identified during the consultation. Under these circumstances, clients are likely to be disappointed and occasionally angry, e.g. if the expected salon service was for a special occasion
- To ensure client satisfaction learners must demonstrate the following
 - Sensitivity to the client's feelings
 - Ensure timely communication so that clients are not kept waiting

- Be able to refer the client to specialist services, following the organisational or salon policy
- Referring a client for medical advice from their GP, in the case of a suspected medical condition; must not offer a diagnosis
- Base recommendations on the outcomes of the analysis of the hair characteristics, hair classifications and skin and scalp condition
- Analyse hair and scalp – rigorous analysis of the client’s hair characteristics, hair classification and hair and scalp condition. Learners will be able to base recommendations which are personalised to the client’s individual requirements. Learners must know the definition ‘to personalise’
 - Modify
 - Tailor
 - Adapt
 - Adjust
 - Correct
 - Customise
 - Repair
 - Reshape
 - Rework
 - Vary
- Learners must be able to communicate their analysis findings in relation to the requested service, and make recommendations that are personalised to the individual client considering the following
 - Hair characteristics
 - Hair classification
 - Skin and scalp condition

Discuss the findings of the hair analysis with the client and make recommendations:

- It is important for the client to be fully informed of the implications of an agreed service so that they can make informed decisions on the viability of the recommendation. For example, a non-working mother who has two pre-school aged children may be restricted financially and by time.
- Learners must be able to explain the implications of the intended service to the client, about the following
 - Cost and frequency of maintenance
 - Limitations to other services
 - Changes to their existing hair, skin and scalp regime
- Review salon service options, agree on a course of action and provide information about products and services
- Learners must suggest suitable services for the client’s needs, suitable products, the range of services available, and be able to suggest courses of action if client requests cannot be met.
- Learners must be able to offer information on the range of services available to the client
 - Describe what the services are
 - The cost of the service
 - The duration of the service
 - The benefits of the service
 - Any drawbacks to the service

- Implications for maintenance of the service at home
- Frequency of salon maintenance
- Keep up-to-date with services available
- Current offers and promotions
- Use opportunities to promote offers and promotions to the client
- Clarify that the client understands the options available and is involved in making the decision
- Learners must offer information on products used for salon services
 - Give explanations that are framed in a way that the client understands
 - Relate the effect of the product on the structure of the hair
 - Explain the advantages and disadvantages over other products
 - Cost of the product
 - Keep up-to-date with new products and offers
 - Use opportunities to promote offers and products to the client
 - Clarify that the client understands the options available to them and are involved in making decisions
- Learners must be able to agree on a course of action
 - Know what other sources of support or specialised services are available – examples include trichologists, wigmakers, GP, hair extension services, pharmacist and hair transplant providers
 - Refer the client to sources of support or specialised services in line with the salon or organisational procedure
 - Make suggestions about alternative services and products if client requirements are unrealistic. As an example, if the client's hair classification is Type 1a, and the client has identified a picture illustrating long, thick curly hair, then the desired style would be difficult to achieve and maintain. Learners need to exhibit tact when explaining why the client's needs cannot be met and offering an alternative course of action
 - Ensure the client understands the recommendations and suggestions and agree that they will fulfil their needs

Provide homecare advice to the client:

Provide information about products and homecare regime. Learners must be able to

- Identify the client's homecare regime and explain the impact this will have on future services. For example some brands of non-professional product contain silicone that coats the hair shaft, making the hair brittle and unsuitable for chemical services. Learners should recommend a suitable alternative brand and advise them as to how to remove the product build-up
- Keep up-to-date with products and services available and offers or promotions that the salon offers and promote these to the client
- Offer information on retail products – offer advice and guidance to the client about hair and scalp care, how to use products, the benefits and any drawbacks of the product and cost implications
- Give advice on improving the client's hair care regime

Maintain accurate client records:

Learners must update client records with the findings of the consultation

- Update changes in client's personal details
- Results of tests
- Factors limiting or affecting the service

- Techniques used for the service, in detail
- Products used for technical services and development times
- Outcome of the service – success of the service, client satisfaction of the service, suggestions for the next service
- Use clear and accurate language and ensure the record is completed in full
- If the record is handwritten, the writing must be legible

Employability skills to be demonstrated throughout the graded practical assessment and synoptic assessment

Communication:

- Adapt and tailor approach for different clients, e.g. new and existing clients, male and female clients
- Allow sufficient time for the consultation and communicate clearly and concisely to explain the concept of the treatment/service, encouraging clients to ask questions and offer reassurance
- Use positive verbal communication, e.g. speaking manner and tone of voice, being supportive, respectful, sensitive to client, using open questioning to obtain information
- Use positive non-verbal communication, e.g. eye contact, body language, actively listening
- Promote goodwill and trust by using good communication

Customer service:

- Have an awareness of the principles of customer service, e.g. quality, keeping promises, managing customer expectations, customer satisfaction, speed of services and treatments, offering reassurance
- Show good practice in customer service, e.g. meeting and exceeding customer needs and expectations, demonstrating a willingness to please the customer, treating the customer as an individual
- Invest time in explaining the concept of the treatment/service clearly but concisely to the client, encouraging them to ask questions
- Deal quickly and effectively with any complaints or issues, e.g. know whom to refer to if needed
- Know the importance of customer service to a business, e.g. professional image, reputation, customer retention, customer satisfaction, customer relationships
- Know the impact of poor customer service, e.g. dissatisfied customers will seek out competitors, loss of reputation, loss of profit, frequent complaints
- Manage client expectations and identify requirements

Commercial and environmental awareness:

- Adopt eco-friendly and cost-efficient use of resources, minimising waste, e.g. all products measured correctly; efficient use and correct disposal of consumables and recycling where possible
- Be aware of others and protect their 'space' when using products, specifically aerosols, e.g. sprays used in nail treatments or hair services
- All used products will be disposed of in accordance with the salon rules and legislative guidelines
- Ensure all electrical equipment switches are turned off when not in use
- Identify opportunities to promote and sell additional products and treatments, e.g. during consultation or when providing aftercare advice
- Talk and actively listen to gain knowledge of client preferences and routines so that the retail selling approach is personalised
- Be aware of competitors for commercial success, e.g. local salon offers and promotions, new treatments/services
- Know the unique selling points of treatments/services to offer the most appropriate advice

- Know business goals and sales targets to encourage focus on the vision of the business and its long term goals, e.g. seasonal promotional offers
- Know how to advertise and display special offers, promotions, e.g. local newspaper stories, awards, photographs, thank you letters/cards
- Promote to repeat/new clients any loyalty schemes or special offers and the benefits of other products and services, e.g. buy one get one free, introductory offers
- Offer new/additional products and services to existing or new clients to promote self/salon experiences
- Ensure the cost reflects the time taken to provide the treatment/service, reflecting commercial times allocated, e.g. tailor cost to client characteristics

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/AG20529.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 relates to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

| Learning outcome The learner must: | Pass The learner can: | Merit To achieve a merit grade, in addition to achievement of the pass criteria, the learner can: | Distinction To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can: |
|---|---|--|---|
| LO4 Be able to prepare for client consultation | P1 Ensure the consultation is conducted in a safe and hygienic environment P2 Prepare and utilise client records | M1 Adapt and tailor interpersonal communication with the client M2 Adapt and modify the proposed treatment plan based on information elicited from the client | D1 Evaluate the effectiveness of the consultation |
| LO5 Be able to provide client consultation | P3 Conduct an analysis of hair, skin and scalp P4 Conduct all relevant hair tests P5 Identify factors which may limit or affect the desired outcome P6 Discuss the findings of the hair analysis with the client and make recommendations P7 Provide homecare advice to the client P8 Maintain accurate client records | M3 Relate the questions and information provided during the consultation specifically to the client's individual needs | |

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.

P1 Ensure the consultation is conducted in a safe and hygienic environment

Learners must demonstrate a clean and professional appearance, by ensuring they have clean and styled hair, well-groomed nails, and if make-up is worn that it is in keeping with the guidelines of the organisation.

Learners must wear uniform or clothing that is clean and free from creases. Learners must show that they have selected and worn the correct PPE for themselves and adequately selected the correct PPE for the client

Learners must demonstrate hygienic and professional practice in relation to the work areas and the salon environment by showing that they have cleaned and sterilised tools prior to use and safety checks have been carried out. The work area should be free from hair and non-essential items.

Learners must avoid trip and slip hazards such as trailing wires, client's belongings and wet hair on the floor.

Learners must avoid cross-contamination by using disposable items, clean tools and equipment.

P2 Prepare and utilise client records

Learners must demonstrate the utilisation of client records, by showing that they have confirmed the details on the record with an existing client 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 client record to detail the findings of the current consultation with a new client.

P3 Conduct an analysis of the hair, skin and scalp

Learners must demonstrate appropriate questioning techniques, as well as conducting visual and manual checks for contra-indications.

Learners must ask questions to elicit health factors that may limit or affect services.

Learners must ask questions related to the history of previous hair services. Learners must ask questions relating to the client's current hair care regime and lifestyle.

Learners must examine the hair and scalp to identify contra-indications and factors that will influence the techniques used during the service.

Learners must analyse hair characteristics and classifications and use the findings to modify, tailor or personalise the style to the individual client.

P4 Conduct all relevant hair tests

Learners must demonstrate that they have selected and carried out all hair tests that are relevant to the service.

Learners must have considered all the tests, and carried out the tests that will indicate the suitability of the intended service.

Learners must use the test results to select the products intended for use as part of the service.

Learners must also have explained to the client why it is necessary to perform hair tests; the likely outcome of the tests and how the test results may affect the requested hair services.

P5 Identify factors which may limit or affect the desired outcome

Learners must demonstrate that they have considered the results of the analysis of the hair and scalp and identified factors that may reveal that the client's requirements cannot be met. Learners must identify limiting factors. Limiting factors may include hair classification, hair characteristics, incompatibility with previous services or products, head, face and body shape, prominent features, results of tests, lifestyle, cost and time commitment to maintenance.

Learners must demonstrate that they can recommend suitable alternative courses of action and review the options available for the client.

Learners must have explained the reasons why the requested service cannot take place. The learner must offer suggestions that are beneficial to the client and their requests. For example, if the results of hair tests indicate that the hair is not suitable for permanent colouring, then an explanation of the results and the reasons for the unsuitability of the product should be followed by a recommendation for an alternative, more suitable colouring product.

P6 Discuss the findings of the hair analysis with the client and make recommendations

Learners must demonstrate that they can provide clear explanations for the findings of the consultation and analysis. Learners must be able to explain accurate findings and give well-reasoned explanations. Learners must show that they have modified expressions and language and interpreted the results in a way that the client will understand. Learners must demonstrate that they can make recommendations by showing that they have based their recommendations on the consultation findings and the requests of the client.

Learners must ensure the client's understanding of the recommendations and encourage the client to express any views and concerns, and allow sufficient time for them to do this.

P7 Provide homecare advice to the client

Learners must demonstrate that they can give accurate advice. Learners must have relayed the cost of further services, the frequency of repeat visits, products that are necessary for upkeep of the service, and how to maintain their hair between salon visits.

Learners must demonstrate their knowledge of the science of the hair, skin and scalp by their ability to provide advice on hair, skin and scalp conditions. Learners must provide advice on maintenance of services and how to improve the client's hair-care regime. For example relating the average rate of hair growth to the frequency of returning to the salon for further hair lightening/colouring or cutting services. Another example may be discussing the structure of the hair, in relation to the porosity of the hair, along with the implications for services.

P8 Maintain accurate client records

Learners must demonstrate that they have updated the client record with details resulting from the consultation.

Learners must record the date; any changes to client personal details (telephone number, address etc.); results of tests and details of any chemical service carried out. For example in the case of a colouring service, a description of the products and techniques used, and the outcome of the finished service with recommendations for future repeat services.

M1 Adapt and tailor interpersonal communication with the client

Learners must demonstrate that they can tailor their style of communication to suit the client. Learners must respond to verbal and non-verbal cues. For example if the client indicates that they would like to chat and engage in conversation, the learner will engage in unobtrusive, friendly conversation with the client. If the client is more reticent and indicates that they do not wish to engage in conversation the learner should respect the client's wishes and communicate in a discreet manner.

Learners must show that they can assure and reassure the client throughout the consultation.

Learners must demonstrate throughout the consultation that all communication with the client is ethical, respectful, unobtrusive and inoffensive.

Learners must have avoided controversial topics of conversation such as religion, politics and topics of a sexual nature.

Learners must demonstrate the consideration of the individual needs of the client.

Learners must adapt communication to avoid the embarrassment to the client. For example by conducting sensitive discussion around facial features of which the client feels self-conscious.

Learners must adapt communication for the client who may have additional needs. For example using clear and precise language and showing patience towards the client who may be confused or have dementia.

M2 Adapt and modify the proposed treatment plan based on information elicited for the client

Learners must show an ongoing client centred approach throughout the consultation process. Learners should demonstrate the skill to focus on the consultation whilst also maintaining their client care to a high standard and evidence an individual approach.

Learners must demonstrate that they can use the findings and information elicited from the consultation to personalise (modify, adapt, tailor) the planned services for the individual client, based on influencing factors identified during consultation. The learner must demonstrate that such modifications will still provide an effective treatment but primarily addressing the client's aims and objectives for treatments.

Learners must communicate their planned adjustment of treatment to the client with clear reason and explanation for specific treatment modification decisions, that link to the points discussed during consultation – for example due to the identification of a restricting contra-indication or sensitivity to usual products, applications or processes

M3 Relate the questions and information provided during the consultation specifically to the client's individual needs

Learners must demonstrate that they relate the questions and information provided during the consultation specifically to the client's individual needs, this will be demonstrated by the learner evidencing they have adapted and tailored their questioning techniques and the question form and content to ascertain specific information from the individual client.

Learners must demonstrate that they have adapted and tailored their recommendations to offer personalised advice.

Learners could suggest that the client adds a particular product into their hair care routine, or offer advice on specific techniques such as styling, or dressing the hair to ensure the client achieves optimum results. Learners should recommend further follow-on treatments, services or products that match the individual needs of the client.

D1 Evaluate the effectiveness of the consultation

Learners must be able to evaluate the effectiveness of the consultation and be able to state all of the possible courses of action for the service.

Learners must know the options available then evaluate the chosen course of action with regard to products, tools and equipment. Learners must evaluate the effectiveness of the methods and techniques used.

The evaluation must show a rationale and recommendation for future consultation.

Resources

The special resources required for this unit are access to a real or realistic working environment that supports the provision of hairdressing services. Learners must also have access to health and safety standards, manufacturers' instructions and hairdressing products and equipment, visual aids and colour charts.

Books:

- Salon Management - Martin Green
- NVQ/SVQ Level 3 Hairdressing (with Barbering and African Type Hair Units) – Jilly Ford & Helen Stewart

Websites:

www.hairdressing.ac.uk

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 competence, professional methods of communication and use of products, tools and equipment
- Work experience within a commercial hair salon or pop-up salon in locations such as shopping malls, airports, supermarkets and hospitals so they can practise to hone their skills in a real and supervised 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

Links with other units

This unit is closely linked to all practical units offered throughout VTCT qualification suite. Performing a thorough consultation before all services is a necessity by learners. Learners will be required to apply knowledge and understanding of health and safety to consultation services when providing services in a real or realistic working environment.

Graded synoptic assessment

At the end of the qualification of which this unit forms part, 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.

| Version | Details of amendments | Date |
|---------|----------------------------------|----------|
| v9 | Skin cancer awareness page added | 15/06/17 |