

UHB174M

Set and dress hair

Unit Reference number: Y/615/0810

Level: 2

Guided Learning (GL) hours: 35

Overview

This unit is about gaining the knowledge and skills to prepare for and provide a professional and commercial finished service. Learners will use a range of setting and dressing techniques to achieve a variety of different looks. Learners will have the ability to work with a wide range of products and tools, with a high degree of manual dexterity.

Learners will also develop their understanding of possible contra-indications, how to work safely and hygienically, consider client lifestyle, equality and diversity and any other factors which affect and influence the setting and dressing of hair.

This unit can be performed with a range of other units which can be holistically assessed. Setting and dressing for clients can be assessed when completing an overall complete look following other salon services.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the salon procedures for setting and dressing hair

LO2 Understand the factors which influence setting and dressing hair

LO3 Know the products, tools and equipment required for setting and dressing hair

LO4 Be able to prepare for setting and dressing hair

LO5 Be able to provide setting and dressing hair

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 8 finished styles
 - Covering at least 3 different hair classifications
 - Covering classification ranges from a-c
- Performed styles that include all hair lengths
 - Long hair
 - Medium hair (above and below shoulder)
 - Short hair
- Used a minimum of 3 setting techniques
 - Using rollers with pins
 - Spiral curling
 - Pin curling to give volume
 - Pin curling to give flat movement
- Created styles with all effects
 - Volume and lift
 - Movement and curl
 - Smoothing
- Used all of the sectioning and winding techniques
 - Point to root
 - Root to point
 - On base
 - Off base
 - Directional
 - Brick
- Used all dressing techniques and effects
 - Curls
 - Rolls
 - Smoothing
 - Back-combing
 - Back-brushing
 - Styling for a special occasion
 - Part or full up do

- Used a minimum of 6 products
 - Heat protector
 - Hairspray
 - Mousse
 - Cream
 - Gel
 - Serum/oil
 - Setting lotion
 - Wax
 - Finishing sprays/mist/gloss
- Used all tools and equipment suitable for setting and dressing
 - Electrically heated drying equipment
 - Rollers with pins
 - Velcro rollers
 - Non-conventional items (where appropriate), e.g. bendy rollers, rags
 - Brushes (selection of appropriate brushes, e.g. smooth, styling)
 - Combs
 - Pin curl clips
 - Sectioning clips
 - Setting net
 - Grips and pins
 - Hair decoration
 - Ear protectors
- Considered all factors and influences
 - Hair characteristics
 - Hair classifications
 - Hair cut
 - Hair length
 - Head, face and body shape
 - Client requirements and lifestyle
 - Occasion for which the style is required
- Provided all aftercare advice and recommendations
 - How to maintain the look
 - Time interval between salon appointments
 - Additional products and services

The service portfolio 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).

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

2. Graded practical assessment

Learners must carry out one complete set and dress service on a 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:

- Service – set and dress the hair – carried out on one new client (wet hair) using styling techniques and effects, performed in a commercial time appropriate to the client's hair type to produce a salon professional finish
- Products, tools and equipment to include as a minimum – combs, brushes, sectioning clips/clamps, rollers, pins, pin curl clips if appropriate, electrical hood hairdrying equipment, appropriate products when hair is wet for hair type and when dry for finishing

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 salon procedures for setting and dressing hair

Learners must know the personal responsibilities for health and safety when providing setting and dressing services to clients:

- Personal presentation is important for creating an overall good impression and promotes client satisfaction, repeat/new business and a positive reputation for the salon
- Display a positive image and attitude with good posture throughout the service
- Learners must ensure salon uniform requirements are adhered to, i.e. learners should strictly follow individual salon's agreed professional dress code (as appropriate). As a health and safety requirement, closed-in low-heel shoes should be worn. Clothing should be modest, clean, pressed and in good condition. Other examples may include a set uniform, colour choice or T-shirt with or without salon logo
- Present good personal hygiene including clean clothes, clean teeth and fresh breath
- Ensure they avoid a strong smell of tobacco, heavy perfume or aftershave

Learners must know how to effectively implement health and safety salon procedures when preparing the work area:

- It is the responsibility of all staff to maintain health and safety procedures whilst working in a salon. Learners must
 - Present a clean and hygienic working area
 - Clean and sterilise tools and equipment appropriately
 - Contribute to safe practices
 - Provide knowledge of all health and safety legislation

Learners must recognise the risks that may cause hazards when providing setting and dressing services to the client:

- Salon safety is of paramount importance and learners must know how to recognise potential harm or injury that may occur
 - Hazards – anything that has the potential to cause harm, e.g. hood dryer lead left plugged in and trailing around a client's chair
 - Risks – a chance, high or low that a hazard may cause harm, e.g. someone may trip over trailing hood dryer lead
 - Learners must work safely throughout the setting and dressing service, ensuring maintenance of electrical equipment is monitored. Learners must make visual checks on electrical items for safe use and ensure their client is comfortable and free from harm
 - Learners must dispose of waste appropriately to minimise risk of cross-infection and ensure it does not pose a risk to the environment

Learners must know the different types of working methods that promote environmental and sustainable working practices:

- Successful environmental and sustainable working practices require the co-operation of all staff, these may include:
 - Reducing and managing waste (recycle, reuse, safe disposal) e.g. measure products where applicable and not use excessive amounts of products
 - Reducing energy usage (energy efficient hairdryers, low energy lighting, utilising solar panels)
 - Reducing water usage, e.g. turn tap off whilst applying shampoo or conditioner
 - Using reusable items (easy-dry towels)
 - Using recycled, eco-friendly furniture

- Using low-chemical paint
- Using organic and allergy-free hair products
- Using environmentally-friendly product packaging
- Choosing responsibly sourced domestic products, e.g. Fairtrade tea and coffee

Learners must understand the importance of accurate record keeping:

- Client records and maintenance cards/electronic files are an effective resource within a salon and provide accurate information, e.g. client services, products, tests and relevant dates. Learners must understand the importance of record keeping, ensuring future services can be tracked and legal records are in place. Maintenance of electrical equipment record cards/files will verify equipment testing, faults and general repairs for specific items. Learners must ensure
 - The client record cards are maintained and show current accurate information
 - Electrical records are updated if equipment becomes faulty during setting services
 - Latest equipment testing date records are checked

LO2 Understand the factors which influence setting and dressing hair

Learners must understand the hair classifications and characteristics and how these influence a setting and dressing service:

Hair classifications table			
	1a Fine/thin	1b Medium	1c Coarse
Type 1: Straight hair	Straight	Straight with volume	Straight difficult hair
	2a Fine/thin	2b Medium	2c Coarse
Type 2: Wavy hair	'S' pattern	Frizzy 'S' pattern	Very frizzy 'S' pattern
	3a Fine/thin	3b Medium	3c Coarse
Type 3: Curly hair	Soft curl	Loose curl	Tight curl
	4a Fine/thin	4b Medium	4c Coarse
Type 4: Very curly hair	Tight coiled curl pattern	'Z' pattern and spring curl	Tight 'Z' pattern

- Client with a hair classification of 2ba – frizzy 's' pattern has natural movement in the hair and will influence product choice and size of rollers used in setting and dressing depending on length of hair

Learners must understand how hair classifications, characteristics and analysis influence setting and dressing services:

- Density – this is defined as the number of hairs on the scalp. Density will affect the choice of tools and products used and the time of the service, e.g. avoid products that increase volume on thicker, dense coarse hair. Heat levels to be adjusted on a client-by-client basis when drying, e.g. long, fine or thin straight hair will take a shorter time to dry with less intense heat required than long, thick or coarse straight 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 setting, the use of products may increase the drying time
- 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 – the ability of hair to absorb moisture into the cortex. In its natural state hair is known as alpha keratin however the properties of hair are changed when it has been shampooed or become wet as weaker hydrogen bonds are broken down. This allows the hair to be stretched using heat and brushes when blow-drying. Once hair is stretched and dried into a new shape it becomes known as beta keratin. When setting, it is important that the hair is thoroughly dried to stretch the hair temporarily into its new form
- Growth patterns – this relates to the direction the hair grows from the scalp and may influence the desired finish. Selection of appropriate tools and products may help overcome a difficult growth pattern, e.g. a client with a 'cow-lick' may achieve a fringe temporarily with correct products, tools, equipment and techniques
- Hair cut – this will relate to the size(s) of rollers used along with types of suitable tools used to create the desired hairstyle
- Occasion for which the style is required – this will affect products and tools used. For example a special occasion setting service may require the use of hair ornamentation

- Head and face shape and size – this relates to the overall shape of and size of a client's head and includes any specific features. It is important to ensure that the client has a style they can manage which suits their overall appearance, e.g. a client with a long face may not require height on the crown or a client with a round face may be best suited with less volume at the sides
- Lifestyle – this is about the client's everyday activities and working patterns, e.g. a client who is retired and walks a dog twice a day requires a set style that is manageable and suits most weather conditions. A style requiring high maintenance, e.g. long hair set into lots of waves and curls and no back brushing or backcombing, would not last as long
- 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 setting 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 setting – other services offered prior to setting may influence the end result, e.g. a client who is new and only requests a shampoo and set requires the correct selection of shampoo and conditioner (if appropriate) according to the hair type and classification
- Temperature and humidity of the salon, client and general external weather conditions – inside and outside temperatures are influencing factors when setting hair. A salon that has poor ventilation may produce a damp and humid atmosphere, affecting the service, e.g. if outside weather conditions are very hot and sunny, perspiration from the client on the scalp may present dampness at the roots, and therefore correct temperature control of the hood dryer is important. Temperature within the salon must be adjusted, using appropriate additional heating, ventilation or assisted fanning devices

Learners must understand factors which can prevent or restrict a setting and dressing service:

There are a range of factors which might contribute to preventing or restricting setting and dressing services, e.g. a client with an allergy to perfumes or oils may not be able to use some products

- Non-contagious – may prevent or restrict services due to severity of condition
 - Sebaceous cyst – lump on top or under scalp
 - Seborrhoea – excessively oily hair and scalp
 - Psoriasis – dry silvery scales of skin
 - Contact dermatitis – dry, red, sore, itchy skin, may possibly be weeping
 - Scalp sensitivity – an inflamed, sore and red scalp, care should be taken when using combs or brushes
 - Dry hair – fragile, coarse hair which may be caused by overuse of heat or chemicals or environmental factors may also cause split ends
 - Recent scar/tissue injury may be tender when using combs, brushes or heat
 - Hair loss (alopecia), possible after hair extension removal, medication, stress or trauma, use tools and equipment carefully to adapt style to cover hair loss

Learners must know contra-indications to blow-drying and styling:

Contra-indications will stop the service from being carried out, the learner must identify any contra-indication through consultation and discussion with the client prior to any setting and dressing service

- Contagious – can be passed person to person may prevent service which will include
 - Bacterial – impetigo, folliculitis, furuncles
 - Viral – warts, herpes
 - Fungal – tinea capitis/ringworm
 - Animal parasites – pediculosis capitis/head lice, scabies
- Hair defects:
 - Trichorrhhexis nodosa – rough swollen broken shaft

Learners must understand the importance of questioning when providing a setting and dressing service:

- An important factor of the setting service is to understand the client requirements and to ensure a happy and satisfied client that will rebook for future services and recommend and promote salon staff and services to other potential clients. Learners must know
 - How to use questioning to communicate with the client in a way that meets the client's individual needs
 - The importance of understanding the client's requirements regarding the service. This may include the use of visual aids, e.g. album of pictures, style book or photos to agree outcome
 - The importance of the client feeling valued if references are made regarding personal comfort and heat settings of the blow dryer
 - The additional service options which may include offering refreshments (if available) or magazines to add value and general ambience to personalise the service
 - Reasons why a client may rebook for future services or promote stylist/salon

Learners must be able to describe the sectioning techniques for different types of hair and factors that affect techniques:

Learners must know how to use and wind rollers along with sectioning techniques to create setting effects for different types of hair. Learners must also know factors that affect the techniques. Learners must know

- Basic roller wind – creates an even amount of movement from roots to points all over the head. This method uses conventional setting rollers
 - The client's head should remain upright to ensure projection of the hair from the head is not distorted
 - Sections are taken by measuring the length and thickness to match the selected roller, this is referred to as a normal section
 - The hair must be combed smoothly from the root to avoid the hair being twisted or distorted
 - The hair must be angled slightly forwards and the section held centrally to avoid distortion when the hair is wound to the root
 - The hair is wound from point to root keeping the ends smoothly wrapped around the roller. Before winding the roller the points of the hair should not be bunched together but held slightly spaced out to around 2.5cm
 - The wound roller sits directly on top of the section created on the head, this is referred to as winding 'on base' this will create volume

- When the roller doesn't sit directly on top of the section created on the head, this is referred to as winding 'off base' this will create flat movement
 - Increased volume – if the hair is dragged forwards at an increased angle (over-directed), the roller will sit off base. The result will give full roots and curled ends, therefore gaining direction from the root area with some fullness at the ends
 - Minimal volume – if the hair is dragged downwards at the root, the roller will sit off base. The result will give straight roots and curled ends, therefore gaining direction from the root area with some fullness at the ends. This type of setting may be used to create 'flicks' on the ends of the hair, to disguise a high forehead or hair that is receding at the temples
- Tension – a firm, even tension is placed on the hair while winding the roller to the base to smooth natural movement
- Spiral curling – the hair is wound on rods starting at the root and finishing with the ends, to create a corkscrew curl effect
- Pin curling to give volume – the hair is wound using fingers and thumbs to create the size of curl required and kept in a barrel shape, when secured with pin curl clips to the root area. This will give volume at the root with increasing tightness of curl towards the ends
- Pin curling to give flat movement – the hair is wound using fingers and thumbs to create the size of curl required and kept flat to the scalp in a clock spring shape, when secured with pin curl clips to the root area. This will give a more even curl from the root to the ends
- Directional sectioning – supports the style, rollers to be placed in the same direction
- Brick sectioning – rollers placed in a brick formation, avoids partings, good for keeping the hair off the face

Learners must understand the physical effects of setting on the hair structure:

- Hygroscopic –the ability of hair to absorb moisture into the cortex. In its natural state hair is known as alpha keratin however the properties of hair are changed when it has been shampooed or become wet as weaker hydrogen bonds are broken down. This allows the hair to be stretched using heat and brushes when blow-drying. Once hair is stretched and dried into a new shape it becomes known as beta keratin. When setting, it is important that the hair is thoroughly dried to stretch the hair temporarily into its new form

Learners must understand the effects of humidity on the hair:

- When hair has been set and dried into its new stretched temporary form of beta keratin, it must be kept dry. Any addition of moisture will cause the hair to revert back to its original alpha keratin state. An example could include a client with hair classification type 1a straight has had their hair set on rollers to give a temporary medium sized curl with volume. If the client has a bath when they get home from the salon, the humidity/steam from the bath will add moisture to the hair and cause the curl to drop and revert back to its true natural state of 1a straight

Learners must know why the hair must be kept damp during the setting process:

- The hair must be kept damp during the winding process to ensure that the hair remains in its natural alpha keratin state before it is dried into its new stretched temporary form of beta keratin. If areas of the hair are allowed to dry before being placed in the roller/rod/pin curl, they will not hold the desired curl effect

Learners must know how the incorrect application of heat can affect the hair and scalp:

- The incorrect application of heat can be caused by
 - Temperature of hood dryer/accelerator being too high causing
 - Burning to the scalp and face or ears, and client discomfort
 - Over drying the hair causing damage and dryness
 - Temperature of the hood dryer/accelerator being too low causing
 - Cold air and client discomfort
 - The time taken to dry the hair to be extended and possibly not dry completely and the hair not being fully in beta keratin state causing the curl to drop
 - Extended use of the hood dryer/accelerator causing
 - Client discomfort
 - Over drying the hair causing damage and dryness

Learners must know how heat protectors act to protect the hair:

- Heat protectors coat the cuticle to protect the hair from high temperatures from hood dryers/accelerators. Some heat protectors will also create a barrier to prevent moisture from entering the cortex to help prevent the curl dropping

Learners must be able to describe the process of dressing out a set:

Learners must be able to know how to dress out the set to achieve the finished result

- Curls – rollers, non-conventional items (if used) or pin curls must be removed then dressed into place ensuring that there are no sectioning marks left at the root and the curl is smooth and defined
- Rolls – rollers or pin curls must be removed then hair is backcombed or backbrushed depending on hair type once the set has dried. Using grips the hair is then smoothed over and rolled into position
 - Chignon – at the nape
 - Bouffant – at the top of the head and crown
 - Vertical/horizontal roll – anywhere on the head
- Smoothing – rollers must be removed then brushed through to remove any section marks and to smooth the hair together to create waves, curls or an individual wave without divisions in the hair for a smoother effect
- Backcombing – rollers and pin curls must be removed then the hair is held at the ends and a comb is inserted into the hair and pushed towards the roots. The shorter hairs are pushed down, resulting in padding/volume at the root area. This can be continued down the length of the hair if more volume is required. Using a wide toothed comb will give loose backcombing, and firmer backcombing can be achieved using a fine toothed comb
- Backbrushing – rollers, non-conventional items (if used) or pin curls must be removed then the hair is held at the ends and a brush is inserted into the hair and pushed towards the roots. The shorter hairs are pushed down, resulting in padding/volume at the root area. This can be continued down the length of the hair if more volume is required. Backbrushing will provide a much softer result than backcombing

LO3 Know the products, tools and equipment required for setting and dressing hair

Learners must know the products required for a setting and dressing service:

- Heat protectors – coat and add a protective layer to the hair. Apply to dry hair to add shine and definition before the use of any hood dryer or accelerators
- Hairspray – varying degrees of strength (firm to soft hold) and bonds dressed set in place. Apply sparingly to dry hair at a distance of 20cm, being aware of the client's eyes and anyone who may unintentionally inhale product
- Finishing sprays/mist/gloss (aerosol) – add a protective layer and gloss to dry hair and may be used after or instead of hairspray for natural soft finish. Apply very sparingly, over-use may weigh down hair. Be aware of client's eyes and anyone who may unintentionally inhale product. Check surrounding area after use and before client moves – any product on floor may cause a hazard and be slippery
- Mousse – available with colouring agents – various strengths from 'light' to firm hold and can enhance service when setting. Suitable for most hair lengths. Apply to wet hair
- Cream – adds a protective layer and gloss to wet hair and smooths out frizz. Suitable for type 3 b, c and 4 b, c classification hair type
- Gel – produces a firm hold and ideal for creating a short textured dressed look. Apply to wet hair
- Serum/oil – adds moisture and shine to hair and ideal for dry, brittle or chemically treated hair. Use sparingly on fine hair. Apply to wet or dry hair
- Setting lotion – available with colouring agents – various strengths from 'light' to 'firm' hold, can smooth and prolong hold. May contain chemicals that protect hair from the heat of equipment or humidity and enhance the dressed finish. Apply to wet hair
- Wax – small amounts are applied to dry hair to create a textured look and give a small degree of hold. Some waxes require softening in the hands first to make them malleable before application. Not suitable for very fine hair

Learners must understand the use of tools required for a setting and dressing service:

- Rollers with pins – set curl, body/movement lasts longer than blow dry. Used on wet hair
- Velcro rollers – gives body, curl, movement, volume and bounce which don't last long. Can be used on dry or wet hair
- Non-conventional items, e.g. bendy rollers, rags – used to create specific curly or wavy looks
- Wide tooth combs – detangle hair when wet or as a multi-purpose comb for sectioning or managing the hair through service
- Dressing comb – creates a finished look, used to backcomb and style hair
- Tail comb – may be used to section hair and to put into set "mis-en-pli"
- Sectioning clips – sectioning clips used to section and manage the hair
- Pin curl clips – used in setting to provide open, upstanding, tight curls, movement, volume, body
- Selection of brushes – flat, bristle, vent (ideal for back brushing, smoothing or styling hair)
- Setting net – used in setting to secure rollers in position and minimise air flow damage to hair cuticles
- Grips and pins – used to secure hair when creating part or full up do styles
- Hair decoration – used to enhance styling for occasions – decoration can be based on grips, combs or clips – use of any other hair decoration that is suited to the desired style and occasion

- Ear protectors – sponge or foam circles to protect the ear canal from excess heat and air flow

Learners must understand the use of equipment required for a setting and dressing service:

- Hood dryer – removes moisture from the hair and will have different airflow and temperature settings. High temperatures should not be used on fine, dry or fragile hair conditions
- Infra-red heat – accelerator. Heats and dries without air movement

LO4 Be able to prepare for setting and dressing hair

Prepare and check self and the work area prior to setting and dressing hair:

- Learners must ensure that all aspects of preparation are ready for the client service. Preparation is an important feature of the setting and dressing service, as it enables learners to work safely and methodically
- Learners will ensure that the cleanliness and health and safety standards within the salon are maintained to enhance the client's overall satisfaction of the service. Personal presentation is also essential in creating an overall good impression and promoting client satisfaction, repeat/new business and a positive reputation for the stylist/salon
- Preparation of learners – learners must present themselves professionally displaying:
 - Clean hygienic appearance
 - Appropriate hair and make-up (as applicable)
 - Readiness for the service
 - A good attitude
 - Personality/persona fitting for the salon
 - Good communication and listening skills
 - Good posture maintenance throughout the set and dress service
- Learners must demonstrate they are sustaining the good working order of all products, tools and equipment, to be fully efficient in providing the service
- Prepare the work area
 - Organise all products, tools and equipment in advance
 - Make provision for a diverse range of client needs
 - Learners will make sure there is adequate room around the work area to allow safe use of all equipment
 - Ensure all work areas are free from hair, e.g. basin, chair, trolley, work station and floor
 - Move chairs to remove and wipe away any dropped products, check feet of chairs for cleanliness and wipe seat and back of chair or apply fresh cover
 - Trolleys to be systematically cleaned between services, removing unwanted items and replaced with fresh, cleaned and sterilised items
 - Towels, capes and client outer gowns are clean and freshly laundered for service and removed after use

Prepare and check products, tools and equipment prior to setting and dressing hair:

- Prepare products
 - Ensure a full range of products is available
 - Display products at work area, on a separate display trolley or by a visual chart
 - Ensure that the client has a full range of product choice available
 - Ensure sufficient products are available, in good condition, clean and appropriate for all possible finishing services
- Preparing 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 paper towel to prevent cross-infection
 - Ensure electrical equipment identified for setting and dressing services are prepared safely, freshly sterilised and turned on only when appropriate, e.g. steamer ready for treatments

Prepare the client for setting and dressing hair:

Learners will ensure that previous hair services have been carried out correctly and meet the satisfaction of the client. At this stage a shampooing service may have been completed for a wet set. Learners must ensure there are no excess products remaining in the hair to inhibit the setting service; the hair is in alpha keratin state and protective garments remain dry and intact. Learners must

- Remove obstructive jewellery or items that would inhibit the setting service, e.g. earrings or necklace
- Adjust height of the client's chair to avoid excessive bending by learners, but remains comfortable for client. Where necessary a foot stand to be positioned for client comfort
- Ensure the client maintains the correct posture to avoid hazard or risk
- Confirm that the client is comfortable at start of service

Explain and agree service outcomes with the client:

- Conduct a visual and manual check of the hair and scalp
- Identify influencing factors and discuss these with client
- Agree choice of products with the client
- Identify the best choice of tools and equipment
- Agree service outcome with the client

Demonstrate effectiveness in the salon when performing setting and dressing services:

Learners must demonstrate how effective they have been in performing the setting and dressing service, including

- Overall performance within the salon
- Identifying strengths and weaknesses shown before, during and after the setting and dressing service
 - Identifying client requirements
 - Identifying influencing factors
 - Choice of style
 - Placement of roller or pin curl
 - Dressing out of curls
 - Checking client satisfaction
- Demonstrate a mixture of talent, knowledge and skills. Examples may include
 - Conversing with the client throughout the service
 - Ensuring client comfort throughout the service
 - Discussing further services to enhance the setting and dressing service being provided
 - Overall performance in client care

LO5 Be able to provide setting and dressing hair

Select products, tools and equipment to set and dress hair and create a finished style:

- Demonstrate appropriate choice of products, tools and equipment. Learner choices will include as examples
 - Hair classification
 - Hair characteristics/growth pattern
 - Length
 - Condition
 - Density
 - Texture
 - Porosity
 - Influencing factors
- Products
 - Select the most appropriate products to create the finish. Products chosen will aid the techniques used when setting and learners must demonstrate correct choice to achieve the desired finish, e.g. learners should select and use a setting lotion on fine hair to provide protection, improve the texture, add to the longevity of the set and maintain the finish
- Tools
 - In selection of tools, learners must use the most appropriate items to create a finish and be able to manipulate the hair whilst using electrical equipment
 - Use sectioning clips or clamps when dividing hair – where appropriate, depending upon length and style – into manageable areas for handling hair to aid styling different areas of the hair at different times
 - Tools must not damage or become stuck in the hair
 - Use a wide tooth comb to disentangle long hair from points to roots
 - Show, by selection of tools at the start of the set, that they will be using the correct items, e.g. small diameter rollers would be inappropriate for a client who requires a large full smooth set
- Equipment
 - Use a hood dryer or accelerator to create desired finish
 - Demonstrate that they can provide a heat that does not cause discomfort or damage to the hair
 - Use other electrical equipment correctly
 - Remain in control of the equipment and diligent to any change in performance

Use safe and hygienic working methods throughout the service:

- Demonstrate the use of clean products, tools and equipment
- Display safe use and storage of all products
- Ensure safe use of products to prevent harm or risk
- Use all electrical equipment safely
- Remain in control of the equipment
- Demonstrate safe storage of products, tools and equipment
- Display careful application of products e.g. accurately applying sprays/lotions or creams to avoid damaging the client's skin, ears or eyes
- Carry out a service without causing danger or damage to self, client or work areas intentionally or by accident e.g. not securing a hood dryer in position
- Avoid of inhalation of products for self, client and others
- Identify potential risks and hazards

- Clean up spillages immediately
- Ensure there are no trailing wires
- Monitor hood dryer temperature

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 a logical sequence and appropriate to the service, e.g. should not use blow-dry lotion when setting lotion would be correct
 - Display safe usage of all products both in application and storage
 - Ensure the use of products does not cause harm or present a risk to the client, others or themselves
 - Display good processes of application and minimise wastage of products, e.g. carefully applying sprays/lotions or creams to avoid penetrating client'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
- Learners will demonstrate they can use the correct products appropriate to the client's needs. An example of this would be using a spirit based spray setting lotion on fine hair to 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
- Learners will apply products evenly, especially when using coloured setting lotions, examples will include using 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, an example of using correct tools may be using a wide-tooth comb to disentangle long hair from points to roots
- When using equipment, learners must use electrical equipment correctly

Use a combination of setting techniques to achieve the desired outcome considering influencing factors:

- Learners will demonstrate basic controlling techniques, using products effectively and economically
 - Use correct setting technique – rollers, spiralling, pin curl appropriate to length and desired size of curl
 - Use correct tools to section cleanly and secure rollers
 - Use additional electrical equipment, e.g. hairdryer to blend fringe on completion of set
 - Throughout the service learners will use appropriate products, tools and equipment on wet or dry hair sets to correctly achieve the “en pli” stage; use correct products, tools and equipment on dry hair to complete the dressed out finished style as required. Create a finished style that meets the client's requirements and recommend appropriate aftercare
 - Techniques used in setting and dressing will be dependent on client requirements and the finished style
 - Ensure hair is prepared correctly at the start of service for either wet or dry set service
 - Use the correct products
 - Use of appropriate tools for techniques and desired result

- Hair is dry once finished
- Use techniques appropriately to create a finish
- Take into consideration all factors and adapt the setting techniques to the individual, e.g. a client, who has very porous, poor condition hair, would require rollers without spikes or a harsh exterior finish to avoid marking or damaging the hair
- Use application of gentle heat to prevent further damage, product choice in this instance will be a critical factor for learners
- Learners will demonstrate basic controlling techniques using products effectively to aid the finished result, demonstrating skills to manipulate and control of the hair with tools chosen
- Learners will set and dress the hair with these techniques without disrupting that part of the hair which has already been put in set or dressed out
- Learners must demonstrate dexterity in management of both the selected tools and equipment throughout the service. Learners must demonstrate safe and effective management of equipment, e.g. the force of the hood dryer's air flow should not rough up the cuticles, disrupt or dislodge the set where a net should be used, e.g. for hair that is long, straight and of thick density requiring lift at roots and soft curl movement at the ends, learners will apply a setting lotion, select appropriate rollers and wind root to point on large rollers for root volume and point to roots on smaller rollers to create some curl on the ends

Use a combination of dressing techniques to achieve the desired outcome considering influencing factors:

- Learners will demonstrate basic controlling techniques using products effectively and economically
 - Each area of the hair must be brushed though to ensure section marks are no longer visible
 - Product must be applied to individually smooth and define curls
 - Depending on client requirements the hair should be backcombed/brushed and curls put in place
 - Ensure that for rolls or an up do these are secure, in the correct placement, balanced and even with no grips showing, and without causing any discomfort to the client
 - Where hair enhancements are used these are secure and placed sympathetically with the style to enhance the finish. Enhancements must not disrupt the dressed hair
 - The learner must demonstrate aptitude in using all products, tools and equipment logically and correctly, e.g. for a long layered hair style, apply suitable product to smooth curls into place and then apply appropriate finishing spray/gloss
 - Learners must ensure that the finish enhances and disguises influencing factors, using creative ability and attention to detail, e.g. mousse or setting lotion/cream and setting against a hair movement to create volume or using different size rollers to compensate

Provide in-service checks with the client:

- Learners will use appropriate communication and questioning techniques to check on the client's comfort, temperature and general wellbeing throughout the service
- Learners must ensure checks with the client confirm agreed service
- Learners must demonstrate that the checks made to enhance and disguise influencing factors, creative ability and attention to detail are applied, e.g. check correct mousse or setting lotion/cream and correct sized rollers are used add volume to a flat crown

Set up the work area ready for the next service:

Maintenance of the work area will maintain health and safety procedures within the salon. Learners must ensure they demonstrate that they can carry out post-service maintenance

- Identify potential risks and hazards – clean up spillages immediately, ensure that there are no trailing leads from accelerators
- Check and updated service equipment files and client records
- Maintain cleanliness of work station by cleaning area and replacing all consumable items
- Maintain cleanliness of products and tools by wiping, sterilising or replacing as appropriate

Provide advice and recommendations to the client:

- Learners will ensure they have promoted the benefits of the service and provided home care techniques where required in order for the client to maintain their style. For example the client would be advised not to take a hot bath immediately after the service as atmospheric moisture will cause hair to 'drop' and affect the finished style. Where possible home techniques to prolong the finished style could be demonstrated to the client, e.g. simple pinning of long hair to maintain curls or waves

Maintain accurate client records:

Learners must maintain accurate records by keeping client service and equipment files up to date. A full history of the service must be recorded for future reference to include any products used or tests taken. Where appropriate, maintenance of electrical equipment record card/files will verify equipment testing, faults and general repairs for specific items. Learners must

- Complete the record card/electronic file with history of service
- Ensure amendments/adaptations to service are recorded
- Ensure notes for future recommendations are recorded
- Record changes in the client's personal details
- Record results of tests
- Record factors limiting or affecting the service
- Record techniques used for the service, in detail
- Record products, tools and equipment used for technical services and development times
- Record the outcome of the service – success of the service, client satisfaction and, suggestions for the next service
- Use precise and accurate language and ensure the record is completed in full
- Use legible handwriting if the record is handwritten

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 relate 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 setting and dressing hair	<p>P1 Prepare and check self and the work area prior to setting and dressing hair</p> <p>P2 Prepare and check products, tools and equipment prior to setting and dressing hair</p> <p>P3 Prepare the client for setting and dressing hair</p> <p>P4 Explain and agree service outcomes with the client</p> <p>P5 Demonstrate effectiveness in the salon when performing setting and dressing services</p>	<p>M1 Adjust communication techniques to meet individual client needs</p> <p>M2 Promote products and additional services</p> <p>M3 Use a variety of techniques to meet individual client needs for the set and dress service</p>	<p>D1 Explain the choice of products, tools, equipment and techniques used during the service</p> <p>D2 Create a finished style that reflects the use of commercially skilled techniques</p>
LO5 Be able to provide setting and dressing hair	<p>P6 Select products, tools and equipment to set and dress hair and create a finished style</p> <p>P7 Use safe and hygienic working methods throughout the service</p> <p>P8 Use products, tools and equipment to produce the desired outcome</p> <p>P9 Use a combination of setting techniques to achieve the desired outcome considering influencing factors</p>		

	P10 Use a combination of dressing techniques to achieve the desired outcome considering influencing factors		
	P11 Provide in-service checks with the client		
	P12 Set up the work area ready for the next service		
	P13 Provide advice and recommendations to the client		
	P14 Maintain accurate client records		

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 Prepare and check self and the work area prior to setting and dressing hair

Learners must demonstrate they have fully set up the work area ready for the client by selecting appropriate products, tools and equipment to provide a setting and dressing service. The equipment is visually checked along with product availability. The work station must be free from stray hair with clean chair covers (where used) in place. The chair should be wiped down including the chairs legs/base. Work area and mirror must be clean and tidy.

P2 Prepare and check products, tools and equipment prior to setting and dressing hair

Products, tools and equipment must be given visual checks, and cleaned accordingly. The work trolley is located on the lead side of learners, i.e. if right handed the trolley would be on the right side of learners. Electrical equipment is checked for safety and turned on only when required. Tools are displayed on a clean towel/paper tissue or contained within a sterilised container with appropriate fluid.

P3 Prepare the client for setting and dressing hair

Learners must demonstrate that they have prepared the client for services in a work station that is clean and tidy. Learners must select clean protective garments, towels and capes, ensuring that the client is comfortable and the chair height is correct. Learners will ensure that an appropriate shampoo has been used to prepare the client's hair. Learners must ensure there are no excess products remaining in the hair to inhibit the setting and dressing service, that all jewellery that may inhibit the service has been removed and that the client is correctly gowned and ready for the setting product application.

P4 Explain and agree the service outcomes with the client

Learners must demonstrate that they have agreed the service outcome and explained the service procedure. Learners must conduct a visual and manual check of the hair and skin to check for contra-indications. Learners must identify influencing factors and discuss these with the client. Learners must agree the choice of products with the client and discuss and agree the service outcome.

P5 Demonstrate effectiveness in the salon when performing setting and dressing services

Learners must demonstrate how effective they have been in performing the setting and dressing service by completing a self-evaluation of the service they have just carried out.

The self-evaluation must include personal judgements of performance for client care – the client was cared for, attended to promptly and helpfully, offered refreshments, magazines and belongings were looked after; technical skills – application of products, roller size, wind to ensure smoothness of curl, dressed out to client requests; time management – organised and ready for the client's arrival by getting the work station ready for the service being carried out with clean and sterilised equipment, record card to hand, work area tidy and free of hair with no slippery surfaces or trailing leads; finished result – the finished result is what the client asked for; team work – helped maintain the cleanliness of the salon, communicated with colleagues and other clients in a professional manner; strengths and weakness – identify what went well and what could be improved; further training needs – for areas that have been identified as needing improvement identify how they can be improved.

Learners must identify the strengths they have shown before/during/after the service. They are a mixture of talent, knowledge and skills. Learners must identify the weaknesses/areas of development they have shown before/during/after the service. Weaknesses can be activities that a learner would usually avoid because they don't feel confident in doing them, or not completely confident in their qualifications or skills and training.

P6 Select products, tools and equipment to set and dress hair and create a finished style

Learners must select products, tools and equipment appropriate to the client's needs to facilitate the set, dress and finish. Learners are required to identify the most appropriate items taking into consideration any adaptations that may be necessary due to hair classification and characteristics. As an example, displayed products at the work area should include a range of homecare items that the client may wish to look at as a precursor for possible future sales opportunities. Chosen tools will be fit for purpose and offer the client the opportunity to question their use and suitability, e.g. a client may have had a restyle prior to the setting service and require information about purchasing tools or products to help recreate the look at home.

Using the example of the client with a restyle, selection of equipment and accessories should be displayed to complement the service, informing the client of available options.

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 client or others within the salon. Learners must ensure that there are no trip hazards and that leads from equipment are safely stored out of the way. When equipment is not in use or heating up it must be placed securely without the possibility of causing danger from burning or damage to self/client/others within the surrounding work areas. Manufacturer's instructions must be adhered to at all times for safe handling and use. Products are used without harm to self/client/others.

When spraying aerosols learners must ensure they are at a distance of 20cm and where necessary protection is offered to the client'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 client 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 client moving from the chair.

P8 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 set.

As an example:

A client has had a colouring and cutting service. Lightened slices have been inserted around the hairline to soften the effect around the face. The client's hair has been restyled to be worn back from the face and up at the back to complement and show off the colour to the full extent. The set will enhance and complete the previous services. Product usage may include setting lotion at start with gloss and hairspray finish, or mousse application and hairspray finish. Tools used may include different types and sizes of rollers. Equipment used would include a hood dryer, setting net and ear protectors.

P9 Use a combination of setting techniques to achieve the desired outcome considering influencing factors

Learners must produce a set that combines techniques appropriate to client's growth pattern and lifestyle. Learners must ensure that the natural fall of the hair is enhanced.

Learners must use the correct products, tools and equipment. Learners must demonstrate they have selected the correct product and combs to be used before and when dressing out the set.

Examples:

The client has a growth pattern defining a parting line in the hair; learners must ensure hair is set in the natural fall to prolong the finish.

The client has a double crown and has a layered medium length hairstyle, the ends of which the client likes tightly curled to prolong the finish. The learner, when reaching the crown area will set across the crown area to provide height.

Learners must demonstrate they can use and combine different techniques in producing a finish. Hair must be thoroughly dry when finished and meet the client's requirements. Learners must confirm client satisfaction.

P10 Use a combination of dressing techniques to achieve the desired outcome considering influencing factors

Learners must produce a finish that combines techniques appropriate to client's growth pattern and lifestyle. Learners must ensure that the natural fall of the hair is enhanced.

Learners must use the correct products, tools and equipment. Learners must demonstrate they have selected the correct product, brushes and/or combs to be used when dressing out the set.

Examples:

The client has a double crown, the learner when reaching the crown area will use backcombing/brushing to stop the hair from splitting to expose the scalp at the double crown.

Learners must demonstrate they can use and combine different techniques in producing a finish that is smooth with the correct degree of curl, without section marks. Any rolls produced must be smooth, secure, without client discomfort or grips showing. Hair must be thoroughly dry when finished and meet the client's requirements. Learners must confirm client satisfaction.

P11 Provide in-service checks with the client

Learners must use appropriate communication and questioning techniques to check on client comfort and general wellbeing throughout the service. Learners must ensure checks with the client confirm agreed service. 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 client.

P12 Set up the work area ready for the next service

Learners must demonstrate they have conducted maintenance of the area by ensuring the work station is cleaned post-service. All areas should be wiped down, switches turned off and electrical equipment left safely to cool down then stored away. Products must be cleaned and stored accordingly and tools used must be refreshed ready for the next client. Where electrical equipment has been used this must be checked and stored correctly and safely for future use, i.e. cleaned and hair free, leads wound carefully without knotting and twisting, and plug checked.

P13 Provide advice and recommendations to the client

Learners must demonstrate that they have provided the client with aftercare advice.

To include as a minimum:

- Methods of drying hair at home – how to personalise style at home using products
- Advice on maintaining the style – recommendations for future services

P14 Maintain accurate client records

Learners must demonstrate that they have maintained accurate client 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 client. For existing clients a check on current history and updated information should be recorded. All client records must include details of the current service and products used.

Where there are opportunities, learners must add accumulated loyalty points or similar (if applicable). For example, some social media sites offer a free conditioner or similar incentives, to one lucky winner monthly/quarterly if clients 'like and share' the home page of the salon. Other salons offer a free service when an accumulation of points is collected, points are usually awarded for every £5 or £10 spent within the salon.

For setting,

learners must record any specific characteristics of the hair or adapted finish. An example of this may be where a regular client has had a course of radio-therapy and the hair has been set to disguise or cover a thin or area on the head where there has been hair loss.

Learners will advise the client of recommendations for additional services. Throughout a setting and dressing service the learners have the opportunity to make recommendations for services, e.g. client has told the learner that they are attending a special event. The learner has the opportunity to offer suggestions either for hair cutting, colouring or a hair-up style to the client, or suggest enhancements/accessories to add to the style for the occasion.

M1 Adjust communication techniques to meet individual client needs

Learners must listen to the client's expectations and present other options, especially if for example the client's hair is not suitable for desired style or the client requests an unrealistic outcome. Learners must respond positively to the client by displaying excellent communication skills, when presenting possible alternative solutions to the service. Learners must demonstrate throughout the treatment that all communication with the client is ethical, respectful, unobtrusive and inoffensive.

Learners would need to demonstrate they have conversed fully with the client before commencing the set and dress service not only to determine the exact requirements; but for the client to understand the learners' requirements. As an example, the client requests more curl on their uniformed short straight hair look. To achieve this the learner may suggest the use of very small diameter rollers plus additional setting and finishing products, therefore the learner will need to explain the procedure they would use in order to achieve this style and gain client agreement.

M2 Promote products and additional services

Learners will effectively appraise the overall characteristics of the hair with the client, providing detailed information about salon services and suitable salon products that will enhance the client's hair condition or style. Learners will relate their recommendations specifically for the client's individual needs.

The client may be unsure about a new hair style especially if it involves a major change and learners should use visual aids where available to demonstrate and show alternatives. For example in order to promote a colouring service learners may use coloured hair swatches placed strategically in the client's hair to demonstrate how a colour change might look.

Samples of products for the client to try at home may be offered. Learners will provide and record written information for the client and salon records of any recommendations.

M3 Use a variety of techniques to meet individual client needs for the set and dress service

Learners must demonstrate skills and techniques to show that they can adapt setting and styling techniques according to the client's hair classification and characteristics.

Learners will demonstrate they can place rollers and/or pin curls in the correct direction of the desired style. The rollers and/or pins are placed at the correct angle to the scalp with correct tension. They can set the hair around the selected roller, whilst holding the comb, using a pin to secure the roller or place a pin curl, without causing damage to the hair or scalp. Learners must demonstrate that they have worked in a methodical order and been in complete control of tools and equipment throughout the service.

D1 Explain the choice of products, tools, equipment and techniques used during the service

Learners must explain their reasons for choosing products, tools, equipment and techniques based on the characteristics, classification, growth, density, texture and influencing features of the hair. Learners must fully explain each point of the setting and dressing service and justify their choices.

An example could include where a client has long heavy hair, using the correct strength of setting lotion to hold the curl, using the correct size sectioning and roller sizes to achieve a curl that lasts, and finishing with strong hold hair spray to fix the set in place.

D2 Create a finished style that reflects the use of commercially skilled techniques

The completed set result reflects a professionally finished salon result. Examples will include a hair finish where the cuticles are smooth and even, hair naturally flows without kinks or an uneven finish. The ends of the hair do not display a 'fish hook' effect and have been evenly wound around the roller or pin curl.

Where curls/waves are produced on long hair, these should be uniform and even with points of the hair having the same attention and finish as the lengths of the hair. The natural fall of the hair and possible shorter front sections or fringes, have had attention to produce a blended finish to complement the curls/waves.

For shorter hair, a curl finish should be consistent to the shape of the head. Each part of the hair will have been set using a variety of different sized rollers or pin curl clips to define the curl, e.g. tighter curls at the nape and softer curls on the crown and front area to produce volume and a uniformed finish.

The finished result does not display roller marks or lines.

Resources

The special resources required for this unit are: access to a real or realistic working environment which supports the providing, offering and recommending of setting and dressing services. Learners must also have access to health and safety standards, manufacturer's instructions, and full range of setting and dressing products.

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 the use of products, tools and equipment for a variety of setting and dressing products
- Work experience within a commercial hair salon so they can practise 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 setting and dressing hair

Links with other units

This unit is closely linked with the following units:

UCO34M Health, safety and hygiene

Health and safety greatly underpins the present unit. Learners will be required to apply knowledge and understanding of health and safety for setting and dressing hair when providing the service in a real or realistic working environment.

UHB169M Advise and consult with clients

Alongside health and safety in the salon, consultation underpins every other professional hair service. Performing a thorough consultation before the setting and dressing service will ensure the client will receive the agreed service finish.

UHB175M Shampoo, condition and treat the hair and scalp

Hair requires shampooing and the appropriate choice of conditioner or treatment prior to setting and dressing hair. Learners must be able to identify the correct shampoo, conditioner or treatment for the hair and identify the hair type and its condition to use the correct products to ensure that the setting, dressing and finishing results are not impaired by incorrect products or poor application methods or rinsing.

UHB172M Cut ladies hair

Cutting either by trimming and reshaping or completely restyling hair will very often precede a setting and dressing service. Hair that has been trimmed, reshaped or cut into a new style once dried may require additional advice pertaining to prolonging the life of the dressed finish and styling. If the cutting service has been completed by another stylist clear communication is essential following the cut to get the best completed look and ensure full client satisfaction.

UHB171M Colour and lighten hair

Colouring and lightening hair can very often impact on how a setting and dressing service is carried out. Hair that has been creatively coloured will require consideration to maximise and create the desired effect from the end result. Coloured hair will require analysis to ensure that colour treatment has not damaged or made the hair fragile and a protective product and correct type of rollers should always be used.

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
v5	Skin cancer awareness page added	14/06/17