Unit Specification

UHB175M – Shampoo, condition and treat the hair and scalp

Unit reference number: D/615/0811

Level: 2
Guided Learning (GL) hours: 25

Overview

This unit is about developing the knowledge and skills to prepare for and provide a shampooing, conditioning and treatment service to the hair and scalp. Learners will demonstrate the skills of shampooing, conditioning and treatment of the hair and scalp using a variety of products and services.

Learners will also develop their understanding and knowledge 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 shampooing, conditioning and treatment of the hair and scalp.

This unit can be joined with a range of other units which can be holistically assessed.

Shampoo, condition and treat the hair and scalp can be assessed when completing an overall complete look prior to or during other salon services.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the salon procedures for shampooing, conditioning and treating the hair and scalp
LO2 Understand factors which influence shampooing, conditioning and treating the hair and scalp
LO3 Know the products, tools and equipment for shampooing, conditioning and treating the hair and scalp
LO4 Be able to prepare for shampooing, conditioning and treating the hair and scalp
LO5 Be able to provide shampooing, conditioning and treatment of the hair and scalp

Version 8
Unit content

LO1 Know the salon procedures for shampooing, conditioning and treating the hair and scalp

Learners must know the importance of personal presentation when providing shampooing, conditioning and treatment services to the client:

Taught content

- 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, for example, 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 procedures when preparing the work area:

Taught content

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
- Contribute to safe working practices
- Be aware of contact dermatitis and the steps that can be taken to avoid this condition
- Have knowledge of all health and safety legislation

Learners must know the risks that may cause hazards when providing shampooing and conditioning and treatment services:

Taught content

- Within the 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, for example, a spillage that is not cleaned up immediately
  - Risks – a chance, high or low that a hazard may cause harm, for example, someone may slip on the spillage
  - Learners must work safely throughout the shampooing and conditioning service, ensuring use and maintenance of any equipment is monitored, for example, conduct visual checks on the washbasin for cracks or chips
  - Learners must ensure their client is comfortable and free from harm throughout the service, specifically regarding the position of the head at the wash basin
  - Learners must dispose of waste appropriately to minimise risk of cross-infection and ensure there is no unnecessary risk to the environment
Learners must know the different types of working practices that promote environmental and sustainable working practices:

Taught content

- Successful environmental and sustainable working practices require the co-operation of all staff, these may include:
  - Reducing and managing waste (recycle, reuse, safe disposal), for example, measuring products where applicable to avoid using products excessively
  - Reducing energy usage (energy efficient hairdryers, low energy lighting, utilising solar panels)
  - Reducing water usage and other resources
  - Preventing pollution
  - Using reusable items
  - Using recycled, eco-friendly furniture
  - Using low-chemical paint
  - Using organic and hypo-allergenic products
  - Using environmentally-friendly packaging
  - Choosing responsibly sourced domestic products (Fair trade tea and coffee, eco-friendly cleaning products)
- Engage in and document continuous professional development to include current and up to date information, policies, procedures and best working practices

Learners must understand why it is important to maintain accurate client records:

Taught content

- Client records and maintenance cards/electronic files are an effective resource within a salon and must provide accurate information, for example, client services, products, tests and relevant dates. Examples will include:
  - The importance of record keeping to ensure future services can be tracked and legal records are in place
  - Client cards are maintained and show current, accurate information including service history and any relevant tests
  - Maintaining electrical equipment records, for example, checking P.A.T testing on steamers (where used) and date records
  - Checking electrical records including completing appropriate forms if equipment becomes faulty during shampooing, conditioning or treatment services, for example, a faulty water heater for shampooing
LO2 Understand factors which influence shampooing, conditioning and treating the hair and scalp

Learners must understand the hair classifications and characteristics and how these may influence a shampooing, conditioning and treatment service:

Taught content

Different hair classifications will influence products, tools and equipment used when shampooing, conditioning and treating hair, for example, a client with a hair classification of 1a would influence product choice compared to a client with a hair classification of 4c, using a shampoo that would add body to aid styling and to make the hair appear thicker and fuller rather than a heavy product that would make it look heavy and lank.

<table>
<thead>
<tr>
<th>Hair classifications table</th>
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<tbody>
<tr>
<td><strong>Type 1: Straight hair</strong></td>
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<tr>
<td>1a Fine/thin</td>
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<tr>
<td>1b Medium</td>
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<tr>
<td>1c Coarse</td>
</tr>
<tr>
<td>Straight</td>
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<tr>
<td>Straight with volume</td>
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<tr>
<td>Straight difficult hair</td>
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</table>

Learners must understand different hair characteristics and how this influences a shampooing, conditioning and treatment service:

Taught content

- Analysis of both the hair classifications and characteristics during a client consultation will influence the shampooing, conditioning and treatment service
  - Density – this is defined as the number of hairs on the scalp. Density will affect the choice of products used and the time of the service, for example, avoid products that increase volume on thicker, dense coarse hair. Product usage will need to be adjusted on a client by client basis when shampooing, for example, short, fine or thin hair will need less product than long, thick or coarse hair
  - Texture – the circumference of an individual strand of hair. Hair can be fine, medium or coarse. Coarse hair has the largest circumference and fine hair the smallest. Texture may affect the porosity of the hair. When shampooing, conditioning and treating the hair and scalp the porosity of the hair determines the type of shampoo to be used
  - Porosity – this relates to the condition of the cuticle. Porosity levels are affected by both chemical and physical damage. Learners must be aware of heat levels and use the correct tools to minimise further damage and avoid tangling the hair. Cuticles which are raised and feel rough are known as porous and will absorb liquids and products more easily and unevenly. Suitable treatment products will be required if hair is very porous
- **Hygroscopicity** – hair has the ability to absorb moisture; this function gives the hair its elasticity and makes the hair hygroscopic. The properties are changed when hair has been shampooed or becomes wet, weaker hydrogen bonds break down and, in its then natural state, hair is known as alpha keratin. This allows the hair to be stretched using heat. Once hair is stretched and dried into a new shape it becomes known as beta keratin state

- **Growth patterns** – this relates to the direction the hair grows from the scalp and may influence the desired finish. Selection of appropriate tools and products may help overcome a difficult growth pattern, for example, a client with short, tight curly hair would require specific shampoo and conditioning products and wide tooth comb for detangling the hair

- **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, for example, a client with a large head would have more hair and would therefore need to have more product used whilst shampooing, conditioning or treating the hair whereas a client with a small head would need less product

- **Lifestyle** – this is about the client’s every day activities and working patterns, for example, a client who lives in a hot climate and swims frequently would have hair which is both porous and dry as well as environmentally and chemically damaged. This would then require a product to be used that would add moisture, making the hair more manageable

- **Hair length** – this will affect the general condition of the hair. If the hair is long, the ends will have been shampooed many times and the condition will become affected by physical or chemical processes. The use of products is important when shampooing and conditioning as well as selecting the right tools to ensure the desired result is achieved. Long hair can become weighed down by the use of some products

- **Hair type** – this will determine the products used during the service, for example, normal hair is soft, shiny and healthy and the correct shampoo and conditioner choice is required to maintain its general appearance

- **Services prior to shampooing** – other services offered prior to shampooing and conditioning may influence the end result, for example, a client who has had a colour service will require the correct selection of shampoo and conditioner (if appropriate) according to the hair type and classification
Learners must understand factors which can prevent or restrict a shampooing, conditioning and treatment service:

<table>
<thead>
<tr>
<th>Taught content</th>
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<tbody>
<tr>
<td>• There are a range of factors which might contribute to preventing or restricting a shampooing, conditioning and treatment service, for example, a client with an allergy to perfumes or oils may not be suited to some products</td>
</tr>
<tr>
<td>• Non-contagious – may prevent or restrict services or require adaptations due to severity of condition</td>
</tr>
<tr>
<td>- Sebaceous cyst – lump on top or under scalp</td>
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<td>- Psoriasis – dry silvery scales of skin</td>
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<td>- Contact dermatitis – dry, red, sore, itchy skin, may possibly be weeping</td>
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<td>- Scalp sensitivity – an inflamed, sore and red scalp</td>
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<td>- Dandruff affected – small, sometimes itchy, dry scales which are caused by overactive production and shedding of epidermal cells</td>
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<tr>
<td>- Seborrhoea – excessive oily hair and scalp</td>
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<tr>
<td>- Dry hair – fragile, coarse hair which may be caused by overuse of heat or chemicals or environmental factors may also cause split ends</td>
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<tr>
<td>- Product build up – a build-up of product residue on the hair which is caused by overuse of products and not cleansing sufficiently</td>
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<td>- Recent scar/tissue injury may be tender when using combs, brushes or heat</td>
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<td>- Hair loss, possible after the removal of hair extensions, medication, stress or trauma (alopecia), use appropriate products and tools carefully when shampooing, conditioning or treating these areas</td>
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<tr>
<td>- Chemical damage – frequent chemical services leave the hair dry and porous and the cuticle scales open and rough. The cortex may be weak with poor elasticity</td>
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<tr>
<td>- Heat damage – excessive heat from heated equipment, incorrect use of equipment or failure to use heat protection products when styling can cause the hair to be porous, leaving the cuticle scales open and poor elasticity in the cortex</td>
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<tr>
<td>- Environmental damage – too much exposure to sun, wind, sea water and chlorine can affect the hair’s condition by causing colours to fade or cuticle scales to open resulting in porous hair</td>
</tr>
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Learners must know contra-indications to a shampooing, conditioning or treatment service:

Taught content

- Declare relative and absolute contra-indication restrictions
- 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 shampooing, conditioning or treatment 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
  - Trichorrhexis nodosa – rough swollen broken shaft, requires extreme care when combing or brushing hair and correct product use is important

Learners must understand the importance of questioning when providing a shampooing, conditioning or treatment service:

Taught content

- An important factor of the shampooing, conditioning and treatment service is to understand the client’s requirements and to ensure a happy and satisfied client who will rebook for future services and recommend and promote salon staff and services to other potential clients.
  Learners must know:
    - How to ensure questions are asked prior to, during and after all shampooing, conditioning and treatment services
    - Questions should be asked in a way which communicates effectively to meet the client’s individual needs
    - Questions should be asked in a way which makes the client feel valued, for example, questions should be asked regarding client comfort, equally asking if the client would like refreshments or magazines will add to the service and general ambience to personalise the experience
Learners must understand the different massage techniques and the benefits on the hair and scalp:

<table>
<thead>
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<tbody>
<tr>
<td>• An important part of the shampooing, conditioning and treatment service is to understand the massage movements used in the service and the features and benefits to the client of scalp massage. Learners must:</td>
</tr>
<tr>
<td>- Ensure all massage movements, are suitable to the hair type and scalp condition, to include:</td>
</tr>
<tr>
<td>▪ Effleurage – slow, stroking movements using the palms of the hands to spread the product and relax the client</td>
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<tr>
<td>▪ Rotary – small, circular movements using the pads of the fingers to stimulate the scalp and remove dirt and grease</td>
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<tr>
<td>▪ Friction – quick, rubbing movement, using the pads of the fingers to deep clean any difficult areas</td>
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<tr>
<td>▪ Petrissage – deep, kneading movements to relax the client whilst stimulating the sebaceous glands and blood supply</td>
</tr>
<tr>
<td>▪ Tapotement – small tapping movements with fingertips, used to stimulate blood supply to the scalp in conditioning treatments</td>
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<tr>
<td>- Use all massage movements in an way that is suitable for the client’s needs</td>
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<tr>
<td>- Understand and describe the benefits of massage on the hair and scalp</td>
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LO3 Know the products, tools and equipment for shampooing, conditioning and treating the hair and scalp

**Learners must understand the use of products required for a shampooing, conditioning and treatment services:**

**Taught content**

- **Shampoo** – these products are used to cleanse the hair and scalp, remove any debris and/or product build-up and are applied to wet hair, they are usually pH balanced and therefore they will have a pH of 4.5-5.5 which is the same pH as the hair and skin. As the pH is slightly acidic they will close the cuticle scales creating shine and aiding manageability. There is a vast range of shampoos and conditioning products available for different hair types and conditions these will include
  - Protein based for damaged hair
  - Clarifying for product build-up
  - Gently moisturising for normal hair
  - Medicated for oily hair and scalp
    - Other examples may include lemon or camomile
  - Moisturising for dry hair
- **Conditioner** – there are three main types of conditioner; surface conditioner to close the cuticle scales and aid shine and manageability, penetrating conditioner to repair the internal structure of the hair and to enhance the texture and appearance and pH balancing conditioner to restore the natural pH of the hair and close the cuticles following chemical services. Applied to wet, shampooed hair and used to treat a variety of hair conditions including
  - Damaged
  - Dry
  - Normal
- **Scalp treatments** – these products are used to open blocked pores, promote circulation and treat scalp conditions. Applied to wet or dry hair depending on the treatment and are used to treat a variety of scalp conditions including
  - Dry
  - Oily

**Learners must understand the effects on the hair and scalp of using the incorrect products for the hair or scalp condition:**

**Taught content**

- Learners must be able to recognise a range of hair and scalp conditions and be able to recommend the products required to treat these conditions and explain the effects on the hair and scalp if the incorrect products were to be used. For example, what effect would it have on hair which is both chemically and environmentally damaged were the hair to be shampooed with a product for a greasy scalp?
Learners must understand and be able to describe the pH scale and how this affects the hair and scalp:

**Taught content**

- The pH value of shampooing, conditioning and treatment products will vary according to the condition that they are being used to treat
- Average pH ranges for products are
  - Shampoo between 4.5-7.5
  - Conditioner between 4.5-5.5
  - Treatment conditioners 4.5-5.5

Learners must understand and be able to describe how shampoo works on the hair and scalp:

**Taught content**

- Shampoo contain molecules which have a hydrophilic head (water loving) and a hydrophobic (water-hating/oil-loving) tail. When the hair is wet and shampoo has been applied, they mix and create a lather. The hydrophilic head of the molecule is drawn towards the water and the hydrophobic tail is drawn towards the dirt, oil and grease on the hair and scalp. When shampoo is emulsified through a lathering action the dirt, oil and grease are lifted from the hair

Learners must understand the effect of water temperature on the hair and scalp:

**Taught content**

- Hot water will open the cuticle scales to allow for product penetration
- Cold water will close the cuticle scales to aid shine and manageability

Learners must understand the use of tools required for a shampooing, conditioning and treatment service:

**Taught content**

- There are a range of tools that may be used during the shampooing, conditioning and treatment service
  - Comb – wide tooth comb to detangle the hair or for sectioning and managing the hair throughout the service
  - Section clips – to hold and control the hair whilst detangling and preparing the hair for further services
  - Towels – to protect client’s clothes and to dry the hair
  - Gowns – to protect client’s clothes
  - Capes (if used/required) as an added protection layer
  - Plastic caps (if used/required) to retain heat and moisture
  - Bowl/brush – to aid application of product
Learners must understand the use of equipment for shampooing, conditioning and treatment service:

**Taught content**

- There is a range of electrical equipment that may be recommended by the manufacturer and may be used during the shampooing, conditioning and treatment service
  - Steamers – to add heat which will open the pores of the skin and cuticles of the hair to allow product penetration without causing dehydration
  - Hood dryers – to add heat which will open the pores of the skin and cuticles of the hair to allow product penetration but may cause dehydration
  - Electrical heated equipment – to add heat which will open the pores of the skin and cuticles of the hair to allow product penetration but may cause dehydration
  - Hot towels – to retain heat which will open the pores of the skin and cuticles of the hair to allow product penetration without causing dehydration
LO4 Be able to prepare for shampooing, conditioning and treating the hair and scalp

Prepare themselves prior to the shampoo, condition or treatment service:

Taught content

- Preparation by the learner is essential to demonstrate a readiness and professionalism which will set client expectations and promote high standards of service
- 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 throughout the shampooing, conditioning and treatment service

Prepare and check the area, products, tools and equipment prior to the service:

Taught content

- Preparation is an important feature of the shampooing, conditioning and treatment service, it enables learners to work safely and methodically ensuring all aspects of the service are ready
- Prepare the working area – learners will ensure
  - All products, tools and equipment are organised in advance making provision for a diverse range of client needs
  - There is adequate room around the work area to allow safe use of all equipment
  - All work areas are free from hair, including basin, chair, trolley, work station and floor
  - Chairs are moved to eliminate and wipe away any dropped products, chair feet are checked for cleanliness and seats and back of chairs are wiped clean or fresh cover applied
  - Trolleys are systematically cleaned between clients, removing unwanted items and replacing them with fresh cleaned/sterilised items
  - Towels, capes and client gowns are clean and freshly laundered for service and removed after use
- Prepare products
  - Learners will ensure a full range of products are available for the client
  - Learners must ensure sufficient products are available, in good condition, clean and appropriate for all possible shampooing, conditioning or treatment services
- Prepare tools and equipment
  - Tools must be placed in a logical order for efficient use
  - Learners must ensure tools and equipment are placed on a clean towel or disposable towel to prevent cross-infection
  - Where electrical equipment is used, this must be checked for safety and used with the products in accordance with manufacturers’ instructions
## Prepare the client for the shampoo, condition or treatment hair and scalp service:

**Taught content**

- Learners will greet the client and carry out consultation services, make the client comfortable and offer any refreshments
- Learners must conduct a visual and manual check of the client’s hair and scalp
- The client’s clothes must be protected with appropriate towels and gowns
- To prepare the client correctly for a shampooing conditioning or treatment service learners must:
  - Remove obstructive jewellery or any items that would inhibit the shampooing service
  - Adjust the chair to avoid excessive bending for the learner and to ensure client comfort
  - Where possible a foot stool can be positioned to aid client comfort
  - Ensure the client maintains the correct posture to avoid any hazard or risk
  - Confirm client comfort
- Learners must identify any influencing factors and discuss these with the client
- Learners will identify the correct choice of products, tools and equipment

## Demonstrate effectiveness in the salon when performing shampoo and conditioning or treatment hair and scalp services:

**Taught content**

- Learners must demonstrate how effective they have been in performing the shampooing, conditioning or treatment service, including
  - Overall performance within the salon
  - Identifying strengths and weaknesses shown before, during and after the shampooing, conditioning or treatment service
    - Identifying client requirements
    - Identifying influencing factors
    - Selecting the correct products
    - Selecting and performing the correct massage movements
    - Applying the correct amount of pressure
    - Following manufacturer’s instructions
    - Detangling the hair
    - Checking client satisfaction
  - Demonstrate a mixture of talent, knowledge and skills. Examples may include
    - Conversing with the client throughout the shampooing, conditioning or treatment service (where appropriate)
    - Ensuring client comfort throughout the shampooing, conditioning or treatment service
    - Discussing further services to enhance the service being provided
    - Overall performance in client care
**Explain and agree the service outcome with the client:**

**Taught content**

- Learners will ensure that the shampooing, conditioning and treatment service is agreed with the client to ensure the service outcome fulfils the desired requirements and adaptations are made where necessary
  - Any influencing factors must be identified and discussed with the client
  - Learners must agree the choice of products with the client
  - Learners will agree the choice of tools and equipment with the client
  - Service outcome must be agreed with the client
  - Explain legal requirements for providing hair services to minors and vulnerable adults
LO5 Be able to provide shampooing, conditioning and treatment of the hair and scalp

Select products, tools and equipment to shampoo, condition or treat the hair and scalp:

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<tbody>
<tr>
<td>• Learners must demonstrate selection of the appropriate products tools and equipment to maximise the desired service finish</td>
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<tr>
<td>• Application of products, tools and equipment will be dependent on</td>
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<tr>
<td>- Hair classification</td>
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<td>- Hair characteristics</td>
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<td>- Hair growth patterns</td>
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<td>- Hair length</td>
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<tr>
<td>- Hair condition</td>
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<td>- Hair density</td>
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<td>- Hair texture</td>
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<td>- Hair porosity</td>
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<tr>
<td>- Influencing factors</td>
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<tr>
<td>• Products – learners will be able to</td>
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<tr>
<td>- Identify the correct products to create the desired finish</td>
</tr>
<tr>
<td>- Choose products that are suitable for the hair type and condition, for example, a client with fine, damaged hair would require a shampoo to add body and improve the texture and condition of the hair to prepare for further services</td>
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<tr>
<td>• Tools – in selection of tools learners will be able to</td>
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<tr>
<td>- Use the most appropriate tools to create the desired outcome</td>
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<td>- Be able to manipulate the hair correctly using the selected tools</td>
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<td>- Ensure tools do not damage or become stuck in the hair</td>
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<tr>
<td>- Use a wide tooth comb to detangle long hair from points to roots</td>
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<tr>
<td>• Equipment – learners must</td>
</tr>
<tr>
<td>- Use clean towels and gowns</td>
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<td>- Demonstrate that they can select water temperature that does not cause discomfort to the client or damage to the hair</td>
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<tr>
<td>- Use all equipment safely</td>
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<td>- Remain in control of equipment and be aware of any change in performance</td>
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Use products, tools and equipment to produce the desired outcome:

Taught content

- Learners must use the most suitable tools and equipment to create the desired finish and correctly apply products
- When using products, learners must:
  - Use correct products
  - Apply products in logical sequence and as appropriate to the service, for example, should not use conditioner when shampoo would be correct
  - Display safe usage of all products both in application and storage
  - Ensure the use of products does not cause harm or present a risk to the client, others or themselves
  - Display good processes of application and minimise wastage of products, for example, carefully applying shampoo to avoid penetrating client’s ears or eyes and not removing too much product from the container
  - Demonstrate safe storage as some products may lose their ability to work or may present a risk or hazard, for example, products should be stored away from direct heat and sunlight
  - Demonstrate the correct products appropriate to the client’s hair classification and characteristics. An example of this would be using a penetrating treatment on thick hair which is chemically damaged to provide protection, improve texture, assist in the control of the hair and help to maintain the finish. Learners must use products that complement the finish
  - Apply products evenly. Learners may use different application methods for products for example, bowl and brush to ensure even distribution of product or sectioning cleanly when the hair is thick or long
- When using tools, learners must:
  - Ensure all tools used are fit for purpose
  - Use tools correctly. Examples of using correct tools may be using a wide tooth comb to detangle long hair from points to roots
- When using equipment appropriately learners must:
  - Use equipment in sequential order and demonstrate control of all equipment to produce the desired outcome. An example of using equipment appropriately and in sequential order would be, prepare client correctly prior to shampooing and use sectioning clips to hold the hair whilst detangling from nape upwards
### Use safe and hygienic working methods throughout the service:

**Taught content**

- Client safety and that of others is the responsibility of all that work in the salon. Learners must ensure they maintain a safe and hygienic working area at all times.
- Whilst shampooing, conditioning or treating the hair and scalp, learners must:
  - Demonstrate the use of clean products, tools and equipment
  - Display safe use and storage of all products
  - Use all equipment safely
  - Remain in control of the equipment
  - Demonstrate safe storage of products, tools and equipment
  - Display careful application of products ensuring that they do not cause harm or risk for example, carefully spraying water which to avoid penetrating the client’s ears or eyes
  - Carry out a service without causing danger or damage to self, client, others or work areas intentionally or by accident, for example, not clearing up any spillages
  - Identify potential risks and hazards
  - Clean up spillages immediately
  - Maintain good posture throughout the shampooing conditioning or treatment service

### Use a combination of techniques to achieve the desired outcome considering hair classifications, characteristics and influencing factors:

**Taught content**

- Throughout the service learners will use appropriate products, tools and equipment on hair to achieve the desired outcome, creating hair that is prepared correctly for further services and recommending correct aftercare. Learners must show that they can adapt the massage movements used in shampooing and conditioning to enhance the desired outcome. Learners must:
  - Ensure hair is prepared correctly at the start of the service
  - Use correct products
  - Use correct tools to section hair cleanly where necessary
  - Consider all factors and adapt the techniques to the individual, for example, a client with very long, fine, porous hair, would only require effleurage and petrissage massage movements during the shampooing process
  - Work in a timely and cost effective manner
  - Demonstrate safe and effective management of equipment, for example, the force of the water flow should be comfortable for the client
  - Use correct methods for detangling hair for example, from points to roots
Provide in-service checks with the client:

Taught content

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

Provide advice and recommendations for the client:

Taught content

- Learners will ensure they have promoted the benefits of the service and provided home care advice where required. For example the client would be recommended to attend for a course of treatments to benefit a dandruff affected scalp. Where possible a home hair care regime would also be advised

Conduct post-service maintenance of work area ready to meet the next client:

Taught content

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

Maintain accurate client records:

Taught content

- After shampooing, conditioning and treatment services, a full history of the service must be recorded for future reference. Learners must maintain accurate records by keeping client service files up to date. Learners must:
  - Complete the record card or electronic file
  - Ensure all products are recorded
  - Ensure amendments or adaptations to the service are recorded
  - Ensure notes for future recommendations are recorded
  - Ensure equipment records are up to date
Skin cancer awareness

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

Taught content

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:

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<tbody>
<tr>
<td>A</td>
<td><strong>Asymmetry</strong> – the two halves of the area/mole may differ in their shape and not match.</td>
</tr>
<tr>
<td>B</td>
<td><strong>Border</strong> – the edges of the mole area may be irregular or blurred and sometimes show notches or look ‘ragged’.</td>
</tr>
<tr>
<td>C</td>
<td><strong>Colour</strong> – this may be uneven and patchy. Different shades of black, brown and pink may be seen.</td>
</tr>
<tr>
<td>D</td>
<td><strong>Diameter</strong> – most but not all melanomas are at least 6mm in diameter. If any mole gets bigger or changes see your doctor.</td>
</tr>
<tr>
<td>E</td>
<td><strong>Elevation/evolving</strong> – 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).</td>
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</tbody>
</table>

If you require any additional NHS information please refer to [https://www.nhs.uk/be-clear-on-cancer/symptoms/skin-cancer](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 offers 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/AG20S29.pdf](https://qualifications.vtct.org.uk/finder/qualfinder/1Record%20of%20Assessment%20Book/AG20S29.pdf)
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 portfolio that includes evidence of practical shampooing, conditioning and treating the hair and scalp services, carried out with proficiency.

The service portfolio for this unit should contain evidence that learners have:

- Carried out a minimum of 8 different services
  - 4 services affecting 4 different hair conditions
  - 4 services affecting 4 different scalp conditions
- Performed the service on a minimum of 4 hair conditions
  - Chemical damage
  - Heat damage
  - Environmental damage
  - Product build-up
  - Normal
- Performed the service on a minimum of 4 scalp conditions
  - Dandruff affected
  - Oily
  - Dry
  - Product build-up
  - Normal
- Carried out the shampoo and conditioning services on all hair lengths
  - Short
  - Medium
  - Long
- Used all shampooing massage movements
  - Effleurage
  - Rotary
  - Friction
- Used all conditioning massage movements
  - Effleurage
  - Petrissage
  - Tapotement
• Used all products
  - Shampoos for all hair and scalp type and conditions
  - Surface conditioner
  - Penetrating conditioner
  - pH balancing conditioner
  - Scalp treatment

• Used all tools and equipment
  - Comb(s)
  - Sectioning clips
  - Gowns
  - Towels
  - Capes
  - Cap(s)
  - Bowl/brush

• Considered all factors and influences
  - All hair classifications
  - All hair characteristics
  - Client requirements and lifestyle
  - Water temperature
  - Commercial timing

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

The service portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst 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 a complete shampoo, condition or treatment service using the correct massage movements performed accurately and in sequential order 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 – shampoo and apply a treatment service to the hair or scalp
- One new client using appropriate products and techniques depending upon the client’s needs. This treatment must be performed in a commercial time appropriate to the client’s hair type or scalp needs to prepare the hair for further services or improve overall hair or scalp condition
- Products, tools and equipment – shampoo products, surface conditioner, penetrating conditioner, scalp treatment, comb and sectioning clips

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.
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.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td>LO4 Be able to prepare for shampooing, conditioning and treating the hair and scalp</td>
<td>The learner can:</td>
<td>To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:</td>
<td>To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:</td>
</tr>
<tr>
<td></td>
<td>P1 Prepare themselves prior to the shampoo, condition or treatment service</td>
<td>M1 Adjust communication techniques to meet individual client needs</td>
<td>D1 Explain the choice of methods, tools and techniques used during the service</td>
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<td></td>
<td>P2 Prepare and check the area, products, tools and equipment prior to the service</td>
<td>M2 Promote products and additional services</td>
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<tr>
<td></td>
<td>P3 Prepare the client for the shampoo, condition or treatment hair and scalp service</td>
<td>M3 Use a variety of techniques to meet individual client needs for the shampooing, conditioning or treatment service</td>
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<tr>
<td></td>
<td>P4 Demonstrate effectiveness in the salon when performing shampoo and conditioning or treatment hair and scalp services</td>
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<td></td>
<td>P5 Explain and agree service outcome with the client</td>
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<tbody>
<tr>
<td>LO5 Be able to provide shampooing, conditioning and treatment of the hair and scalp</td>
<td>The learner can:</td>
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<td>P6 Select products, tools and equipment to shampoo, condition or treat the hair and scalp</td>
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<td>P7 Use products, tools and equipment to produce the desired outcome</td>
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<td>P8 Use safe and hygienic working methods throughout the service</td>
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<td>P9 Use a combination of techniques to achieve the desired outcome considering hair classifications, characteristics and influencing factors</td>
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<td><strong>P10</strong> Provide in-service checks with the client</td>
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<tr>
<td><strong>P11</strong> Provide advice and recommendations for the client</td>
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<tr>
<td><strong>P12</strong> Conduct post-service maintenance of work area ready to meet the next client</td>
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<tr>
<td><strong>P13</strong> Maintain accurate client records</td>
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</table>
Assessment guidance

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

<table>
<thead>
<tr>
<th>P1 – Prepare themselves prior to the shampoo, condition or treatment service</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have prepared themselves fully prior to the service. They must be professionally turned out in line with salon standards and requirements. They must demonstrate a positive attitude with good communication skills, an example of this would be listening carefully and asking open questions during consultation prior to shampooing or treatment services. Learners must demonstrate they are ready for the service; an example would be to check that stock levels of towels, gowns and products are sufficient.</td>
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<tr>
<th>P2 – Prepare and check the area, products, tools and equipment prior to the service</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have prepared fully for the client. The basin area must be free from stray hair or any colour deposits. The chair and basin should be wiped down including the legs or base. Products, tools and equipment must be given a visual check and cleaned if necessary. Products should be displayed according to salon requirements. Tools are displayed on a clean towel or paper tissue or contained within a sterilising container with the appropriate fluid.</td>
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<tr>
<th>P3 – Prepare the client for the shampoo, condition or treatment hair and scalp service</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have prepared the client for services by ensuring that they select clean protective gowns, towels and capes (where used) ensuring that the client is fully protected. Learners must ensure that the hair is detangled and free from debris prior to the service. Whilst shampooing, learners will ensure the client is comfortable and the chair and basin are correctly positioned and that the water temperature is checked before use and is acceptable to the client.</td>
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<tr>
<th>P4 – Demonstrate effectiveness in the salon when performing shampoo and conditioning or treatment hair and scalp services</th>
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<tr>
<td>Learners must demonstrate that they are able to evaluate their own effectiveness prior to, during and after the service. Examples will include that they have identified client requirements and any influencing factors that may affect the service. Learners must show they have followed manufacturers’ instructions throughout the service. An example of this would be to use a thickening shampoo and treatment on a client with thinning, fragile hair as well as using a minimum amount of pressure and only using effleurage and petrissage massage movements. Learners must identify their own strengths and weaknesses and state how improvements can be made, including setting themselves SMART targets to achieve this.</td>
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</table>
P5 – Explain and agree the service outcome with the client

Learners must demonstrate that they have agreed the service outcome with the client and explained the service procedure. Learners must conduct a visual and manual check of the hair and scalp and identify any influencing factors and discuss these with the client.

Learners must agree with the client regarding choice of product or type of treatment to help achieve the desired outcome. Learners must use questioning and visual aids where appropriate.

P6 – Select products, tools and equipment to shampoo, condition or treat the hair and scalp

Learners must select products, tools and equipment appropriate to the client’s needs to facilitate the shampooing, conditioning and/or treatment service. 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 home care 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, for example, a client may have had a treatment for a dandruff-affected scalp and require information about purchasing products to help treat the condition at home.

Using the example of the client with a dandruff-affected scalp, a selection of shampoos and treatments should be displayed to complement the service, informing the client of available options.

P7 – 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 shampoo, conditioning or treatment service.

As an example:

A client has had a colouring service with lightened slices inserted around the face. The hair condition is compromised, therefore the products selected for the shampoo service should be protein-based for maximum moisture followed by a penetrating treatment to improve the condition of the hair and return the hair back to its natural pH level.

P8 – 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 possible cause of danger from burning or damage to self/client/others within the surrounding work areas. Manufacturers’ instructions must be adhered to at all times for safe handling and use.

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

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.

As an example where a conditioning treatment is applied, any product that has dropped onto floor should be wiped up immediately.
### P9 – Use a combination of techniques to achieve the desired outcome considering hair classifications, characteristics and influencing factors

Learners must produce a finish that combines techniques appropriate to client’s hair classification and characteristics. Learners must ensure that the natural condition of the hair and/or scalp is enhanced.

Learners must use the correct products, tools and equipment. Learners must demonstrate they have selected the correct products and tools to be used before and during shampooing, conditioning or treating the hair. Where necessary, electrical items used must be appropriately.

**Examples:**
- The client has an oily scalp, learners must ensure the correct scalp treatment is selected and applied to prolong the condition of the scalp.
- The client has hair which is long and classified as type 1a, learners must select the correct massage movements to avoid tangling and damaging the hair.
- After a disastrous attempt to lighten hair at home, the client has had a colour correction service but did not want the hair cut which is layered and at shoulder length and is classified as Type 2b and porous. The outcome of the home lightening and subsequent colour process has left the client’s hair in poor condition. Learners will ensure that the correct moisturising shampoo and penetrating treatment are selected. Hair must be sectioned and not be overstretched during application of the treatment. Learners must ensure the temperature of the water is not too high.
- Learners must demonstrate they can use and combine different techniques in producing the desired outcome. Hair must be thoroughly cleaned and combed through when finished and meet to the client’s requirements.
- Learners must confirm client satisfaction.

### P10 – Provide in-service checks with the client

Learners must demonstrate throughout the service they have checked on client comfort. Where there is a need, learners will offer additional support to a client who may have limited mobility.

Learners must demonstrate that they have adapted and tailored the use of heat and checked that any tools or equipment used are not causing discomfort to the client and learners must show they have demonstrated the correct choice of products, tools, water temperature and equipment when shampooing, conditioning and treating the hair.

### P11 – Provide advice and recommendations for the client

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

To include as a minimum:
- Methods to shampoo and condition at home using the correct products.
- Advice to maintain the condition of the hair at home and recommendations for future services.
P12 – Conduct post-service maintenance of work area ready to meet the next client

Learners must demonstrate they have conducted maintenance of the area by ensuring the shampoo area is cleaned post-service. Products are cleaned and stored accordingly and tools are refreshed ready for the next client. Any products which may be running out are replenished.

P13 – 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 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 shampooing learners must record any specific characteristics of the hair. An example of this may be where a regular client has had a course of radio-therapy and the client has been recommended a thickening shampoo to help improve the appearance of the hair where there has been hair loss.

Learners will advise the client of recommendations for additional services. Throughout a shampooing and conditioning or treatment service the learners have the opportunity to make recommendations for other services. As an example the client has told the learner that they are attending a special event. The learner has the opportunity to offer suggestions – such as colouring or an up do to the client, or they may suggest enhancements or accessories to add to the style for the occasion.

M1 – Adjust communication techniques to meet individual client needs

Learners must demonstrate listening skills and that they are able to understand client expectations. Learners must demonstrate throughout the treatment that all communication with the client is ethical, respectful, unobtrusive and inoffensive. Learners must respond positively to the client by displaying excellent communication skills when presenting possible alternative solutions to the service. Learners will show they are able to present and offer other options, especially if the client’s hair is physically or chemically damaged and not suitable for specific products or services.

Learners would need to demonstrate they have conversed fully with the client before commencing the shampoo, conditioning or treatment service not only to ascertain the exact requirements but for the client to understand the learner’s requirements. As an example, the application of some products may require the client to be seated either at the work area or at the basin. The learner will need to explain the procedure, types of massage movements to be performed, longevity of the service and in what position the client will need to be in order to achieve it.
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 and scalp condition or style. Learners will relate their recommendations specifically for the client’s individual needs.

For example a client that has hair that is going grey may find it to be coarser, therefore the learner could offer a range of conditioning treatments to soften the hair as well as introducing the client to possible colouring options for example, low lights or highlights to blend away the grey. An effective way to promote a colouring service on a client would be to use colour hair swatches placed strategically in the client’s hair to demonstrate how a colour change might look.

Learners will recommend suitable shampoo and conditioning products for use at home to maintain the condition of the hair as well as advising the client when to book their next appointment.

Samples of products for client to try at home may be offered.

Learners will provide and record written information for the client and salon records of recommendations.

M3 – Use a variety of techniques to meet individual client needs for the shampooing, conditioning or treatment service

Learners must demonstrate techniques showing that they can manipulate the hair using the correct products and tools whilst shampooing, conditioning or treating the hair in a manner which does not cause damage to the cuticle. Learners must demonstrate that they have worked in a methodical order throughout the shampooing, conditioning or treatment service.

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

Learners must show they can handle the hair correctly when dry and be in control of the hair when wet. Hair is detangled correctly, that is from points to roots. The hair will be free from products.

D1 – Explain the choice of methods, tools and techniques used during the service

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

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

Learners will be able to offer additional heated equipment during a service to help the treatment of specific hair or scalp problems.
## Resources

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

## Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience.

Learners may benefit from:

- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and the use of products, tools and equipment for a variety of shampooing, conditioning and treatment 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 shampooing, conditioning and treatment services
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 when providing the shampooing, conditioning or treatment service in a real or realistic working environment.

**UHB169M Advise and consult with clients**
Alongside health and safety in the salon, hairdressing consultation underpins every other professional hair service and should be the first unit delivered. Performing a thorough consultation before all salon services is a necessity for learners and this unit supports all technical units within the qualification.

**UHB170M Blow-dry and style hair**
Shampoo, condition and treat the hair is linked closely with blow-dry and style the hair. Learners will be required to apply the knowledge gained in this unit to ensure that the hair is prepared appropriately for further services to be effective.

**UHB174M Set and dress hair**
Shampoo, condition and treat the hair is linked closely with set and dress hair, as a wet set cannot be performed on dry hair. Learners will be required to apply the knowledge gained in this unit to ensure the correct products are selected to prepare the hair effectively.

**UHB172M Cut Ladies hair**
Cut ladies hair links closely with shampoo, condition and treat the hair as these units are generally performed during the same appointment. Learners will be required to apply the knowledge gained in this unit to ensure the correct products are selected to prepare the hair effectively.

**UHB171M Colour and lighten hair**
Shampoo, condition and treat the hair and scalp links closely with colour and lighten the hair as colour or lightener cannot be removed without this service. Learners will be required to apply the knowledge gained in this unit to ensure the correct products are selected and the appropriate massage movements are used to ensure that all colouring products are effectively removed from the hair and scalp. This will maintain the health of the hair and scalp and preparing for further services.

**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.
## Document History

<table>
<thead>
<tr>
<th>Version</th>
<th>Issue Date</th>
<th>Changes</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>V8.0</td>
<td>01/08/2022</td>
<td>LO1 Added the importance of continuous professional development.</td>
<td>Product and Regulation Coordinator</td>
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<td></td>
<td></td>
<td>LO2 added for clarification of necessary actions in response to contra-indications.</td>
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<td>LO4 Learners to be aware of providing services to minors and vulnerable adults.</td>
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