

Skills for Work:
Hairdressing
Intermediate 1

Working in the Salon



Support Material

August 2006

Acknowledgements

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Hairdressing: Working in the Salon

DX0N 10

Introduction

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Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience
- reviewing and adapting as necessary
- reflecting after the activity has been completed
- evaluating, self-assessing and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience
- **specific vocational skills/knowledge**

Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Hairdressing (Intermediate 1)

Course Rationale

This Intermediate 1 Hairdressing Course has been designed to provide a basic hairdressing qualification which reflects the initial skills required by the hairdressing industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hairdressing industry.

The target group for this Course is school candidates in S3 and above. It is anticipated that the course will build on existing partnerships between schools, Further Education colleges, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The Course has been designed to meet the needs of the hairdressing industry and will offer a basic entry level qualification for those who have identified hairdressing as a possible career path. The knowledge and experiences acquired by candidates will not only enable candidates to work within the hairdressing industry but will also develop transferable competencies.

The general aims of this Course are to:

- provide candidates with a broad introduction to the hairdressing industry
- allow candidates to experience vocationally-related learning
- encourage candidates to develop a good work ethic
- encourage candidates to take responsibility for their own learning and development
- encourage candidates to develop their creativity
- provide opportunities to develop a range of Core Skills
- facilitate progression to further education and/or training

The specific aims of this Course are to:

- prepare candidates for work within the hairdressing industry
- begin to develop basic hairdressing skills
- develop good practice in maintaining a tidy and safe working environment
- develop an awareness of relevant health and safety issues
- develop self presentation skills
- develop a positive and responsible attitude to work

- develop communication and customer care skills
- develop aspects of the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- encourage creativity
- build candidates' confidence
- prepare candidates for further learning, study and training opportunities in hairdressing

Hairdressing is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Certificate (HNC). This Course fills an identified need for an introductory Course which is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally-related learning. This Course will give such candidates an introduction to hairdressing, build confidence and give the opportunity to develop a range of employability and core skills.

The Intermediate 1 Hairdressing Course may therefore provide a variety of progression opportunities. These include:

- Scottish Vocational Qualifications (SVQs) in Hairdressing
- further education
- training/employment

Unit Outcomes, PCs and evidence requirements

Unit: Hairdressing: Working in the Salon (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Carry out general salon duties in a hairdressing salon environment.

Performance Criteria

- a) Identify and carry out general salon duties that support the work of stylists.
- b) Follow salon procedures to maintain a tidy, clean work area.
- c) Assist with reception and customer care duties.
- d) Contribute to the smooth running of the salon by undertaking these duties.
- e) Comply with relevant health and safety requirements while working in the salon.

Outcome 2

Prepare for and carry out shampooing and conditioning in a hairdressing salon environment.

Performance Criteria

- a) Prepare client for shampooing and conditioning.
- b) Position client at the basin effectively and comfortably.
- c) Identify appropriate products to be used.
- d) Carry out shampooing and conditioning using appropriate massage techniques.
- e) Remove excess moisture from hair and wrap hair in a towel.
- f) Comply with relevant health and safety requirements while shampooing and conditioning.

Outcome 3

Develop skills in drying techniques in a hairdressing salon environment.

Performance Criteria

- a) Carry out appropriate steps to prepare hair for drying.
- b) Select appropriate tools.
- c) Develop dexterity in use of tools.
- d) Use dryer airflow and temperature appropriately.
- e) Comply with relevant health and safety requirements while drying hair.

Evidence requirements for the Unit

Performance evidence that covers all the Outcomes and Performance Criteria is required for this Unit.

Practical activities for this Unit should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and develops good working practice.

Outcome 1: Performance Evidence

Candidates will be required to demonstrate by practical activity on a minimum of **two** occasions that they are able to:

- identify and carry out general salon duties which support the work of stylists
- follow salon procedures to maintain a tidy, clean work area
- assist with reception and customer care duties
- contribute to the smooth running of the salon by undertaking these duties
- comply with relevant health and safety requirements while working in the salon

An assessor observation checklist should be used to provide evidence of performance.

Outcome 2: Performance Evidence

Candidates will be required to demonstrate by practical activity on a minimum of **two** occasions that they are able to:

- prepare client for shampooing and conditioning
- position client at the basin effectively and comfortably
- identify appropriate products to be used
- carry out shampooing and conditioning using appropriate massage techniques
- remove excess moisture from hair and wrap hair in a towel
- comply with relevant health and safety requirements while shampooing and conditioning

An assessor observation checklist should be used to provide evidence of performance.

Outcome 3: Performance Evidence

Candidates will be required to demonstrate by practical activity on a minimum of **two** occasions that they are able to:

- carry out appropriate steps to prepare hair for drying
- select appropriate tools
- develop dexterity in use of tools
- use dryer airflow and temperature appropriately
- comply with relevant health and safety requirements while drying hair

An assessor observation checklist should be used to provide evidence of performance

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

NB Centres must refer to the full Unit specification for detailed information related to this Unit.

Employability profile for hairdressing

Employability Skills Profile: Hairdressing (Intermediate 1)

- Hairdressing: Salon Awareness = A
 Hairdressing: Working in the Salon = B
 Hairdressing: Employability Skills = C
 Hairdressing: Creativity = D

Employability skill/attitude	Evidence
<ul style="list-style-type: none"> positive attitude and willingness to learn 	A,C
<ul style="list-style-type: none"> good timekeeping 	A,C
<ul style="list-style-type: none"> appropriate appearance 	A,C
<ul style="list-style-type: none"> customer care skills 	B,C
<ul style="list-style-type: none"> good communication skills – listening and talking 	A,B,C
<ul style="list-style-type: none"> ability to work in a team 	B,C
<ul style="list-style-type: none"> showing respect and consideration for others 	C
<ul style="list-style-type: none"> ability to follow instructions 	A,B,C
<ul style="list-style-type: none"> ability to multi-task 	B,D
<ul style="list-style-type: none"> timeliness (showing a good sense of time) 	B,D
<ul style="list-style-type: none"> awareness of health and safety procedures 	A,B,D
<ul style="list-style-type: none"> awareness of salon conditions 	A
<ul style="list-style-type: none"> awareness of salon roles and responsibilities 	A,B
<ul style="list-style-type: none"> confidence to seek feedback 	C
<ul style="list-style-type: none"> exploring own creativity 	D
<ul style="list-style-type: none"> review and self-evaluation skills 	C

Assessment evidence:

- A = candidate folio of information gathered on salon roles and responsibilities and health and safety and assessor observation checklist of practical activities
 B = assessor observation checklist of practical activities in general salon duties, shampooing and conditioning and blow drying techniques
 C = assessor observation checklists of practical activities in working with customers and colleagues and candidate reviews of employability skills
 D = mood board, storyboard plan, assessor observation checklist of preparation and performance (creating a style on a mannequin head)

Careers Scotland Support for School-College Collaboration for Scotland's Colleges in the Scottish Enterprise area



In August 2006 Careers Scotland (SE and HIE areas) received funding from Scottish Executive to support college/school collaboration and encourage and promote vocational educational choices for pupils in schools. Following consultation each area produced a local action plan outlining how they intended taking forward key activities. Careers Scotland's focus is to support the career guidance needs of all S2-5 pupils involved in the opportunities which school/college collaboration brings, supporting them to make vocational educational choices, and with particular consideration for those young people at risk of becoming not engaged in employment education or training.

Skills for Work (SfW) courses are a key aspect of enhanced school/college collaboration and Careers Scotland has an important role in selection and recruitment and pre-entry career guidance, as well as ongoing support and pre-exit career guidance, to ensure the pupils' experience of SfW is capitalised upon in any future career planning. Careers Scotland also supports the career guidance needs of pupils involved in other vocational/pre-vocational programmes where relevant. Career Box delivery is a valuable tool in helping meet the needs of school pupils and lessons reflect options available within colleges; both at school and post school.

Careers Scotland activity takes place at local and national levels. This may involve a combination of any of the following services which can be tailored to local needs:

- awareness raising of Skills for Work courses (and other vocational programmes where relevant) – for pupils, teachers and parents - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals
- careers guidance support for individuals and groups, before, during and after involvement in SfW courses, resulting in better informed career decisions and effective transitions
- providing support for pupils who have been unsuccessful in attaining a place on a SfW course
- providing transitional skills development for those completing SfW courses
- capacity building through relevant shared CPD events, for Careers Scotland staff, teachers and college lecturers
- capacity building through the development of resources to support pupils, parents or teachers
- delivery of relevant Career Box lessons, where appropriate
- making connections with other existing support for pupils

- participation in local planning and management arrangements
- contributing to local and national discussions on provision and strategic development
- capturing good practice and evaluating effectiveness, using the community of practice site on our website (www.careers-scotland.org.uk) and sharing successes and concerns

In addition there are opportunities for developmental activities which can help to take forward CPD, good practice, resource development and learning opportunities for Skills for Work for young people, teachers, college lecturers, parents, Careers Scotland Advisers and employers.

For further information on Careers Scotland (SE)'s involvement in school/college collaboration in your college, please get in touch with one of our Careers Scotland Regional contacts:

South East Region (Edinburgh and Lothians; Forth Valley; Borders)

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Tutor Support Section

Introduction

The Skills for Work *Hairdressing: Working in the Salon Intermediate 1* Unit provides a broad, experiential introduction to general salon duties; learning how to shampoo and condition hair and developing skills in drying techniques. The specific aims of this unit are to:


- identify and carry out general salon duties
- follow salon procedures to maintain a tidy, clean work area
- assist with reception and customer care duties
- assist the smooth running of the salon by carrying out required duties
- comply with relevant health and safety requirements while working in the salon
- prepare clients for shampooing and conditioning
- position clients at the basin effectively and comfortably
- identify appropriate products to be used on clients for shampooing and conditioning
- carry out shampooing and conditioning using appropriate massage techniques
- remove excess moisture from hair and wrap hair in a towel
- carry out appropriate steps to prepare hair for drying
- select appropriate tools for detangling hair
- develop dexterity in use of tools
- use dryer airflow and temperature appropriately.

How to use this pack

The materials in this pack are intended to **supplement and complement** the practical activities that will be carried out in the salon. Use of the materials and activities is not mandatory but they will provide centres with a flexible set of materials which can be selected, adapted and used in an order that best suits their situation. Tutors are encouraged to use the materials creatively in ways which will engage the younger learner. The handouts and tasks within the pack can be used in context at appropriate points when delivering the Hairdressing Intermediate 1 Course. Within each topic there are student activities and information which will reinforce student knowledge.

Some of the activities in this pack are also included in the support pack for *Hairdressing: Salon Awareness* so that centres may choose to use these at the most appropriate point of course delivery.

Examples of activity answer keys are included for teachers/lecturers. These examples are by no means exhaustive.

Activities are identified with the symbol: 

Learning and teaching with under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for Under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the lecturer knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow

participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

- 5. Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

- 6. Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

- 7. Giving instructions in the learning environment.** This is one of the most difficult tasks a lecturer has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

- 8. Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner's strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well.

Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summarise assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the lecturer can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about them; allow learners to set criteria for success and then measure their achievements against these.

9. Managing the learning behaviour. Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect lecturers to provide structure and routine, and will perform best in a calm, orderly learning environment. Young students will respond to firm, fair, and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips – Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, ie. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

10. Care and welfare issues. School/college partnerships mean increasing numbers of young learners in college. Lecturers have to be aware of their professional responsibilities and mindful of young people's rights. However lecturers have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that lecturers have a working knowledge of the Child Protection policies (local authority and college documentation) and follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see the following page).

Tips – Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into – you as the lecturer are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for lecturers delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by SFEU staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

General guidance on Unit delivery

Centres should ensure that an induction to the Unit is given, which will enable students to understand fully what they will be learning about, the approaches to be adopted and how they'll be assessed. This will also be an appropriate point to highlight the value of developing sound employability skills and to explore what this means in the context of the unit.

Students should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions.

Opportunities should be taken to integrate the required knowledge of health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate risks which may be found in a working salon environment. Legislation could be related to the use of products and equipment in the salon. The emphasis should always be on the practice of working safely.

Students should be encouraged to develop good working practices which meet both organisational and national health and safety policies and procedures. Good working practice will be developed as a result of working with others and undertaking activities within their designated role in the salon. Students should be encouraged to perform tasks and conduct themselves in a manner appropriate to any workplace. It's important to encourage them to evaluate their own work and progress throughout the Unit. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers, working with others in a team and develops good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

It is anticipated that students will require to familiarise themselves with the operational requirements of the salon, the staff and the duties expected of them prior to completion of the practical assessment.

Plan of work

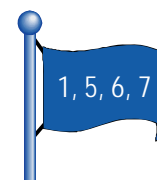
Centres will wish to design their own scheme of work to suit local timetabling variations and the range of methods, modes and settings of teaching and learning. However, to offer some guidance which may be of use to all, an indication of the number of hours that might be dedicated to various Outcomes/topics is shown below. It should be stressed that these timings are guidelines only and should not be seen as prescriptive and that many topics will overlap.

Outcome (criteria)	Topic	Time (hours)
Outcome 1	General salon duties	8 total
Pc a; b	Identify salon duties and procedures	2
Pc c	Identify reception and customer care duties	2
Pc d; e	Carry out duties; observing health and safety requirements of the salon	4
Outcome 2	Shampooing and Conditioning	4 total
Pc a; b; c.	Prepare client for service	2
Pc e; f	Post service procedures and health and safety compliance	2
Outcome 2d + 3	Practical Shampoo, Condition and Drying	24 total
Pc 2 d.	Practical activities in salon.	24
Pc 3 a; b; c; d; e; f.	Possibly 12 x 2hr. or 8 x 3hr. sessions	

Guidance on integrating the content of the Hairdressing: Employability Skills Unit

In addition to the vocational content of this Unit, students should be encouraged to focus on the general employability skills identified by employers. They should be encouraged to appreciate that these are important both in gaining employment and in progressing in the workplace.

Throughout the pack there are numbered flags, like the one shown here, showing which specific employability skill can be highlighted and/or assessment evidence recorded when students are busy with the various activities in the Unit. Examples of how these skills may be demonstrated by students could be:



1	Positive attitude and a willingness to learn	Taking part in all activities willingly
2	Good timekeeping	Throughout Unit
3	Appropriate appearance	Throughout Unit
4	Customer care skills	While participating in activities in a specified role in the salon
5	Communication skills – listening and talking	While participating in activities in a specified role in the salon
6	Ability to work in a team	While participating in activities in a specified role in the salon
7	Showing respect and consideration for others	While participating in activities in a specified role in the salon
8	Ability to follow instructions	While participating in activities in a specified role in the salon
9	Ability to multi-task	While participating in activities in a specified role in the salon
10	Timeliness [showing a good sense of time]	While participating in activities in a specified role in the salon
11	Awareness of health and safety procedures	Activities relating to health and safety and while participating in activities in specified role in the salon
12	Awareness of salon conditions	Activities relating to salon conditions and while participating in activities in a specified role in the salon
13	Awareness of salon roles and responsibilities	Activities relating to salon roles and responsibilities and while participating in activities in a specified role in the salon

14	Confidence to seek feedback	While discussing progress with tutor
15	Exploring own creativity	<i>(Not developed in this unit)</i>
16	Review and self evaluation skills	While reviewing own progress

The following activities from the Course Guidance and Employability Skills Pack should be integrated with the delivery of Outcome 3 of this Unit.

Topic	Activity
Time and timekeeping	Activity 1
Appearance	Activity 2
Behaviour/Attitude	Activities 3 and 4
Self Evaluation Task: Timekeeping, Appearance, Behaviour Attitude	Activity 5
Understanding and developing good working practices	Activity 6
What clients expect	Activity 7
Communication	Activity 8, 9, 10
How to respond to clients questions	Activity 11
Working with others as part of a team	Activity 12
Self Evaluation Task: Communication and Working with Others as part of the Salon Team	Activity 13

Resources

Centres will require hairdressing salon facilities for this as for all the other Units in the Course. This will include reception facilities as well as styling units, styling chairs, trolleys, backwash basins and chairs. The salon facility will need to be equipped with sufficient hairdressing equipment, tools and product which should include hand held and wall mounted driers, tongs, straighteners, brushes, combs, sectioning clips, pins, rollers, kirbies, a range of shampoos and conditioners, a selection of styling and finishing products, gowns, towels and sterilising equipment to give students plenty of opportunity for practice and assessment. Appropriate safe storage facilities will be needed for all equipment and materials.

Personal protective clothing will be essential for all students. This may include overalls and gloves. Centres should carry out risk assessments for all activities as required.

Centres are encouraged to:

- arrange visits to local hairdressing salons
- establish links with industry representatives

Web resources

- www.habia.org
- www.sqa.org
- www.wella.co.uk
- <http://uk.lorealprofessionnel.com> – school zone then register
- www.schwarzkopf.co.uk
- www.clynol.com
- www.sallybeauty.com
- www.ukhairdressers.com
- www.hairfinder.com
- www.highbeam.com

Guidance on student Activities and sample responses

A range of activities covering the outcomes is given in the Student Section of the pack. Although these are set out in the form of worksheets, tutors should use them in ways appropriate to the group – you may decide to use them as described, as the basis of class discussion, as observation checklists, as recall exercises or to adapt them to some of the approaches described in the section on Learning and Teaching with under 16s. Tutors are encouraged to use the materials creatively in ways which will engage the younger learner.

Sample responses are not provided for all of the activities in this unit as many of the activities will depend on individual salon conditions and procedures while others require the students to reflect on their own experiences throughout the unit.

Activity 1

A range of responses is possible, but should include reference to cleaning work stations, providing tea and coffee, sweeping floor, maintaining a towel supply, client preparation for a range of services, preparing products, tools and equipment.

Activity 2 Hazards and risks in the salon

This activity requires the tutor to set up a salon with a number of hazards. It is designed to get the students to think about hazards they may come across, the potential risk of injury and how they should deal with it. The given example can be replaced but it is useful for young students to discuss some obvious examples to start the exercise. Although not exhaustive, the following table shows a selection of hazards that may be set up.

Because of the hazards and risks involved, caution must be exercised when setting up and carrying out this activity. An alternative would be to show visual images of the hazards.

Hazard	Risk	Action
Water on salon floor	<i>Staff or clients might slip and hurt themselves.</i>	<i>Wipe up the water and dry the floor.</i>
Pin tail comb in pocket.	<i>Can injure the person and is at risk of infection.</i>	<i>Remove and store correctly after cleaning and sterilising.</i>
Towels on a salon chair.	<i>Cross-infection and conjunctivitis. Colour or perm lotion on chair.</i>	<i>Remove and place in covered laundry bin.</i>
Tint brush and bowl with tint in it and left on a trolley.	<i>May be knocked over on to client, stylist or floor.</i>	<i>Remove and dispose of contents.</i>
Hair on the salon floor.	<i>Slipping and falls or injury to clients or staff.</i>	<i>Remove by sweeping and place in rubbish bin.</i>
Large, heavy box of stock left beside the reception desk.	<i>Trip or fall over box and cause injury – box too heavy to lift causing injury to back.</i>	<i>Report to supervisor – if required empty box and place stock in stockroom.</i>
Hot tongs left switched on and placed on plastic trolley.	<i>Burns to staff and clients, melting trolley – risk of fire.</i>	<i>Switch off and remove to safe area.</i>
Excess conditioning cream has dropped on to the salon floor.	<i>Slipping of staff and clients, injury to person.</i>	<i>Remove by wiping and washing - placing a sign to let people know the floor is wet.</i>
Hair dryer visor has cracked and is loose.	<i>Injury to staff and clients by scratching and falling off.</i>	<i>Report to supervisor and place sign on hair dryer.</i>
Heavy bag of laundry has been left blocking the salon fire exit.	<i>No means of escape in the event of fire. Danger to staff and clients.</i>	<i>Report to supervisor and if required remove some laundry and move bag to safe area.</i>

Activity 3 Sterilisation

This activity is to help the student find out about the different sterilisation methods in the salon and how each one sterilises.

Type of sterilisation	What is it used for and how does it sterilise?
Disinfecting solution/Jar	<p>Killing germs and bacteria by immersing plastic and anodised tools in the solution for a period of twenty minutes to an hour.</p> <p>Some salons keep a supply of small tools in the jar and then remove them when they are needed for use.</p>
Ultra Violet steriliser cabinet	<p>Used for tools that can be subjected to UV rays to kill bacteria and germs. Any item that has two sides, such as a comb, requires to be turned to ensure sterilisation of both sides.</p>
Autoclave	<p>Steam.</p> <p>Can only be used with limited amount of tools as the heat can damage your tools. However it is probably the most effective method of sterilisation available.</p>
Sterilising wipes	<p>Surgical spirit can be used to wipe and disinfect tools such as scissor blades/section clips quickly and effectively.</p>

Activity 4 Checking, sterilisation and storage

This activity is dependent on the equipment that the student has experience of and how the salon checks and looks after the equipment, so it can be customised to individual centres. Again this exercise can be completed over a period of time with the students collecting the information as they gain experience.

Type of equipment	How to check	How to clean and sterilise if required	How to sterilise	Where to store
Combs	Look for any broken teeth or sharp edges.	Wash in hot soapy water and use a brush to clean in between teeth.	Place in disinfecting fluid for required time.	On stylist's trolley or at the work station.
Brushes	Check the bristles to ensure there are no sharp edges.	Comb through the bristles to remove hair and wash in hot soapy water.	Place in UV cabinet with bristles towards rays.	On stylist's trolley or at the work station.
Tongs	With dry hands and appliance cold and unplugged, check cables and centre spindle for product build up.	It is not necessary to sterilise, as the heat of the tongs will kill any germs. Excess product can be removed by lightly rubbing with steel wool.	N/A	On stylist's trolley or at the work station.
Straighteners	As for tongs.	As for tongs.	N/A	On stylist's trolley or at the work station.
Sectioning clips	Check spring grip and look for discoloration.	Wash in hot soapy water and dry.	Sterilising wipe	On stylist's trolley or at the work station.
Rollers	Check that roller is not broken or cracked.	Wash in hot soapy water and dry.	N/A	On stylist's trolley or at the work station.

Activity 5 Cleaning during general salon duties

This activity is designed to help the student find out – and think about – the general salon duties they will be expected to carry out in a hairdressing salon. Each salon will have different cleaning agents and procedures.

Item	Why and How often	Method of cleaning by you
Floor	Health and Safety. To prevent cross infection. To maintain a professional appearance. Ongoing as necessary throughout the day and always at the end of the day	Swept throughout day and mopped at the end of the day with a suitable disinfectant e.g. liquid Flash. Any spillages wiped up immediately.
Work tops	To prevent cross infection. To maintain a professional appearance. To keep tools and equipment clean and tidy. Ongoing as necessary throughout the day and always at the end of the day	Wipe surface with a damp cloth and a small amount of cleaning agent e.g. flash surface cleaner. Stubborn stains can be removed with a cream cleaner.
Mirrors	To allow a clear view of and for the client. To maintain a professional appearance and prolong the life of the mirror. Ongoing as necessary throughout the day and always at the end of the day	Wipe with a suitable glass cleaner to remove marks and hair spray residue.
Chairs	To prevent cross infection. To maintain a professional appearance. Ongoing as necessary throughout the day and always at the end of the day	Remove excess hair cuttings. Wipe with a suitable cleaner depending on type of chair.
Basins	Would you want to put your head in a dirty hairy sink?? To prevent cross infection. To maintain a professional appearance. Ongoing as necessary throughout the day and always at the end of the day	Dry basins after each use. Clean at the end of the day with a damp cloth and a suitable cleaner e.g. liquid Flash, cream cleaner.

Activity 6 Assist with Salon Reception duties

Answers could include:

- Remove and report any damaged products from display.
- Offer waiting clients refreshments and magazines.
- Greet the client as soon as s/he enters the salon.
- Answer the telephone.
- Take clients' payments

Activity 7 Explain what makes a reception area welcoming.

Valid responses could include:

- clean
- well organised
- friendly approachable staff
- products displayed
- up to date magazines
- refreshments
- comfortable, inviting seating
- neutral colours
- well lit
- plants
- enclosed area for coats
- music.

Activity 8 Receptionists' qualities

This exercise is designed to get the student to think about the qualities and behaviours a receptionist should demonstrate so that they will know what is expected of them when assisting at reception. The class is split up into small groups of three or four in a group. The group then decide amongst themselves the qualities that a receptionist should have.

Qualities/behaviours that could be expected:	Qualities/behaviours that are unacceptable:
<ul style="list-style-type: none">• Honesty• Reliability• Confidentiality• Diplomatic• Pleasant/polite• Cheery• Positive• Friendly• Clear speaker• Good listener• Interested in people• Organised• Accurate	<ul style="list-style-type: none">• Deceitful/lies• Unreliable• Blabbermouth• Brash• Rude• Dour• Negative• Unfriendly• Mumbles• Disinterested• Selfish• Disorganised• Inaccurate

Activity 9 Receptionist and Client Roleplay

Practical activity with tutor support. This activity is designed to raise students' awareness of how they should present themselves and their salon on the telephone. It should highlight the effect that developing appropriate telephone techniques can have, both on their confidence in their job role and the client's attitude towards the salon

Activity 10 Taking and Recording Messages

Practical activity with tutor support. Responses will be as appropriate to individual salon settings.

Activity 11 Making and Recording Appointments

Responses will be as appropriate to individual salon settings but may include:

- **Information needed from the client:**
 - What treatment/service the client requires
 - The time and day/date which is suitable for the client
 - The stylist they would prefer
- **Procedure for making and recording appointments:**
 - Write the client's name and contact details under the stylist's name
 - Detail the service requirements using the salon's abbreviations or codes for the service requested
 - Then recheck and confirm all the details with the client;
 - Check you have written down the correct appointment date, time and service requested
 - Check you have allocated enough time for the service requested according to the salon's timescales for services
 - Then transfer the details on to an appointment card for the client to include:
- **Information to give to the client:**
 - Day/date and time of the appointment
 - What service has been booked
 - Who the stylist is
 - Reconfirm all information to meet the satisfaction of the client

Activity 12 Salon Services

Responses will be as appropriate to individual salon settings.

Activity 13 Making Appointments

Practical activity with tutor support. This activity is intended to give students practice in an important area of salon procedures. Tutors may choose to add to the list of clients' requirements and range of treatments.

Activity 14 Confidentiality Discussion

Circumstances in which client confidentiality can be broken could include some of the following:

- Passing on details about the client's consultation with their stylist to other people outwith the salon or to other clients.
- Passing on details of clients' conversations with stylists or yourself to other people.
- Leaving a client's record card in open view for others to see.
- Talking about a client's personal details with other people
- Listening to clients' conversations with other clients and passing on details of their conversations to others.
- Passing on data kept on computer about a client to other people.

Activity 15 Taking Payments

Practical activity with tutor support. This activity is intended to give students practice in an important area of salon procedures. You may need to make up a range of client bills and invest in some toy money for students to carry out this task! You may also wish to discuss how to process credit and debit card payments, although this is not a requirement of the unit

Activity 16 Self Assessment on aspects of Assisting at Reception

This activity can be used as an individual self assessment and/or as the basis of a class revision exercise/ discussion. Responses will be individual to the student. Tutors should use this as an opportunity to review the students' learning and go over any areas of uncertainty.

Activity 17 Shampoos and Conditioners

Responses will be as appropriate to individual salon settings.

Activity 18 Client Preparation

Responses will be as appropriate to individual salon settings.

Activity 19 Shampoo and Condition Demonstration

Responses will be as appropriate to individual salon approaches. It would be good practice to check that students have picked up all the key points in the demonstration.

Activity 20 Practical

Practical activity with tutor support. Tutors may wish to amend or add to the student checklist.

Activity 21 Student Review – Shampoos

Responses will be as appropriate to individual salon settings.

Activity 22 Styling Products

This could be organised as a pair or group activity, in which the students look at the different products used in the salon and report back to the class group. Responses will be as appropriate to individual salon settings.

Activity 23 Dryer attachments

Diffuser	Distributes an even flow of warm air. Reduces a strong air flow to a gentle one. Often used for drying naturally curly or permed hair.
Nozzle	Used to concentrate the airflow onto a specific area.

Activity 24 Finishing Products

This could be organised as a pair or group activity, in which the students look at the different products used in the salon and report back to the class group. Responses will be as appropriate to individual salon settings.

Activity 25 Sectioning Techniques

Practical activity with tutor support.

Activity 26

Practical activity with tutor support.

Student Support Section

Tutor Note

This section includes both student notes and activities.

Given that this is an *Intermediate 1* Course, most tutors will want to explain and discuss these activities with students, rather than give out the printed instructions for the students to read. The pages could then be given out as reminders or reinforcement where this is felt to be appropriate. Likewise, tutors should decide how much support students will need with the information sheets.

Use of these materials is not mandatory and they are offered to centres as a flexible set of materials and activities which can be selected, altered and used to supplement tutors' own tried and tested materials, or in whatever way suits individual centres and their particular situation.

Outcome 1: General Salon Duties

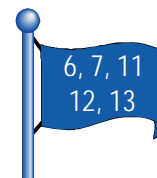


Salon duties

Salon duties are carried out to make sure that the salon is always as neat and tidy as possible. To make sure that this is the case it is important that everyone in the salon takes responsibility to clean up after themselves. Stylists rely on the support of junior members of staff to assist them in keeping the salon clean and tidy.

Activity 1

In small groups identify duties that are required to be carried out to make sure the salon runs smoothly. For each duty state what needs to be done.

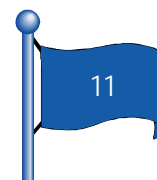


Floor	Kept clean by sweeping up any hair clippings after a haircut and placing in a bin. Make sure that if there is anything spilled on the floor it is mopped up instantly.

Check your answer with your tutor.

While carrying out salon duties it is important that you work safely and maintain a safe salon for everyone who is there. It is also important to ensure that you are protected from any cleaning agents by using Protective Personal Equipment (PPE).

Health and safety in the salon



Everyone working in a hairdressing salon – including you – must make sure that their actions don't cause a health and safety risk to themselves or others. You must always behave safely and professionally.

Sometimes, you can deal with a hazard or risk yourself. Sometimes, you may have to get someone more senior to deal with it.

Example:

If you spot something dangerous in the salon, such as water on the floor, then you can take action to put it right.



 **Activity 2**



Hazards and risks in the salon

1. Look around the salon and using the following table note down any **hazards** you see, ie. things that may be a danger to yourself or others.
2. Write down what you think the **risk** is, ie. what harm it might cause.
3. Then note down what **action** you would take to remove or deal with the hazard or risk yourself, or if you would need to report it to someone more senior.

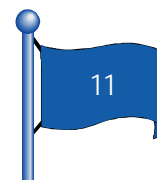
An example is given to start you off.

Take care when carrying out this activity. Remember there are many potential hazards/risks



Hazard	Risk of injury	Action
Water on the salon floor.	Staff or clients might slip and hurt themselves.	Wipe up the water and dry the floor.

Working safely in the salon



You must always be trained before you carry out any job in the salon. It doesn't matter how small or how quick the task is, by law you must follow manufacturers' instructions, salon policy and local bylaws.

The *Health and Safety at Work Act* covers everyone in the salon – employees and visitors. Employers have a legal duty to make the workplace as safe as possible and employees have a legal duty to work responsibly and safely.

Your tutor will highlight how salons ensure that the day-to-day work of the salon is in line with the latest health and safety legislation and explain your responsibilities relating to the *Health and Safety at Work Act*. Make a note of these here:

-
-
-
-
-

Preventing infection



As part of the salon team it is very important for you to ensure that you work in a hygienic manner. You will be asked to:

- clean tools as part of the general duties – to ensure they are clean and sterile
- put clean gowns on clients – to ensure clothes are protected
- use fresh clean towels for shampooing – to ensure you are not passing on an infection from one client to another
- check combs and brushes for broken or damaged tines or bristles – to ensure that you do not scratch or break the skin or scalp of the client

 **Activity 3**



Sterilisation

Different tools and equipment need to be sterilised using different methods. You need to be careful and choose the right method for each piece of equipment.

Find out the sterilisation methods used in your salon and complete the following table.

Sterilisation Method	What is it used for?	How does it sterilise?
Disinfecting solution/Jar		
Ultra Violet steriliser cabinet		
Autoclave		
Sterilising wipes		



Activity 4



Checking, sterilisation and storage

As you are shown how to check a piece of equipment, clean it and store it, record the correct salon procedure in the table. An example is given to start you off.

Type of equipment	How to check	How to clean and sterilise if required	How to sterilise	Where to store
Combs	Look for any broken teeth or sharp edges.	Wash in hot soapy water and use a brush to clean in between teeth.	Place in disinfecting fluid for required time	On stylist's trolley or at the work station.
Brushes				
Tongs				
Straighteners				
Sectioning clips				
Rollers				

Sterilisation methods

Your work area must always be clean and tidy to minimise the risk of cross infection and to present a professional image.



Sterilisation means the killing of all organisms such as:

- fungi
- bacteria and
- parasites.

All tools should be sterilised after each client to stop the risk of cross infection. Different tools and equipment need to be sterilised using different methods.

The following methods of sterilisation are commonly used in the salon:

- **Autoclaves**

These provide the most effective method of sterilisation. They work in the same way as a pressure cooker. Items to be sterilised are heated with a small amount of water inside a pressurised container to a temperature of 125°C for 10 minutes. The high temperature steam produced destroys all micro-organisms.

- **Ultraviolet Radiation**

The items for sterilisation are placed in wall or worktop mounted cabinets fitted with UV emitting light bulbs and exposed to the radiation.

- **Chemical Sterilisation**

Implements should be totally immersed into a bath of fluid, eg: barbicide.

Chemical sterilisers should be handled only with suitable personal protective equipment and should not come into contact with the skin.

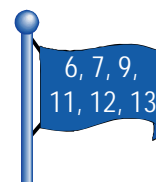
- **Sterilising Wipes**

Wipes used to disinfect tools such as scissor blades and sectioning clips.

Cleaning during general salon duties

Activity 5

During your time in the salon you have to do general cleaning. In this activity you are required to:



- identify why you would clean a particular item
- identify how often you would clean it
- briefly describe the method you would use.

Item	Why and How often	Method of cleaning by you
Floor		
Work tops		
Mirrors		
Chairs		
Basins		

Ask your tutor to check your answers.

Salon reception duties

Activity 6

Assist with Salon Reception duties



As a junior, one of your main duties will be to assist on Reception in your salon. Find out what you are expected to do while assisting at Reception.

-
-
-
-
-



Working at Reception

The main reception area of any salon is the focal point and first point of call by any client either by walking in or telephone contact.

It is important that when assisting on the reception you understand that clients will form their first impression of you and the salon during the first few seconds of entering the salon, or when you answer their telephone call.

The impression you give says a lot about you and the salon to a client. It allows the client to make a decision of whether to book an appointment or leave.



“You never get a second chance to make a first impression”

This statement is very true as the client will not return if they have been given a poor impression by you or any member of the salon’s staff.

Whenever you are assisting at reception always:

- be polite and pleasant to all clients who contact the salon or call in for their appointment
- attend to any clients’ enquires in a professional manner
- ask for help if you are unsure or unable to deal with the enquiry.

 **Activity 7**

Remember that even if a salon does not have a separate reception area, it will have an area where clients are greeted and appointments are made.

Imagine you are a client. Look at the reception area in your salon and then complete the table below.

	Yes	No
Is the salon reception clean?		
Is the salon reception tidy?		
Is the salon reception welcoming?		

Explain here what makes a reception area welcoming:



Activity 8



Receptionists' qualities

1. What qualities do you think a good receptionist should have? Discuss in your group, and list as many qualities as you can think of. A couple of examples are given to start you off.

- Honest
- Good clear speaker
-
-
-
-
-
-
-
-

2. What kind of behaviour would not be acceptable? Here's an example – think about things that annoy you when you're a customer.

- Rudeness
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-
-
-
-
-
-
-
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Answering the phone

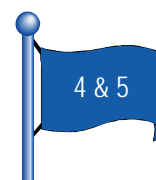
Remember that the first impression a client forms of the salon can be before they even get through the door – it could be formed when they phone to make an appointment, so it's really important that you know how to sound welcoming on the telephone. Here are some tips (your tutor will give you more):



- Smile when you answer the phone. This will change the tone of your voice.
- Remember to tell the caller who you are, eg. “Good morning, ‘Cut Above’, John speaking, how can I help you?”
- Start to use the caller’s name as soon as you know what it is. The caller will then feel that you are listening to her/him.
- End the call by saying “Thank you” or “We look forward to seeing you on Thursday – see you soon!”

Activity 9


With a partner, take turns in being the receptionist and the client. Discuss how you felt when you were the client.



Taking messages

It is important to pass messages to the right people at the right time. When you take a message, listen carefully without interrupting.

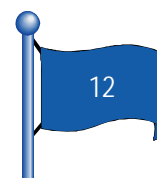
Every salon will have its own way of taking messages – some will use a telephone message pad like this one:

Telephone Message		
Date:	Time:	
For:		
From:	Tel. No.:	
Message:		
Taken by:		



Activity 10

Find out your salon's policy for taking and recording messages.



Making and recording appointments



Activity 11



When assisting at reception you'll need to book clients' appointments. Always listen carefully to what the client has requested to ensure there are no mistakes.

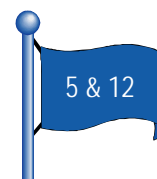
1. Find out the information you need to get from the client before you can make an appointment:
 -
 -
 -
2. What is your salon's procedure for making and recording appointments?
 -
 -
 -
3. What information would you give to the client to confirm the appointment?
 -
 -
 -



Appointments can be made in different ways:	Before you make appointments you will need to know:
<ul style="list-style-type: none"> • by telephone • by visit to the salon • a friend could make the appointment • by email • by text 	<ul style="list-style-type: none"> • which services the salon offers • the length of time these take • the cost • the salon's opening hours • when stylists take their lunch breaks.



Activity 12

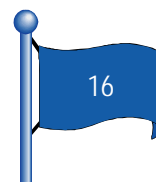


1. Find out the services offered in your salon
2. Find out the cost of each service in your salon.
3. Find out how long each service will take.
4. Find out the abbreviations used in the appointment book for each service in your salon.

Service	Cost	Duration	Abbreviation

 **Activity 13**

Practise making the following appointments using a copy of an appointment page from your salon. Your tutor will tell you the stylists' names and when they take their breaks.



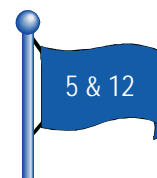
- Mrs Spry would like a cut and blow dry
- Mrs Brown would like highlights. Her hair is long
- Mr O'Hare would like a haircut on Tuesday at 1 o'clock
- Mrs Straight would like a perm
- Ms Kirby would like a tint
- Miss B Nest would like a blow dry on Thursday between 12 and 2
- Ms Springfield is going to a 60's party and would like her hair styled on Friday afternoon
- Mrs Grey would like her root re-growth coloured on either Thursday or Friday
- Ask 4 of your classmates to book in appointments for themselves, or members of their families, telling you what they want and when they can come.

Confidentiality

Confidentiality is important in the running of salon. Clients take the opportunity to relax and will often tell things to their hair stylist that they wouldn't normally talk about. Sometimes these topics are very personal and could be damaging if repeated outwith the salon. For this reason, client confidentiality must be maintained at all times. If confidentiality is broken this could result in the client taking her business elsewhere, and the salon getting a bad reputation.



Activity 14



What other information is confidential in the salon?

- Client Records
- Client and staff personal details

Can you think of any more? Discuss in your class group.

The Data Protection Act

The *Data Protection Act* was introduced to protect people from the possible inaccurate or out of date information being given out about them. This could affect a person's credit rating, medical treatments or employment opportunities.

Anyone can ask to see their records and it is the responsibility of organisations to provide access to it. However, no one has the right to see the records relating to another person.

Any organisation that keeps information on record about people (staff or clients) must:

- register with the Data Protection Registrar
- ensure that all information is accurate and up-to-date
- allow access to the person's own records if requested.

Taking Payments

Before the client leaves, you will need to make up the client's bill. Double check the final amount before telling the client how much it is. Ask a senior person if you are not sure. Every salon is different, but here is what you might have to do:



- take the money and place it on the till where the client can see it
- calculate the change needed
- count out the change to the client
- give a receipt
- put money in the till or cash box
- record takings
- remember to thank the client and ask when they want their next appointment!



Activity 15

In pairs, practise taking cash and giving change following your salon's procedures.



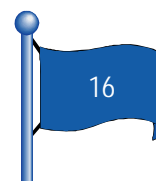
Reception reminders

- Smile!
- Treat every client like a VIP
- Never be abrupt
- Use a pencil to book appointments
- Make sure you get a contact number for the client
- Pass on messages to the right person at the right time
- Remember client confidentiality
- Take care when giving change
- Ask a senior member of staff if you're unsure about anything





Activity 16



Self Assessment on aspects of assisting at Reception

Use this checklist to find out what you remember about what you've learned so far!

Can I:	Write your answers here or make a note to ask your tutor for help
<ul style="list-style-type: none"> • Give three examples of where you have to maintain client confidentiality. 	
<ul style="list-style-type: none"> • List four important things that must be detailed when recording a message. 	
<ul style="list-style-type: none"> • Give two methods in which client appointments can be made. 	
<ul style="list-style-type: none"> • Explain what might happen if appointments are made incorrectly, eg. you book someone in for a blow dry when they wanted a perm 	
<ul style="list-style-type: none"> • Remember three important details that would be written on an appointment card. 	

Outcome 2: Shampoo and Condition Hair and Scalp



Shampooing and conditioning

Most people can shampoo their own hair. When you work as a hairdresser you will have to shampoo someone else's hair. Your tutor will demonstrate how to do this and you'll get plenty of opportunity to practise your shampooing technique.

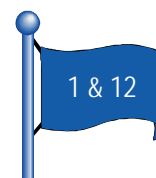
Why do we shampoo hair?

- To remove natural oils, skin cells, dirt and dust
- To remove the build-up of hair care products
- To prepare the hair for the treatment which is going to be carried out

If the hair is not shampooed properly this will affect the result of the treatment which is going to be carried out.



Activity 17



Which shampoos and conditioners are used in your salon?

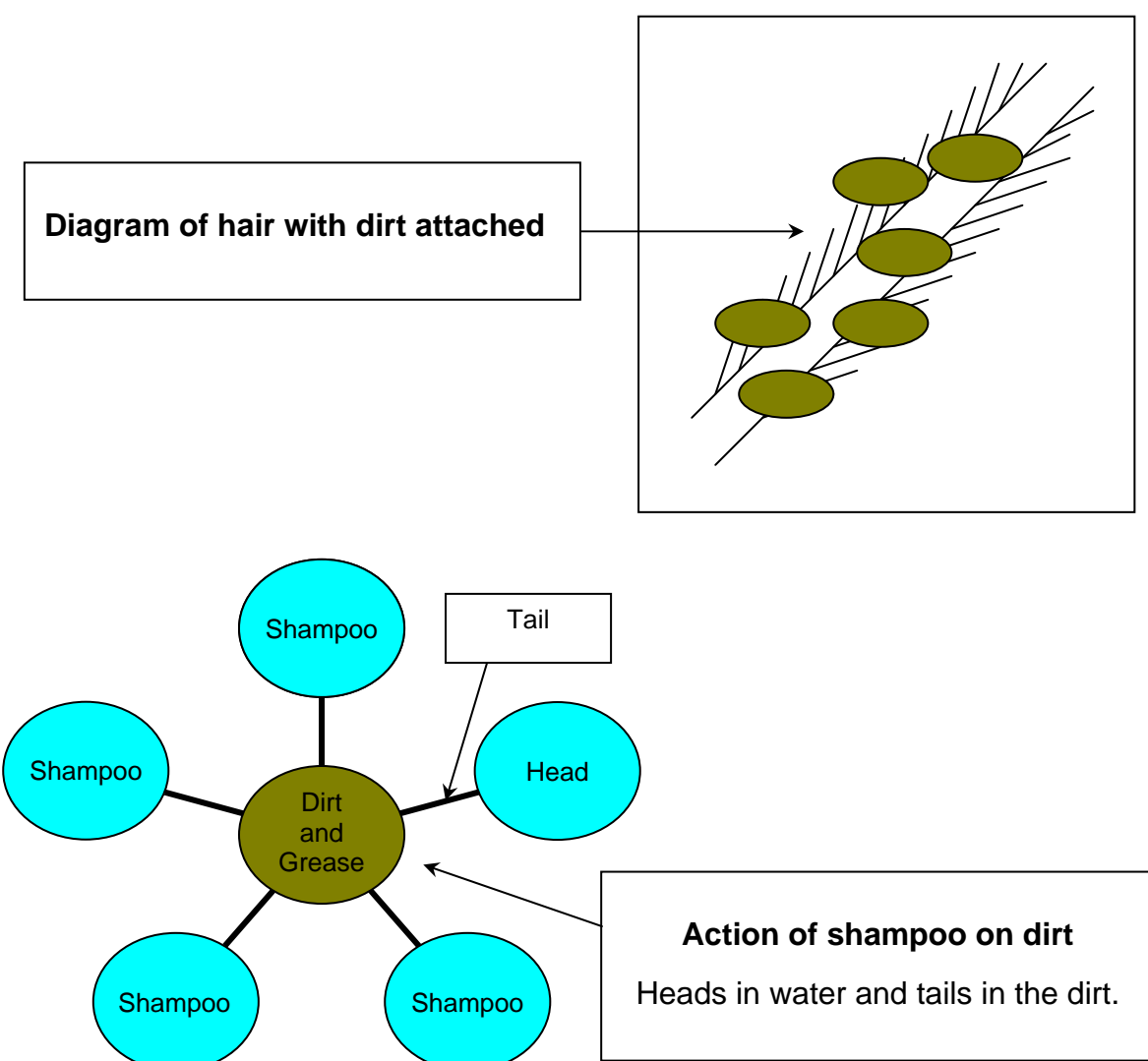
Check out the shampoos and conditioners used in your salon, and then complete the table below by inserting the shampoo and conditioner which you have in your salon for each of the following hair types.

Hair Type	Shampoo	Conditioner
Normal		
Fine		
Dry		
Oily		
Dandruff affected		
Chemically Treated		
Damaged		

How does shampoo work?

Shampoo is made with cleaning agents called 'surfactants' which because of their make up are able to loosen dirt and grease from the hair. The smallest part of the shampoo, which forms an emulsion with water (foaming action), is called a molecule and this has a head and tail. The head is attracted to water and the tail is attracted to grease and dirt – when the tail attaches to grease and dirt on the hair it loosens it from the hair due to the vigorous action of the massage and then, as you rinse the shampoo from the hair, it removes all the dirt and grease.

It is important to make sure that you remove all the shampoo foam from the hair as anything that is left can be dried in the hair and form a white powdery residue that looks like dandruff.

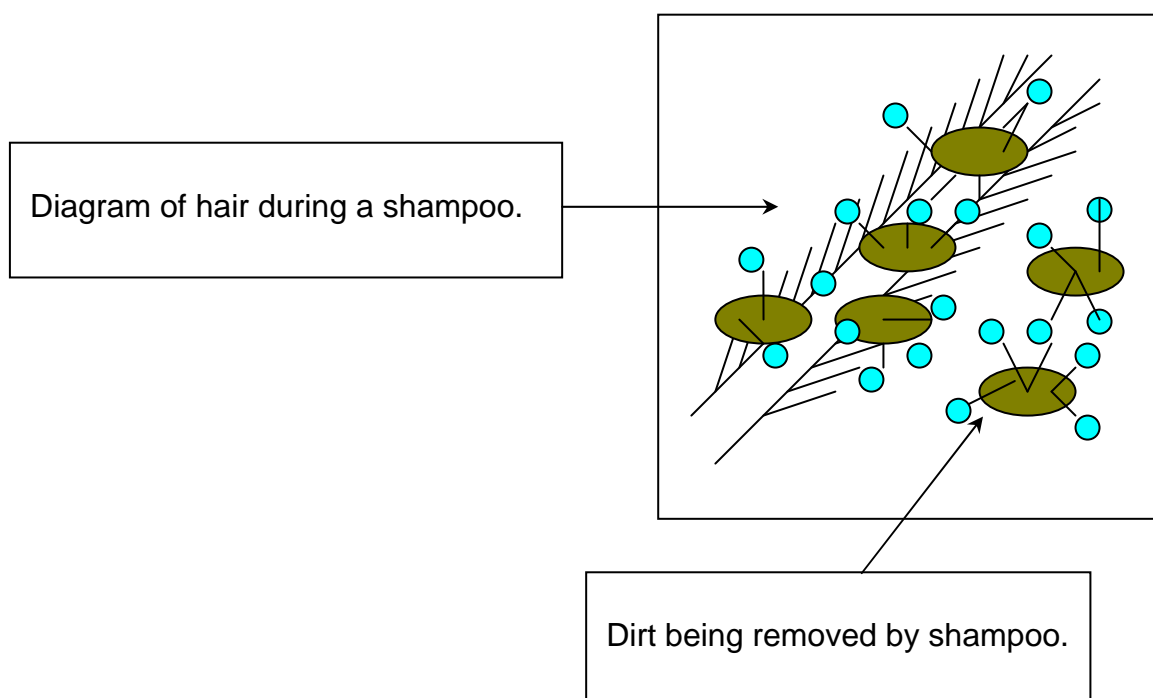


Special areas

Short hair – easier to shampoo. Care needs to be taken to rinse thoroughly.

Long Hair – more difficult because of the amount of hair. Need to ensure that the hair mid lengths and ends are cleaned as well as the roots. Care needs to be taken to rinse thoroughly.

Greasy hair and scalp – use a cooler water temperature than normal and a gentle massage to prevent stimulating the sebaceous gland which would increase the natural oil.



Conditioners

There are a variety of different conditioners available to help improve the condition of hair and scalp. At this point in your introduction to hairdressing the conditioning treatments that are described will be very basic and, as you progress in your career, your knowledge and use of specialised conditioners will increase.

Why do we condition hair?

We condition hair to:

- repair damaged hair
- make hair look smooth and healthy
- give the hair a shine.

Conditioners can be applied to shampooed hair and, after a massage, rinsed off; others can be left in the hair for the next treatment or drying the hair. You will be guided by the tutor and the manufacturers' instructions as to the best way to use the conditioner to meet the client's requirements. In general, basic conditioners fall into the following categories:

- Surface conditioners – Applied after a shampoo and massaged, then rinsed off.
- Leave-in conditioners – Applied after a shampoo, massaged in and then combed through prior to carrying out the next stage of the service.
- Penetrating conditioners – Shampoo and towel dry the hair, and then apply the conditioner to the hair from an applicator or by brush and bowl. Place the client under a climazone/steamer or leave the client for the recommended time and then rinse off or proceed as directed by the manufacturer.

What about the scalp? Why do we condition the scalp?

This is necessary when:

- the scalp is dry and flaky
- the client has dandruff
- the scalp is oily.

Some people have scalp conditions that require a conditioning treatment applied to it. These treatments are not as common but for a client who suffers from a condition the relief the treatment brings can be very rewarding. Again these scalp conditioners fall into the same categories as those mentioned previously:

- surface
- leave-in and
- penetrating.

There is one exception – for a dry and flaky scalp an oil treatment may be applied; this is applied to dry hair and then shampooed off.

Note:

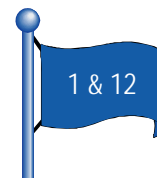
It is important that the appropriate shampoo or conditioner is applied to the client. If the incorrect product is used it could provide a barrier to a following treatment. If you are in doubt check with the tutor.

Client preparation

You must always protect the client's clothes. If the client's clothes are not protected they may get damaged.



Activity 18



Find out how the client is prepared before being shampooed in **your** salon. Write your answer below.

Positioning the client at the basin

There are two types of shampoo basins:

- front wash and
- back wash.



Front wash basin technique

Front wash basins are fixed height and the adjustments required when positioning the client are to the height of the chair (to ensure the client is comfortable) and to the distance the chair is from the basin (to ensure that the client does not strain her neck or her back.)

Back wash basin technique.

Most back wash basins have a swivel or tipping action and a fixed position chair. When positioning the client ask her to sit in the chair and tilt the basin forward under her neck; ask her to rest her neck in the basin making sure it is supporting but not causing pressure on her neck.



Note:

Always check that the client is comfortable before you shampoo.

Massage techniques

When shampooing and applying conditioner, you will use different massage movements. These are:

- effleurage
- rotary
- friction
- petrissage

Your tutor will demonstrate each of the massage techniques. Watch the demonstration carefully. Ask questions if you are unsure about anything.

Effleurage

- Light, long, slow, superficial stroking movement
- Used to spread shampoo and conditioner through the hair
- This technique is soothing and relaxing

Rotary

- Small, fast, circular movements using the pads of the fingers
- Used in conjunction with friction to cleanse the hair and scalp
- This technique is stimulating

Friction

- Fast rubbing technique that has a light, gentle plucking action.
- Used when shampooing in conjunction with rotary

Petrissage

- Deep circular kneading movement using the pads of the fingers
- Used when conditioning the hair and scalp
- This technique is used to assist penetration of the conditioner, promote blood circulation and relax the client

Water temperature and flow

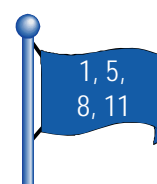
Some salons have a single control which you can swivel to alter temperature and lift or drop to increase and decrease water flow. These are easy to use; but older types may require you to turn on the taps to control temperature and flow and this is not so easy. If you have to adjust two taps turn the **cold** on first, then the **hot** and check the temperature on the back of your hand (it is more sensitive than your palms) and more like the client's scalp. Try not to have too much force of water as this can spray everywhere, a steady flow is all that is required to wet and rinse the hair. When finished turn the **hot** off first then the **cold**; by getting into this routine you will make sure that neither you nor the client get scalded.

Practical



Activity 19

Shampooing and conditioning hair and scalp



Your tutor will demonstrate how to:

- Prepare a client for shampooing and conditioning
- Position the client at the basin
- Carry out shampooing and conditioning using the appropriate massage techniques
- Remove excess moisture from hair and wrap head in a towel

Use the checklist to help you remember the important points your tutor makes.

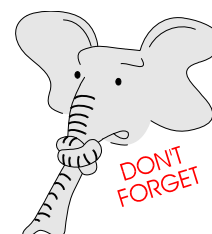
Shampoo and Condition Hair and Scalp Practical

Your tutor will go through the following steps	Make notes to help you remember:	
	How it was done	Why it was done
Gown client appropriately		
Select appropriate shampoo and conditioner		
Position client comfortably at basin		
Shampoo and condition hair and scalp:		
<ul style="list-style-type: none"> • Check client is comfortable 		
<ul style="list-style-type: none"> • Test temperature of water before putting on clients head 		
<ul style="list-style-type: none"> • Which massage movements? 		
Remove excess moisture		

from hair		
Wrap head in towel		
Wipe basin with used towel		
Dispose of used towel		
Take client to work station – make sure client is comfortable		
Remove towel and place around shoulders		
Comb through the clients hair		

Don't forget!

- Check the water temperature
- Use products according to manufacturers' instructions
- Don't get product in eyes
- Wipe up spillages immediately
- Wipe basin after use



Protect Your Hands

As a hairdresser your hands are often in water. Always dry them thoroughly. Use a barrier cream and protective gloves. This will help to reduce the risk of a skin condition called contact dermatitis which often affects hairdressers. It is caused by constant contact with products such as shampoos and chemicals.



Check out *YOUR* hands:

- Let your tutor know if you already have a skin condition
- Apply barrier cream before you start work each day and re-apply when you need to during the day.
- Dry your hands after shampooing
- Apply moisturiser/hand cream at the end of the day.
- Ask for advice if you see a skin reaction starting

Practical prompt sheet



Activity 20



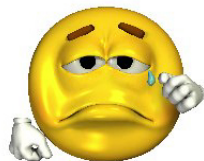
Now it's time for you to practise shampooing and conditioning. Use this checklist to help you remember all the steps involved.

1	Gown client appropriately	✓
2	Select appropriate shampoo and conditioner	
3	Position client comfortably at basin	
4	Shampoo and condition hair and scalp:	
	• Check client is comfortable	
	• Test temperature of water on own hand before putting on clients head	
	• Which massage movements?	
5	Remove excess moisture from hair	
6	Wrap head in towel	
7	Wipe basin with used towel	
8	Dispose of used towel	
9	Take client to work station – make sure client is comfortable	
10	Remove towel and place around shoulders	
11	Comb through the client's hair	

Remember to work safely.

Review your own progress and ask your tutor for feedback.

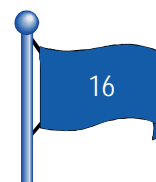
How did I do?



<p>What did I enjoy most?</p>	<p>What did I do particularly well?</p>
<p>What do I need to improve next time?</p>	<p>How will I make improvements?</p>



Activity 21



Student Review – Shampoos

By now, you've had time to practise shampooing and conditioning hair.

Complete the following table.

Which shampoos and conditioners do you have in your salon that would be right for the following clients?

Client	Shampoo	Conditioner
Mrs Slick who has oily hair		
Mrs Brown who has coloured hair		
Mrs Flaky who has dandruff		
Mrs Ordinary who has normal hair		
Mrs Split who has damaged hair		
Mrs Wisp who has fine hair		
Mrs Crispy who has dry hair		

Now check your answers.

Outcome 3: Develop Skills in Drying Techniques



Products, tools and equipment

Styling Products

Just as you select the appropriate shampoo and conditioner for your client's hair it is important to select the correct styling product for the client.

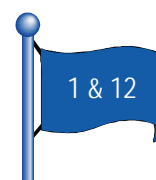
The choice for these products depends on the hair type, hair texture and what the client wants or expects from the process, eg:

- volume
- smoothness
- shine
- extra hold or
- increased curl effect.



Activity 22

In small groups find out the styling products available for use in your salon, the type of hair that they are designed for and the effect that they will help create.



Tools

Tools which are selected for drying the hair are dependent on the following factors:

- length of hair
- type of hair
- desired effects
- hairdresser's preferences.

The main ones that every salon will have are:

- large rake comb
- a selection of brushes
- sectioning clips
- dressing comb



Section clips and combs



Medium radial and vent



Small and large radial



Paddle brushes



Dryer

A professional dryer will have a powerful motor with adjustable controls for temperature and air speed. Dryers vary in size and weight and it is important that you choose a dryer that you feel comfortable with. Your dryer should be light and easy to hold with controls that are easy to reach.

Attachments such as nozzles and diffusers will be available for your dryer.

Activity 23

Find out what the different hair dryer attachments available are used for

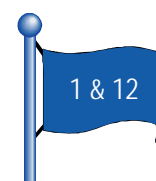
<p>Diffuser</p> 	
<p>Nozzle</p> 	

Finishing products

There are many finishing products available to create many different effects and the choice of product is left to the hairdresser. As a result, it is important for you to find out about the products available and try them out to see and feel the effects that they create.

Activity 24

In small groups find out the finishing products available for use in your salon, the type of hair that they are designed for and the effect that they will help create.



Preparation of hair for drying

After a client has had her hair shampooed or after damping a model head, the first step is normally to wrap the hair in a towel.

Then un-wrap the towel and detangle the hair.



1. Detangling the hair:

- Start at the nape of the neck
- Comb the points of the hair until all the tangles are free
- Now move to the mid lengths
- Now move to the roots until the comb runs through the hair without catching the hair.
- Finally, take the next section and proceed up the head until all the hair is free from tangles.

Note:

With short hair this process is normally very simple and quick - with long hair it can take much more time.



Start at the points of the hair and work towards the roots taking care to hold the hair as you comb it.



As you progress up the lengths towards the roots keep control of the section that you are working on.

2. Applying styling products

The next step is to apply an appropriate styling product, eg. mousse, gel. To do this, use the information you found out in Activity 22. Always follow the manufacturer's instructions.

3. Sectioning Hair

To section the hair take a comb and use the point of it like a pencil to draw a line on the head; alternatively use a tail comb. This simple way of sectioning prevents tangling of the hair.



Sections are used to assist the hairdresser to control the hair when doing things like cutting, permanent waving and colouring as well as blow drying and setting. There are different sectioning patterns depending on the process. Your tutor will demonstrate some of these sectioning techniques and let you practise them.

1. Take a section from the centre of the forehead to the centre of the nape of neck over the crown of the head.
2. Now take a section from ear to ear over the crown.
3. Secure each of the 4 sections with a sectioning clip
4. To start blow drying take a small section of hair at the nape of the neck and proceed to dry the hair.





Activity 25

There are a number of different sectioning techniques for different processes. By using a model head, practise different sectioning techniques as directed by your tutor.



Drying hair

You can start drying hair at any part of the head. On long hair it is best to start at the nape of the neck by picking up the section with your brush, switching on the blow dryer and directing the air flow from the dryer over the hair as it is stretched round the brush.

Where a lot of root lift is required the brush should be held close to the roots and the temperature of the dryer adjusted to prevent a burning sensation on the client's skin.

Proceed around the head by taking small manageable sections of hair and continuing the process until all the hair is dried.

When blow drying short hair, the sections need not be defined; however, it is important to ensure that any partings or fringe areas are defined by combing the hair in the direction required. Do not let sections which are still wet fall on dry sections. If you do, the dry hair will absorb moisture from the wet hair and your work will be spoiled.



Blow drying hair using a flat paddle brush.

Direction of Airflow is pointing downwards to give a smooth finish.



Incorrect Blow drying technique

Direction of Airflow is pointing upwards and won't give a smooth finish.



Blow drying hair using a large radial brush.



Blow drying short hair using a medium radial brush.

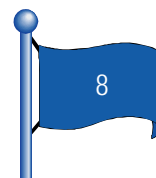
Health and Safety reminders when drying hair:

1. Ensure client comfort when detangling hair.
2. Section hair neatly and professionally.
3. Use electrical equipment with dry hands.
4. Check that the dryer temperature is not too hot.
5. Keep hot dryer nozzle away from the client's skin and scalp.
6. Keep hair smooth and prevent tangling in the brush.
7. Do not point the dryer at clients or colleagues whilst operating.

Putting it all together!

Activity 25

Your tutor will demonstrate how all the techniques you have been learning about are put into practice in the salon. After you have watched and asked questions, practise these techniques until you feel comfortable with controlling and working with the range of tools available to you.



Glossary of Key Words

Antiseptic	A substance that kills or stops disease causing micro-organisms
Autoclave	A sterilisation method
Bactericide	A substance that kills bacteria
Barrier Cream	A waterproof cream used to protect the skin
Body Language	Communication by body actions instead of speech
Client Care	Looking after customers
Communication	Giving and receiving information
Conditioners	Products which protect or improve the condition of the hair
Confidentiality	Keeping client details and conversations private
Cross Infection	Passing infection from one person to another
Dermatitis	Inflammation of the skin
Disinfectant	A substance that kills disease causing micro organisms
Effleurage	Light, long slow, superficial stroking movement. Used to spread shampoo and conditioner through the hair.
Friction	Fast rubbing technique that has a light, gentle plucking action. Used when shampooing in conjunction with rotary
Gown	An article which protects the clients clothing
Hygiene	Clean and healthy practices that maintain health
Infectious	A disease which can be spread from one person to another
Petrissage	Deep circular kneading movement using the pads of the fingers. Used when conditioning hair and scalp
Rotary	Small, fast, circular movements using the pads of the fingers. Used in conjunction with friction to cleanse the hair and scalp
Shampoo	Product used for cleaning the hair



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