

# HAIRDRESSING

THE INTERACTIVE TEXTBOOK

LEVEL 2 NVQ/SVQ/VRQ



WITH BARBERING UNITS

**att ATT Training**  
World leader in multimedia blended eLearning

ALISON READ AND  
CHARLOTTE CHURCH



# Hairdressing: Level 2

## The Interactive Textbook

An Interactive Multimedia  
Blended eLearning System



**Alison Read and Charlotte  
Church,** ATT TRAINING

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# Preface



All of us at ATT Training are proud to be producing the best multimedia blended eLearning materials available for hairdressing training. We have achieved this by working with the best hairdressers, product manufacturers and salons, as well as great colleges and training centres. We started this about fifteen years ago and our materials have got better every year since!

To keep improving, as well as continuing to develop our computer-based and online learning materials, we are very pleased to have teamed up with a leading publisher to produce this full-colour and interactive textbook. It can be used on its own or in conjunction with our multimedia materials online. All the essential materials are free for students and even more is available to teachers for a very low annual fee. Please contact us for details: [info@atthairdressing.com](mailto:info@atthairdressing.com)

This book is the second in the “Hairdressing: Multimedia Blended eLearning” series:

- Hairdressing — Level 1
- Hairdressing — Level 2
- Hairdressing — Level 3

We hope you find the content useful and informative. Comments, suggestions and feedback are always welcome at our website: **[www.atthairdressing.com](http://www.atthairdressing.com)**. You will also find links to lots of free online resources to help with your studies.

We also have interesting and useful materials and ideas on these sites; come and join in:



Facebook: [www.facebook.com/atthairdressing](http://www.facebook.com/atthairdressing)



Twitter: [www.twitter.com/atthairdressing](http://www.twitter.com/atthairdressing)



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- Splinters, London [www.splintersacademy.com](http://www.splintersacademy.com)
- Inter Training Service (ITS)
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- Beth Denton
- Shutterstock for supplying chapter opener images for chapters 1, 4, 5, 6, 8, 9, 10, 13 and 14.

# Pronunciation of useful words



There are quite a few unusual words and phrases that we come across as hairdressers. In this short section we have listed as many as we can think of – please let us know via the website if you find any more.

To keep it simple we have not used complicated and unusual characters so our method is not perfect, but it is very close. The word is shown followed by the same word spelt phonetically (fon-et-ik-a-lee). A quick tip is that a single vowel like -o- is sounded as in 'lock' or if it is shown as **-oh-** then it is said as in 'broke' and if shown as -oo- then it is sounded as in 'food'.

If you have access to all our online multimedia screens than you can listen to how our narrator says the words – he gets most of them right!

<b>Abrasion</b>	(a-bray-shon)
<b>Acetic acid</b>	(a-see-tick asid)
<b>Adhesion</b>	(a-dee-shon)
<b>Alcohol</b>	(al-coh-hol)
<b>Alkaline</b>	(al-ca-line)
<b>Alopecia areata</b>	(al-oh-pee-sha a-ree-ah-ta)
<b>Alpha keratin</b>	(al-fa keh-ra-tin)
<b>Amino acid</b>	(a-me-no asid)
<b>Ammonia</b>	(am-oh-nee-a)
<b>Androgenic alopecia</b>	(an-droh-jen-ik al-oh-pee-sha)
<b>Asymmetric</b>	(ay-sim-et-rik)
<b>Barbicide</b>	(bar-be-side)
<b>Canities</b>	(can-it-eez)
<b>Capillary</b>	(cap-ill-ah-ree)
<b>Catagen</b>	(cat-a-jen)
<b>Ceramic</b>	(sir-am-ic)
<b>Cetrimide</b>	(set-rim-ide)
<b>Cicatrical alopecia</b>	(sik-at-rik-al al-oh-pee-sha)
<b>Collodion</b>	(coll-odd-ee-on)
<b>Contraindication</b>	(con-tra-in-dik-ay-shon)
<b>Cysteine</b>	(siss-teen)
<b>Cystine</b>	(siss-tyn)
<b>Defamatory</b>	(de-fam-a-tor-ee)
<b>Dermal papilla</b>	(der-mal pa-pil-a)
<b>Dermatitis</b>	(der-ma-ty-tiss)
<b>Diffuse alopecia</b>	(dy-fuze al-oh-pee-sha)
<b>Di-sulphide</b>	(dy-sull-fide)
<b>Effleurage</b>	(eff-lu-rage)
<b>Epidermis</b>	(ep-ee-der-miss)
<b>Eumelanin</b>	(you-mel-a-nin)
<b>Follicle</b>	(fol-ik-al)
<b>Folliculitis</b>	(fol-ik-you-ly-tiss)
<b>Fragilitas crinium</b>	(fraj-ill-i-tus krin-e-um)
<b>Hexachlorophene</b>	(hex-a-klor-oh-feen)
<b>Hydrogen</b>	(hy-dro-jen)

<b>Hydrophilic</b>	(hy-dro-fill-ik)
<b>Hydrophobic</b>	(hy-droh-foe-bik)
<b>Hygroscopic</b>	(hy-grow-skop-ik)
<b>Keloid</b>	(key-loyd)
<b>Keratin</b>	(ke-ra-tin)
<b>Lanolin</b>	(lan-o-lin)
<b>Lanugo</b>	(lan-oo-go)
<b>Libellous</b>	(ly-bell-uss)
<b>Magnesium</b>	(mag-nee-zee-um)
<b>Medulla</b>	(me-dull-a)
<b>Melanin</b>	(mel-a-nin)
<b>Melanocytes</b>	(mel-a-no-sites)
<b>Monilethrix</b>	(mon-i-lee-thriks)
<b>Oxymelanin</b>	(ox-ee-mel-a-nin)
<b>Pediculosis capitis</b>	(ped-ik-u-loh-sis cap-it-iss)
<b>Petrissage</b>	(pet-re-sarge)
<b>Pheomelanin</b>	(fee-oh-mel-a-nin)
<b>Pityriasis capitis</b>	(pit-ih-ry-ah-sis cap-it-iss)
<b>Polythene</b>	(pol-ih-theen)
<b>Porosity</b>	(por-ross-it-ee)
<b>Psoriasis</b>	(sor-rye-a-sis)
<b>Scabies</b>	(scay-bees)
<b>Sebaceous cyst</b>	(seb-ay-shus sist)
<b>Seborrhoea</b>	(seb-or-ee-ah)
<b>Sodium hydroxide</b>	(soh-dee-um hy-drok-side)
<b>Sulphur</b>	(sul-fur)
<b>Telogen</b>	(tel-oh-jen)
<b>Tinea capitis</b>	(tin-ee-a cap-it-iss)
<b>Trichologist</b>	(try-kol-oh-jist)
<b>Trichorrhexis nodosa</b>	(tri-kor-rex-iss noh-doh-sa)
<b>Vellus</b>	(vel-uss)
<b>Zinc pyrithione</b>	(zink py-rith-ee-on)



# Introduction



*This chapter explains how to use this book. It is also a general introduction to the hairdressing industry and covers part of the VRQ unit 201, Working in the hairdressing industry (the remainder of which can be found within Chapter 7).*

## **In this chapter you will learn about:**

- how to use this book to help you learn more and have fun in the process
- development routes and career prospects
- how to gain information that will help you in the industry.

## Why do you want to be a hairdresser?

---

Well, I am sure we all have different answers to this question but I bet most are similar. My answer would have been something like: “Because it is an amazing industry to work in. It is wide-ranging as well as being creative and you get to meet lots of really nice people.”

Hairdressing is so much more than cutting hair with scissors! Each chapter of this book therefore covers an important area such as colouring, perming, styling and more.

In this first chapter we look at the information you will need to know if you wish to work as a hairdresser or barber, including career prospects, opportunities for development and gaining helpful information.

### 1.1 How to use this book

#### Introduction

---

Most of all, relax, take your time, and enjoy it!

This book is fine if used just on its own. However, if used in conjunction with the associated online learning material, it is even better. Most of the text and images are the same on screen and in this book – the resources on screen may be larger and animations and videos are often used. Lots of learning activities are included, either in boxes to the side, or at the end of each chapter. These are a great way to learn so complete them as you work through the book.

You may be accessing the computer based materials through a college or training centre. However, the learning screens, questions, activities (and more!) are also available if you are at home from: **[www.atthairdressing.com](http://www.atthairdressing.com)**

You will also find a forum where you can talk to other students and teachers as well as links to other useful sites and resources.

#### Structure

---

This textbook is set out in chapters that cover the mandatory and optional units needed for a qualification. Each chapter is split into sections and has activity sheets at the end. Remember, the structure of the computer based material is exactly the same. At the start of each chapter you will find a page showing the contents with the free online multimedia materials colour coded as follows:

## CHAPTER 2 HEALTH AND SAFETY: CONTENTS, SCREENS AND ACTIVITIES

**Key:**

Sections from the book are set in this colour

Screens available online are set in this colour

Online activity screens are set in this colour

**Hazards and risks at work**

Introduction	Identify the risks
Likely hazards	Displaying rules and regulations
Risks associated with the hazards and avoiding of risks	Five in a row

**Reduce risks to health and safety at work**

Introduction	Fire
Health and Safety at Work Act 1974 1	Fire safety
Health and Safety at Work Act 1974 2	General rules
Select correct bars	Emergency fire procedure
COSHH 1	Fire extinguishers
COSHH 2	Correct selection

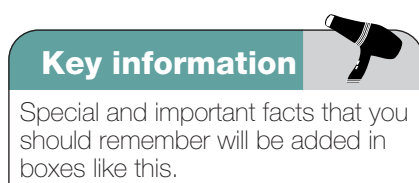
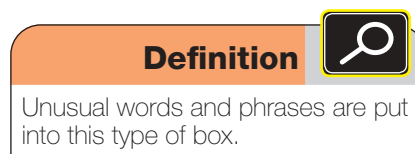
## Photographs and diagrams

Some of the photographs and diagrams in this book may need information to be added (labels, sketches, notes, etc.). Use the online or computer based material to find out what should be added to the book. In some cases there may be a blank space where a diagram or information from the computer screen should be drawn or written.

Use this book as a workbook, make notes, underline things, make sketches and highlight important points. However, you should only do this if you own it; if it is a library or college book, use a separate piece of paper!

## Margin boxes

Throughout the book you will find lots of boxes in the margins similar to the ones shown here:



## Glossary

There is a comprehensive glossary at the back of this book. It is also available online at [www.atthairdressing.com](http://www.atthairdressing.com) where you can search for important words and phrases and even translate them into other languages.

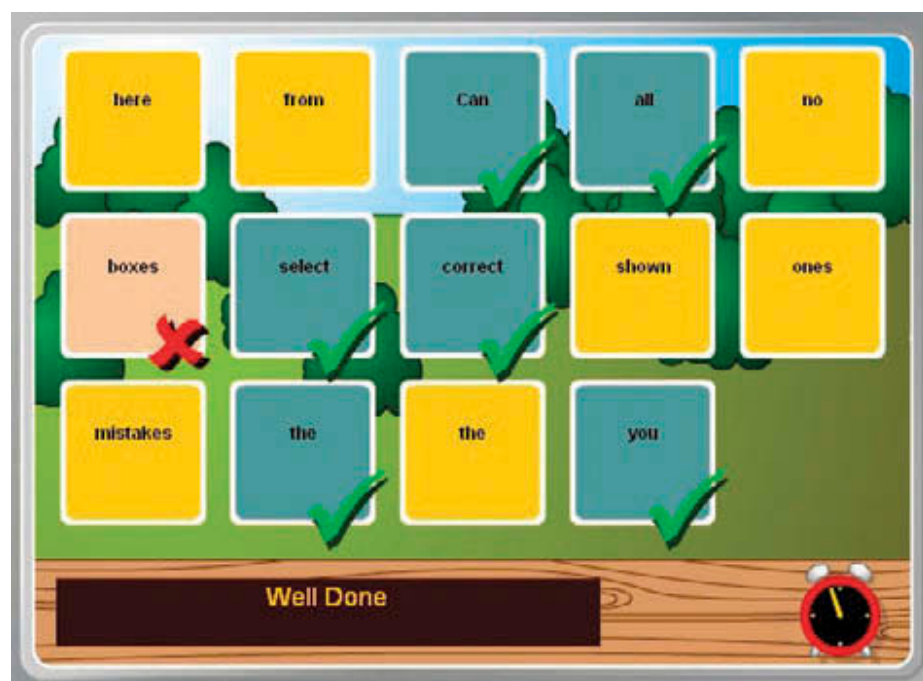
We have also added a guide to the pronunciation of unusual words in this format: (proh-nun-see-ay-shun), at the front of the book. This method is called phonetic spelling, and is not perfect but it will help!

## Activities

Online activities are a very important part of the book and you should use them as you work through the text. When you see the following symbol, carry out the activity stated by going to the website and completing the interactive multimedia screen.



**Online activity (the activity number and name are also shown here)**



Choosing the correct options activity

## WORKSHEETS



## Worksheets

As well as the 'Activity' boxes there are some worksheets available online, an example of which is presented at the end of each main chapter. You can carry out these tasks during your study of a chapter or unit, or at the end. If your college or company is registered with ATT Training, lots more of these activity sheets are available. Please visit [www.atthairdressing.com](http://www.atthairdressing.com) for more details.



## Assessment

There are multiple-choice quizzes available online and you should do these after you have studied a complete unit. You will see the following icon at the end of each chapter:

www

Website

www.atthairdressing.com

### Online multiple-choice quiz



... and good luck in the final exam, which will be arranged by your tutor/assessor.

You can also print a certificate of achievement – but only if you answer all the questions correctly of course!

## 1.2 Development routes and career prospects

You can train to become a hairdresser or barber in the following ways:

- colleges and training providers offer full- or part-time NVQ (National Vocational Qualification), SVQ (Scottish Vocational Qualification) and VRQ (Vocationally Related Qualification) courses in awards, certificates or diplomas
- trainees are taken on at salons which allow you to learn from colleagues, take part in training in-house and attend a day-release programme at college (these are often known as apprenticeships)
- if still at school then there are courses that you can become involved in which will lead you on to the above steps.

There are four different levels of work in hairdressing and therefore the training courses and qualifications are set to match these levels. This book covers the knowledge required for Level 2.

**Table 1.1** Levels of work

Level 1	Level 2	Level 3	Level 4
This is often the place school leavers start and can include work such as shampooing, conditioning and helping with work such as perming and colouring as well as supporting the rest of the team and helping clients.	This can be thought of as the junior stylist or barber and will include cutting, colouring and more complex tasks.	A stylist or senior stylist will be at this level and above. It will include more complex work such as consultations as well as supervision of others.	At this level you will usually be employed in management of a large salon or arranging shows and exhibitions.



Once you are trained as a stylist you can take short courses in specialist areas such as colouring, hair extensions, etc. through manufacturers, hair shows and seminars. Some colleges and universities offer higher level qualifications once you are experienced in hairdressing. For more information you can visit the government website [www.direct.gov.uk](http://www.direct.gov.uk).

The salons in which we may work are many and varied, but there are also lots of other places where a good hairdresser can work. Here are some examples but I am sure there are more:

- leisure clubs and gyms
- health and fitness clubs
- spa industry
- fashion/photographic industry
- film/television/theatre
- clients' homes
- cruise liners
- clinics and hospitals
- residential homes
- holiday resorts and hotels
- department stores
- product manufacturers and suppliers.

### Key information



Vidal Sassoon, Nicky Clarke and Lee Stafford and many other top hairdressers all started at the bottom and worked their way up.

The type of career path we take can also be varied. Vidal Sassoon, Nicky Clarke and Lee Stafford all started at the bottom and worked their way to the top. We won't all do that but just being a good stylist in a salon is a great job, or you may end up running your own salon or working in television or films.

Here are some examples of more varied roles in our industry that may interest you:

- **Trichologist:**  
Clients with scalp or hair disorders may need to be referred to a doctor but in many cases a trichologist, who is a specialist in hair and scalp disorders, may be the best choice. It takes a few years to qualify but can be a fascinating career.
- **Management:**  
Many hairdressers go on to run their own salon, which means you will need management skills. You could also take on a managerial role in a large salon or even manage training courses for new students.
- **TV, film and theatre:**  
The creative industries are difficult to get into as there are not many openings. However, never let that put you off; if you are determined you will get there in the end with enthusiasm and hard work.
- **Manufacturers:**  
The large manufacturers need sales representatives, technical representatives and demonstrators for their products.
- **Teaching:**  
A career in teaching a skill such as hairdressing usually follows significant experience in the industry and will also require additional qualifications.
- **Writing books and learning materials:**  
And of course you may have ambitions to write a book – I did and here it is!

Whatever career path you follow in hairdressing, it will be interesting, challenging and exciting, so go on out there and have fun!

## 1.3 Helpful information

This section explains the services that are offered, job roles available and how you can become a hairdresser/barber. If more information is needed then some organisations that can help are highlighted throughout this section.

### Gaining information about the hairdressing industry

If you are interested in training to become a hairdresser, you can find information from:

- the Internet
- magazines/trade journals
- course leaflets/prospectuses
- education and training providers
- awarding bodies such as City & Guilds, VTCT, Edexcel
- job centres
- organisations specialising in professional career guidance
- shows/seminars
- advertisements/word of mouth
- work experience
- Habia (sector skills council).



**Figure 1.1** The Internet can be a useful source of information

Hairdressing salons do not only offer haircutting services. They offer a great range of services. The different types of salon will offer their own types of services. They do not often offer all of the services as it is based on their clients' wishes.

### Occupational roles within the hair industry

You should understand all the job titles and roles in the salon. These include:

- shampooist
- junior/trainee
- receptionist
- junior stylist/stylist
- colour technician
- artistic director
- manager
- salon owner
- barber.



#### Key information

Hairdressing services may include:

- shampooing and conditioning
- cutting and blow-drying
- styling and dressing
- colouring
- perming
- relaxing
- shaving
- facial haircutting
- face massage
- scalp massage
- Indian head massage.



**Figure 1.2** Dispensing shampoo

### Shampooist

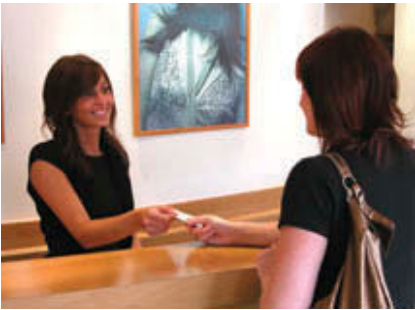
The shampooist, as the name suggests, shampoos the clients' hair and prepares them for the stylist. They may also look after the washbasin area.



**Figure 1.3** A junior/trainee will assist clients by offering refreshments, for example

### Junior/trainee

The junior or trainee works under the direction of a higher ranking member of staff. They help with many different tasks including assisting with clients (getting refreshments, taking coats, etc.), shampooing, perming, colouring, styling, blow-drying and reception duties.



**Figure 1.4** The receptionist will take payment

### Receptionist

The receptionist attends to visitors and enquiries, answers the telephone, takes bookings for appointments, takes and records payments for services and retail items. He/she will also maintain the reception area.



**Figure 1.5** The stylist provides hair care services to enhance appearance

### Junior stylist/stylist

The junior stylist will carry out only basic hairdressing services on the client, guided by a stylist. The stylist provides hair care services to enhance the client's appearance. They deliver a wide range of services including giving advice, styling, cutting and colouring.

### Colour (chemical) technician

The colour technician specialises in the application of tint to clients' hair. Therefore they have an in-depth knowledge of the use of chemicals in salons. Many will also offer other chemical services, for example perming and relaxing.



**Figure 1.6** The colour technician specialises in the application of colour

### Artistic director

Artistic directors are responsible for all hairdressing design work. This will include any publicity and promotional work for the salon. They also help with management of the salon and training of staff.



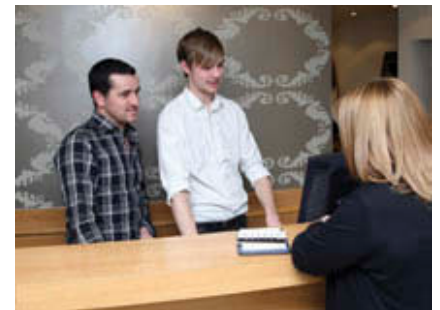
**Figure 1.7** Artistic directors are responsible for design work

### Manager

The manager participates in the smooth running of the salon on a day to day basis. He/she is normally responsible for:

- overseeing the team in the salon
- employing staff
- organising training and promotions
- ordering supplies
- paying bills.

It is up to the salon manager to ensure the salon is a profitable business whilst adhering to health and safety legislation with the rest of the team.



**Figure 1.8** The manager ensures that the salon runs smoothly

### Salon owner

The salon owner may also be the manager of the salon and he/she usually carries out a wide range of business tasks. Many salon owners will also style clients' hair.

Tasks that the owner may carry out include:

- hiring employees
- dealing with customer queries/complaints
- overseeing health and safety policy and legal requirements
- ordering stock and supplies
- pricing retail products
- creating new business
- managing finances.



**Figure 1.9** The salon owner will hire employees



**Figure 1.10** Barbers specialise in men's hair

## Barber

Barbers specialise in the styling of men's hair. This includes cutting hair and maintaining facial hair, or shaving.

## Employment characteristics

There are many different options when working in the hair industry. Your employment characteristics could be as follows:

- full- or part-time
- self-employed
- employed seasonally.

### Key information

There are many options for employment within the hairdressing industry.

Some staff are employed on certain days of the week only, for example on a Saturday. This may be the case early on in your career. Your hours of work can vary from day to day. Many salons have 'late night openings' on certain days and you may be required to work until closing. Renting a chair is another choice that you may be given at some point through your hairdressing career. This allows you to be self-employed and you would pay the salon to use their space and facilities.



**Figure 1.11** You may rent a chair within a salon

## Career patterns

Your first role when you start working in the hairdressing industry will usually be as a trainee. From here you can progress to becoming a stylist, then a senior stylist. Once you have reached this stage you can move into management if you wish. The speed of your progression will not only depend on the training and qualifications you achieve but also how well you work within the salon. Most salons have their own career progression paths that you will follow once you start working.





**Figure 1.12** You will usually start work as a trainee

### Key information

The speed of your progression will not only depend on the training and qualifications you achieve but also how well you work within the salon.

## Organisation types

As a hairdresser you may need to access the following organisations:

- salons
- professional membership organisations
- industry lead bodies
- manufacturers and suppliers.

### Salons

Salons offer hairdressing services and products to meet clients' requirements. A great deal of experience can be gained working in a salon whilst training to become a hairdresser or barber.



**Figure 1.13** A salon (Kennadys in Ingatestone, Essex)

### Key information

Professional membership organisations will also provide information about ethical issues and legislation within the industry.

### Professional membership organisations

One of the roles of this type of organisation is to allow hairdressers or barbers to be state registered. Becoming a SRH (state registered hairdresser) gives you official recognition under the Hairdressers Registration Act. The Hairdressing Council is an example of this type of organisation. Professional membership organisations will also provide information about ethical issues and legislation within the industry.

### Industry lead bodies

The lead body organisations' (or sector skills councils') main role is to set the standards for a particular industry, e.g. hair and beauty. Qualifications are formed from these standards. These bodies are appointed by the government.



**Figure 1.14** Lead bodies set standards which form qualifications



**Figure 1.15** Manufacturers make the products used in the salon

### Manufacturers and suppliers

These organisations make and supply products and other equipment, e.g. brushes, hair dryers, rollers, etc. that salons both use and sell on to the client. You may come into contact with manufacturers and suppliers if you have to return items, check their pricing or find out the ingredients of products.

## 1.4 Preparing for assessments

### 1.4.1 Simple steps

Assessment can be stressful time for a student. However, there are some simple steps you can take to increase your confidence and performance:

- 1 Study the course materials as you are going along – don't leave it all to the last minute!

- 2 Nearer to the exam/assessment, set aside a certain time each day to practise and study.
- 3 Take advantage of all pre-test material in this book, online and of course any that your teacher provides.
- 4 Attend all revision sessions even if you feel you don't really need it.
- 5 Ask your teacher to clear up any uncertainties.
- 6 Take time off work a few days before your assessment to allow extra time to study.
- 7 Sleep well the night before the assessment/exam.
- 8 Eat a healthy breakfast the morning of your assessment to help you wake up and get your brain working.
- 9 Don't put too much pressure on yourself to perform.
- 10 Don't 'cram' too much at the last minute (for you will almost certainly forget things if you do).
- 11 Remember, if you worked hard to get this far you can only do your best.

### 1.4.2 Multiple-choice tests

Multiple-choice exams are easy for some and hard for others. The best thing about a multiple-choice quiz is that all the information you will need is given to you. The downside is that the additional information given to you is designed to make sure you really know the correct answer – and don't just guess. Here are some tips on how to prepare for a multiple-choice test:

- Practise, practise, practise.
- Do the online quizzes and other examples of the tests several times to get used to the format.
- Read all the answer options; it is often possible to rule out one or two easily so that then, even if you need to guess, you have a 50:50 chance of getting it right!
- Answer ALL the questions – don't miss any out.



**Figure 1.16** On reflection, you will do fine in your exams . . .



### 1.4.3 Practical exams

Practical work is clearly the most important part of being a hairdresser. For this reason you will have to do a number of practical examinations or tests either in your college or at your salon. These are often described as observed assessments.

If you only read one part of this section make sure it is this bit:

For your practical assessments you should:

- show a professional attitude
- look the part – be smart, clean and looking good
- not have doubts about your abilities; it will show – so be confident
- not allow other students to influence you; concentrate on your work not on that of others
- pause, relax and take a moment if you forget a procedure or process – it will come back to you
- relax and don't panic!

Remember, the job of your assessor or examiner is to make a professional judgement that you have met the necessary standards and are therefore competent to do your job. They do not want to fail you but of course they will ensure you have reached the necessary standard before saying you have passed. It is easy to feel intimidated because the assessor will not talk much and will be making notes. This is not designed to put you off; it is to make sure they are fair to everyone and that they judge you against set criteria.

They may ask you some oral questions during or after the assessment procedure. Don't panic, take your time and answer clearly and confidently.

- If you have practised and studied hard during your training, the assessments will be easy – I promise!

#### Personal appearance



**Figure 1.17** Look good, feel good

Now, there is an old saying that I am sure you agree with: *'If you look good you feel good.'* In addition, your appearance should show the 'client' (model and an assessor in this case) that you are capable of caring for your own appearance, and therefore are capable of caring for others.

Here are some important tips; you may like to add notes after each one such as how you will prepare yourself and what you will wear:

**Shoes** – your footwear should be comfortable, clean, polished if appropriate and in good repair (so no trainers and flip-flops then!)

**Clothes** – these should be professional in appearance, clean, ironed and comfortable (so no jeans and jogging suits then!)

**Hair** – it is very important that your own hair looks good and it should be clean and styled. Showing your assessor/examiner/client that you look after your own appearance is important (so no bed-heads then!)

**Facial hair** – men should ensure that they are either clean shaven or that their beard or moustache is neatly shaped and trimmed (so no one-day stubble then!)

**Make-up** – don't overdo it, make sure it is practical and appropriate for a day's work. Maybe just a soft shade of lipstick and some light mascara would be ideal. (Guys using make-up is fine, but don't overdo it either!)

**Fresh breath** – In necessary use breath mints, but don't chew gum – it is very unprofessional (so, you may need get that appointment at the dentist too!)

**Perfume or cologne or aftershave** – in a salon, either at your work or at college, there will be many other people and odours from different products. Some clients may be allergic or sensitive to strong scents (so, the floral perfume from gran is probably not the best choice then!)

**Nails** – you should avoid extreme nails as they can be distracting. They should be practical so that you can carry out the procedures required for your assessments. Nails should be clean and cared for (so don't bite them during the exams!)

**Personal hygiene** – No client, model or examiner wants to be close to a hairdresser with bad body odour. Bath or shower daily, use deodorant and change clothes regularly (so don't jog 5 miles on your way to the exam then!)

**Jewellery** – keep this to a minimum; too many rings and bracelets will prevent you working properly. Excessive body jewellery such as facial piercings can be distracting (but, don't refuse that diamond engagement ring!)

**Mobile phones** – these should always be turned off when working and in fact for an exam they may be prohibited (so, not on vibrate, turn it off!)



## Health and safety

*This chapter covers the NVQ/SVQ unit G20, Make sure your own actions reduce the risk to health and safety and VRQ unit 202, Follow health and safety in the salon.*

In this chapter you will learn about supporting health and safety in the workplace. Health and safety is the responsibility of all persons at work. Employers and supervisors in particular have a greater responsibility for health and safety than trainees. Staff should be aware of their own competence levels in the workplace. All staff should not only

adhere to legal responsibilities but also manufacturers' and workplace instructions whilst keeping in mind environmental issues at all times.

### **In this chapter you will learn about:**

- identifying the hazards and evaluating the risks in your workplace
- reducing the risks to health and safety in your workplace.

## Website

www

www.atthairdressing.com

## CHAPTER 2 HEALTH AND SAFETY: CONTENTS, SCREENS AND ACTIVITIES

## Key:

Sections from the book are set in this colour

Screens available online are set in this colour

Online activity screens are set in this colour

## Hazards and risks at work

Introduction

Identify the risks

Likely hazards

Displaying rules and regulations

Risks associated with the hazards and  
avoiding of risks

Five in a row

## Reduce risks to health and safety at work

Introduction

Fire

Health and Safety at Work Act 1974 1

Fire safety

Health and Safety at Work Act 1974 2

General rules

Select correct bars

Emergency fire procedure

COSHH 1

Fire extinguishers

COSHH 2

Correct selection

Precautions

Calling emergency services

Manual Handling Operations

Periodic checks

Regulations 1992

Other emergencies

Lifting 1

Security

Lifting 2

Recording accidents

Electricity at Work Regulations 1989

Select correct group

RIDDOR 1996

Client care

Dermatitis

Client records

The Provision and Use of Work

Data protection

Equipment Regulations 1998

Personal presentation and hygiene 1

Personal Protective Equipment at  
Work Regulations 1992

Personal presentation and hygiene 2

Workplace Regulations 1992

Five in a row

Operate safely in the salon 1

Jewellery

Select correct boxes

Posture and deportment

Operate safely in the salon 2

Exercise and rest

Equipment

Worksheet – First aid

Methods of sterilisation

Worksheet – PPE at Work Regulations

Disposal of waste

Worksheet – Dermatitis

First aid

Worksheet – Hazards and risks

Round the board

Worksheet – Legislation

First aid problems

Worksheet – Sterilisation

Online multiple choice quiz



## 2.1 Hazards and risks at work

### Likely hazards

Many things around the salon can be a hazard. A hazard is a source of danger. Examples of hazards include:

- electrical equipment
- storage boxes
- products
- trailing leads.

Hazards should be identified, acted upon and reported depending on the individual salon policy. This is to minimise the risk of accidents. You should know the right person to approach if there is a health and safety problem or a risk of one.



#### Definition

**Hazard:** A source of danger.

### Risks associated with the hazards and avoiding these risks

The risk is the likelihood of an accident occurring from a hazard.



**Figure 2.1** Electrical equipment

A risk from electrical equipment is that it will cause somebody an injury when using or repairing it. To avoid this happening it is important that staff are trained in its use and it is tested for correct working order.

Storage boxes may be a risk if they are stored in front of a fire exit for example. There is a strong likelihood that they will cause an accident. The boxes must be moved to an area that does not cause a risk to injury.

Products may cause a risk due to them containing chemicals that are flammable and toxic. They must be stored securely and only be available to hairdressers who have been trained in their use.



**Figure 2.2** Storage boxes



**Figure 2.3** Products



**Figure 2.4** Trailing leads present a risk

### Key information



A risk is the likelihood of an accident occurring from a hazard.

Trailing leads are a risk if it is likely that somebody may trip over them. Make sure they are not in the passageway of a client or another member of staff.

## Identify the risks

You must be able to identify risks and understand the actions that should be taken to avoid an accident occurring (risk assessment).

### Online activity 2.1



Identify the risks

## Displaying rules and regulations

Every salon must by law display the rules and regulations for health and safety on the wall in a position that can be seen by everyone.

### Online activity 2.2



Five in a row



Figure 2.5 Rules and regulations poster

## 2.2 Reducing risks to health and safety at work

In order to reduce the risks to health and safety in your workplace, there is certain legislation that must be followed. It is also important to act according to the health and safety policies that the salon operates, manufacturers'/suppliers' instructions and also your own competence levels. Doing this at all times will significantly reduce the risks, thus allowing you to control them.



**Figure 2.6** Act accordingly with health and safety policies in the salon

## The Health and Safety at Work Act 1974

This Act places a strict duty on employers to ensure, so far as is reasonably practicable, safe working conditions and the absence of risks to health in connection with the use, handling, storage and transport of articles and substances.

### Key information

Under the Health and Safety at Work Act an employer must provide:

- safe equipment and safe systems of work
- safe handling, storage and transport of substances
- a safe place of work with safe access and exit
- a safe working environment with adequate welfare facilities
- all necessary information, instruction, training and supervision
- all necessary personal protective equipment free of charge.



### Online activity 2.3

Correct selection

## Control of Substances Hazardous to Health Regulations 2002

These are commonly called the COSHH regulations and they lay down the essential requirements for controlling exposure to hazardous substances and for protecting people who may be affected by them.



A substance is considered to be hazardous if it can cause harm to the body. It only poses a risk if it is:

- inhaled (breathed in)
- ingested (swallowed)
- in contact with the skin
- absorbed through the skin
- injected into the body
- introduced into the body via cuts etc.

## Precautions

- Follow manufacturers' instructions.
- Always wear personal protective equipment (PPE).
- Avoid contact of the chemical with skin, eyes and face.
- Do not use on sensitive or damaged skin.
- Always use a non-metallic bowl to avoid rapid decomposition of the product.
- Store the product in a cool, dry place away from sunlight or other sources of heat. Make sure containers are properly sealed when not in use.
- Store the product in the container and replace the cap immediately after use.
- Never mix products unless recommended by the manufacturer.
- Rotate stock.
- Keep products, especially aerosols, away from naked flames or heat.



**Figure 2.9** Always follow instructions



**Figure 2.10** Store products in a cool, dry place away from sunlight

## Manual Handling Operations Regulations 1992

These regulations cover the lifting of loads as well as lowering, pushing, pulling, carrying and moving them, whether by hand or other bodily force. You should carry out an assessment of the risks involved by looking at the following:

- the weight of the load
- the shape of the load (e.g. some loads may not be particularly heavy but can be awkward to lift)



**Figure 2.7** Hazardous substance symbols showing that materials are flammable, corrosive, harmful/irritant or (very) toxic



### Key information

Under the COSHH regulations employers must:

- identify substances in the workplace which are potentially hazardous
- assess the risk to health from exposure to the hazardous substances and record the results
- make an assessment as to which members of staff are at risk
- look for alternative less hazardous substances and substitute if possible
- decide what precautions are required
- introduce effective measures to prevent or control the exposure
- inform, instruct and train all members of staff
- review the assessment on a regular basis.



### Activity

The associated learning screen for this part is interactive



**Figure 2.8** Hazard symbol shown on a product

**Safety first**

When lifting heavy packages keep your back straight, feet slightly apart, and bend your knees.

- the working environment (e.g. if the area is damp the employee's hands could be wet and the load might slip)
- where the task is to be carried out (e.g. are there cramped conditions which make it difficult to lift?)
- the individual's capability.

If packages are too heavy, politely ask another member of staff to help you.



**Figure 2.11** Incorrect lifting



**Figure 2.12** Correct lifting

## Lifting

If you send a member of staff to collect stock or equipment, for example, from a wholesaler or another salon, make sure that:

- the member of staff has suitable car insurance
- the member of staff is capable of lifting the stock or equipment without difficulty.



**Figure 2.13** Incorrect method of lifting from a shelf



**Figure 2.14** Correct method of lifting from a shelf

## Electricity at Work Regulations 1989

These regulations state that you must:

- Always check electrical equipment before using it. Look for loose wires and that the plug is not cracked or damaged in any way. Check that the cord is not frayed or cracked.
- Never use electrical equipment when your hands are wet.
- Electrical equipment should be maintained regularly and checked by a suitably qualified person. Once checked the equipment should have a certificate or label acknowledging it.
- Faulty electrical equipment in the workplace must be removed, labelled as faulty and reported to the relevant person.



Figure 2.15 Checking electrical equipment for damage



Figure 2.16 Correct labelling of faulty equipment

## Reporting of Injuries, Diseases and Dangerous Occurrences Regulations Act 1996 (RIDDOR)

The Act states that work related accidents, diseases and dangerous occurrences must be reported. You must keep these records for three years and they can be in written form and kept in a file or a computer file.

### Dermatitis

This is a very common skin disease in hairdressers and is caused by hands being exposed to certain products and carrying out wet work regularly. Dermatitis can be prevented by:

- ensuring shampoo and conditioner are rinsed from your hands
- drying hands thoroughly
- moisturising regularly
- wearing disposable gloves.



#### Key information

RIDDOR records must include:

- date and method of reporting
- date, time and place of event
- personal details of those involved
- brief description.



#### Safety first

Dermatitis is a reportable disease.



#### Definition

**Dermatitis:** Inflammation of the skin resulting from irritation from an external agent.



## The Provision and Use of Work Equipment Regulations 1998

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The following requirements apply to all equipment:

- Work equipment must be suitable for the purpose for which it is used.
- Equipment must be properly maintained and a maintenance log kept, for example for portable electrical hand tools.
- Users and supervisors of equipment must be given adequate health and safety training and written instructions where required.



**Figure 2.17** Users of equipment must be given adequate health and safety training

## Personal Protective Equipment at Work Regulations 1992 (PPE)

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The requirements under this Act are met when you comply with the COSHH regulations. These regulations require every employer to provide suitable personal protective equipment (PPE) to each of his or her employees who may be exposed to any risk while at work.

The PPE supplied must be properly maintained and the users must be trained and monitored to ensure that the PPE is properly used. Employees are required to report to the employer any loss of or damage to PPE.

In the average salon, PPE will involve the use of gloves and wearing tinting aprons when handling perm lotion, relaxers, tints and bleach; possibly eye protection when handling and mixing strong bleach solutions. It is the duty of the workforce to use PPE when required.



**Figure 2.18** PPE equipment



### Key information

In the average salon, PPE will involve the use of gloves and wearing tinting aprons when handling perm lotion, relaxers, tints and bleach.



**Figure 2.19** Gloves and aprons should be worn when handling chemicals



**Figure 2.20** Gloves must be worn when colouring hair

### Key information

It is the responsibility of the employee to work safely to ensure the safety of clients and colleagues.

### Definition

**Micro-organisms:** Tiny forms of life, only seen through a microscope.

### Safety first

Micro-organisms need warmth, moisture and food for multiplication, all of which are present in salons; therefore it is of great importance to keep the working environment clean.

### Definitions

**Ringworm:** A highly contagious fungal skin infection.

**Lice:** Tiny insects that are spread by head-to-head contact.

**Impetigo:** Contagious bacterial skin disease.

## The Workplace (Health Safety and Welfare) Regulations 1992

This Act states that the employer is to provide a safe working environment for employees and members of the public. The employer must legally:

- maintain equipment
- regulate temperature
- ensure adequate lighting.

## Operate safely in the salon

Micro-organisms cannot be seen but are found in air, clothing, dirt, on the surface of the skin and under the nails. Some of them can cause disease and are said to be infectious. Micro-organisms need warmth, moisture and food for multiplication, all of which are present in salons; therefore it is of great importance to keep the working environment clean.

They are divided into three groups:

- fungi
- bacteria
- viruses.



**Figure 2.21** Ringworm is from the fungi group



**Figure 2.22** Boils are from the bacteria group



**Figure 2.23** Impetigo is from the bacteria group



**Figure 2.24** Cold sores are from the virus group



**Online activity 2.4**

www

Select correct boxes

Make sure the working environment is clean and dry at all times; this includes clothing, work areas and all equipment. Floors should be kept clean; hair clippings should be swept up to prevent diseases and accidents. If floors are wet, notices should be left to warn clients and other staff. Surfaces should be washed down once a day. Mirrors should be cleaned before the clients arrive.



**Figure 2.25** Warts are from the virus group



**Figure 2.26** Clean work surfaces and mirrors



**Figure 2.27** Sweep up hair clippings



**Figure 2.28** Inform clients and other staff if floors are wet

**Safety first**

Keep the used towels in a closed container to reduce the risk of the spread of infection.

## Equipment

Always use fresh, clean and sterile towels and gowns for each client. All towels should be washed after each client. Keep the used towels in a closed container to reduce the risk of the spread of infection. This prevents cross infection of fungal diseases such as ringworm of the head (tinea capitis) or infestations of lice (pediculosis capitis). Bacterial diseases are also spread from dirty towels, especially impetigo.

Brushes and combs should be washed after use. All other equipment should have hair clippings removed and be cleaned carefully.



**Figure 2.29** Remove hairs from scissors after use

### Key information

Remember to always wash brushes and combs before sterilising.



## Methods of sterilisation

Salons may use a variety of ways to sterilise equipment (make free of micro-organisms). Remember to always wash brushes and combs before sterilising.

### Autoclave (heat)

This is the recommended method of sterilisation for small metal items. The high temperature steam produced destroys all micro-organisms. Note that it is important always to follow the manufacturer's instructions when using an autoclave.

### UV cabinet (ultraviolet radiation)

Clean tools can be stored in a UV cabinet once they have been sterilised.



**Figure 2.30** Autoclave and UV cabinet



### Chemical sterilisation

Proprietary sterilising solutions and sprays are available for sterilising equipment. To be effective the chemical solutions should be used for the correct length of time and mixed following the manufacturer's instructions. Sterilising sprays are used for wiping scissors and clippers.



Figure 2.31 Chemical sterilising solution



Figure 2.32 Sterilising spray

### Disposal of waste

Salons produce waste as do other businesses. This waste will have a negative effect on the environment and it can cause pollution. In order to reduce this, it should be managed correctly.

Covered waste bins which contain a polythene bin liner should be used for everyday items of salon waste. These should be emptied daily or when full.

Razor blades and any other sharp items should be kept away from general salon waste and placed in a safe closed container before disposal.



#### Key information

Waste will have a negative effect on the environment and it can cause pollution.



Figure 2.33 Disposal of waste



Figure 2.34 Sharps boxes are used to dispose of razors

**Safety first**

Chemical waste should be kept away from general waste.

Any contaminated waste should be put in a bag separately and disposed of immediately.

Waste that can be recycled should be dealt with according to your local by-laws.

**Safety first**

Ensure you know who the registered first-aider in your salon is and locate where the first aid box is kept.

**Definition**

**RIDDOR** stands for the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations.

**Key information**

Ensure that you are wearing gloves when performing basic first aid and you **ONLY** carry out basic first aid.

## First aid - Regulations for First Aid 1981

All establishments should have a registered first-aider. Ensure you know who the registered first-aider in your salon is and locate where the first aid box is kept. The health and safety regulations RIDDOR require the salon to have a first aid kit available. The box is green with a white cross on it.



**Figure 2.35** First aid box

**WWW**

### Online activity 2.5

Round the board

## First aid problems

If an accident occurs in the salon, you should have a basic knowledge of what to do. The table below shows some common first aid problems and the action to take if they occur.

**Table 2.1** Problems and actions

Problem	Action taken
Chemicals on the skin	Flush with cool water
Chemical enters eye	Wash out the eye with cool water until first aider arrives Make sure the water is clean
Burns from heat	Flush with cool water Call for first aid assistance if needed
Burns from chemicals	Remove any clothing that is contaminated as long as it is not stuck to the skin Flush with cool water Call for first aid assistance if needed
Unconscious state	Put into recovery position Call for first aid assistance
Cut to the skin	Put pressure on the area using pad from first aid box If a deep cut or bleeding does not stop, call for first aid assistance

## Fire

Accidents involving fire are very serious. If a fire should break out the priority is to remove clients to safety. If it is a small fire it can be extinguished with a glass fibre 'fire blanket' or an extinguisher. If the fire is too big or clearly out of control . . .

GET OUT – STAY OUT – CALL OUT THE FIRE BRIGADE!



Figure 2.36 Fire blanket and fire extinguisher

## Fire safety

Fire precautions that should be carried out include checking that:

- exits are not obstructed
- doors to escape routes are not closed
- fire doors are kept closed but not locked
- fire fighting equipment is available and in working order
- the correct type of fire extinguisher is readily available.

## General rules

To prevent fires occurring the following rules can help:

- A 'No Smoking' policy inside salons should be supported.
- Towels should not be placed over heaters.
- Electrical sockets should not be overloaded.
- Check that electrical wires are not bare or frayed.
- Switch off electrical appliances when not in use.
- Store flammable liquids away from heat.
- Do not obstruct electric or gas heaters.



### Safety first

If a fire should break out the priority is to remove clients to safety.



### Definition

**Flammable:** Can catch fire.



Figure 2.37 This obstruction is unsafe



Figure 2.38 Check electrical wires