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Integrated assignments

Introduction

There are two integrated assignments supporting these materials:

- 1 Making appointments
- 2 Risk assessment.

These provide learners with an opportunity to extend and apply the skills they have developed within their vocational course and through the use of these materials. They are structured in a similar style to Key Skills assignments, but the content reflects learning from particular modules.

Introducing the assignments

Teachers should go through the assignments with learners to check that they understand the tasks and have strategies for tackling each one. Learners can be asked to produce an action plan or checklist, to ensure that they are clear about the demands of each task within the assignment. Learners should be made aware of the signposting to the relevant modules within the materials for Embedded Learning if they need to look back and check some skills.

Assessing learners

Learners are expected to complete tasks independently with the minimum of teacher input. The marking scheme identifies the units and elements of the National Occupational Standards, Key Skills and the Adult Core Curricula for Literacy and Numeracy.

Learners' performance can be assessed on all three aspects of the task or one specific area. Coverage of the National Occupational Standards includes some performance criteria and/or underpinning knowledge from the NVQ. Additional questioning or observation of tasks may provide sufficient evidence for learner portfolios.

Integrated assignment 1

Making appointments

One important aspect of a successful hairdressing business is making appointments for clients. The person making the appointment must have good customer service skills as well as a variety of other skills, including listening carefully and asking appropriate questions. They must fill in the appointment book correctly, and make out an appointment card with the client's name and the date and time of the appointment.

In this assignment you will need to complete parts A–F.

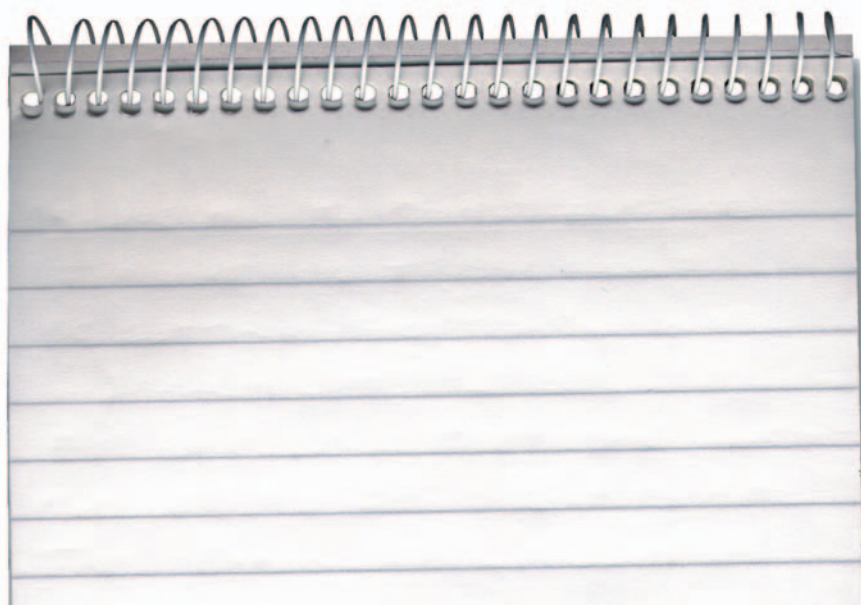
- A** Listen to a client explaining what she wants.
(Your teacher will read the script to you).
- B** Check the appointment book to see if what the client wants is possible.
- C** Decide if there is any other information you need.
- D** Fill in the appointment book.
- E** Make out an appointment card.
- F** Role-play making an appointment with a colleague.

PART A

Your teacher will read out the Audio script for Integrated assignment 1 (on the next page).

As you listen, write down on the notepad:

- the **service** the client wants
- the **date** she wants an appointment
- the **time** she wants an appointment
- the **name of the stylist** she would like.



Tip

- Listen carefully for the key details.
- Use the calendar to work out the date of the client's appointment.
- Use abbreviations in your notes.

If you have problems with this part of the assignment, you can look at 'Using the telephone' and 'Making appointments' in Module 1: Reception.

MAY						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Audio script for Integrated assignment 1

The learner has to listen to a client explaining to a receptionist what she wants, and note down on the notepad:

- the **service** she wants
- the **date** she wants an appointment
- the **time** she wants an appointment
- the **name of the stylist** she would like.

Read the script below as if you are the client on the phone. If possible, sit back to back or at a distance from the learner to create as realistic a situation as possible.

Good morning, it's Mary Hollands here. Simon usually does my hair and I'm hoping he can give me a special treatment for my daughter's wedding. She's getting married on the twentieth of May, which is a Saturday and I'd like to come in the day before if that's possible. I'd like him to put in some highlights and lowlights and give me a re-style and perm. Well ... your daughter only gets married once, doesn't she? At least I hope so! Could I come in as early as possible? Say 8:30?

PART B

Find the Part-completed appointments page from the Source material. Check to see if the appointment she wants is available.

Treatment	Abbreviation	Time allowed
Blow dry	B/D	15 min
Cut and blow dry	CB/D	45 min
Dry cut	D/C	15 min
Highlights	H/L	75 min
Permanent wave	P/W	30 min + 45 min
Shampoo and set	S/S	45 min
Tint	T	60 min
Wash	W	15 min
Wedding/Bridal	Wed	–
Wet cut	W/C	15 min

Tip

Make sure there is enough time for the treatments that the client wants.

Use the chart to check the abbreviations and times.

PART C

Look back at the information you had in Part A. Have you got all the information you need to fill in the appointment sheet? What question would you ask the client before you booked her in?

Write your answer in the box.

If you have problems with this part of the assignment, you can look at 'Making appointments' in Module 1: Reception.

Tip

If you know them, use the abbreviations and time slots from your own salon.

PART D

Fill in the Part-completed appointments page with the client details from your notes.

The client's name is Mary Hollands.

If you have problems with this part of the assignment, you can look at 'Making appointments' in Module 1: Reception.

PART E

Fill in the appointment card below for Mary Hollands.

Sally's Salon

Please retain this card for future appointments

Date	Time	Stylist

If appointments are missed or are cancelled within 24 hours of the appointment, a charge will be made.

If you have problems with this part of the assignment, you can look at 'Making appointments' in Module 1: Reception.

PART F

Role-play a telephone conversation between a client and receptionist, using the cards below.

Sit back to back with a colleague. One of you is the client, the other the receptionist.

If you are the **receptionist**, think about:

- how to answer the telephone
- what to listen out for
- the questions you should ask
- how to make sure you know what the client wants
- how to fill in the appointment page
- how to check with the client that you have made the right appointment for him/her.

If you are the **client**:

- make sure you know what you want
- respond as realistically as possible to the receptionist.

If you have problems with this part of the assignment, you can look at 'Using the telephone' and 'Making appointments' in Module 1: Reception.

Receptionist

You are working in a busy salon called Crimpers.

The phone rings and you answer it.

It is a new client.

Use the Blank appointments page from the Source material to book an appointment for the new client.

Client

You telephone a salon that a friend recommended to you, to make an appointment with Jane.

You want the appointment:

- on June 26th
- in the afternoon.

You want highlights.

Use your own name.

Swop roles.

Hairdressing Integrated assignment 1: Making an appointment This assignment relates to Units G2, G4 and G5 of the Occupational Standards and practises some of the skills developed in the following materials for Embedded Learning – Module 1: Reception.							
Part A: Listen to a client explaining what she wants.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
G2 G4 G5	Assist with salon reception duties. Fulfil salon reception duties. Give clients a positive impression of yourself and your organisation.			SLIr/E3.2 Wt/L1.2 MSS1/L1.3	• Listen for detail in explanations, instructions and narratives in different contexts. • Judge how much to write and the level of detail to include. • Calculate using time.		
Part B: Check the appointment book.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
G2 G4	Assist with salon reception duties. Fulfil salon reception duties.			HD1/E3.1	• Extract numerical information from lists, tables, diagrams and simple charts.		
Part C: Decide if there is any other information you need.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
G2 G4 G5	Assist with salon reception duties. Fulfil salon reception duties. Give clients a positive impression of yourself and your organisation.			SLc/E3.4	• Make requests and ask questions to obtain information in familiar and unfamiliar contexts.		

Part D: Fill in the appointment book.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
G2 G4	Assist with salon reception duties. Fulfil salon reception duties.			MSS1/E3.3 Rw/E3.1 Rt/E3.5 Wt/L1.2	<ul style="list-style-type: none"> Read, measure and record time. Recognise and understand relevant specialist key words. Understand and use organisational features to locate information. Judge how much to write and the level of detail to include. 	
Part E: Make out an appointment card.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
G2 G4	Assist with salon reception duties. Fulfil salon reception duties.			MSS1/E3.3 MSS1/E2.3 MSS1/L1.2	<ul style="list-style-type: none"> Read, measure and record time. Read and record time in common date formats. Read, measure and record time in common date formats and in the 12-hour and 24-hour clock. 	

Part F: Role-play making an appointment with a colleague.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
G2 G4 G5	Assist with salon reception duties. Fulfil salon reception duties. Give clients a positive impression of yourself and your organisation.			SLc/E3.1 SLc/E3.2 SLc/E3.3 SLc/E3.4	<ul style="list-style-type: none"> Speak clearly to be heard and understood using appropriate clarity, speed and phrasing. Use formal language and register when appropriate. Express clearly statements of fact and give short explanations, accounts and descriptions. Make requests and ask questions to obtain information in familiar and unfamiliar contexts. 		
Key Skills: Successful completion of this assignment will cover the following Key Skills: Part A and Part C – Level 1 C1.3 Write two different types of documents ... Part B C1.2 Read and obtain information from at least one document; N1.1 Interpret information from two different sources.							

Integrated assignment 2

Risk assessment

Health and safety is very important in the workplace. Your employer is responsible for providing a safe working environment. You are also responsible for your own health and safety and the health and safety of others. This includes your colleagues, your clients and other members of the public.

In this assignment you can show your knowledge of health and safety issues within your own work area. You will need to complete Parts A–D.

- A** Complete a risk assessment for a job at work.
- B** Research two hazards and safe methods of work.
- C** Describe an accident using an accident report form.
- D** Make a list of people who would be involved in investigating an accident.

PART A

- 1** Think about a job or task that you may be asked to do at work. Write a brief description.
- 2** Use the Risk assessment table on the next page to list any risks or hazards related to this task. These may be risks that apply to your work role in general, or risks that are related just to this task.

Think about:

- the people involved
 - the materials or equipment being used
 - the work area.
- 3** Complete the risk assessment table on the next page to show what action you think should be taken to ensure safe working, and identify who is responsible for this action.

If you have problems with this part of the assignment, you can look at 'A risky business' in Module 4: Working safely in the salon.

Risk assessment table

Task description:		
Hazard or risk	Methods or actions to ensure safe working	Person responsible

PART B

Find out as much as you can about two of the hazards you have identified and the methods you can use to protect people.

Make sure you have included the following:

- what the hazard is
- how it affects people in your workplace
- methods you can take to avoid accidents
- actions to take if an accident happens.

Present your findings using graphics.

Sources of information and evidence you can use

- Workplace policies and procedures
- Any leaflets or booklets – Health and Safety Executive (HSE)
- The Internet, e.g. www.hse.org.uk
- Photographs with explanations
- Drawings or plans of the work area
- Examples of safety signs and symbols that relate to this work area
- A colleague or supervisor

Photocopy and highlight anything that relates to the hazards you have identified.

If you have problems with this part of the assignment, you can look at 'A risky business' in Module 4: Working safely in the salon.

Note

You may want to add some more information to the Risk assessment table in Part A after you have completed your research.

PART C

Think again about the safe working methods for this job. What might happen if these are not used? Discuss this with your teacher or with a partner.

Think about a possible accident that may occur. Use this information to complete an accident record form. (Use the Blank accident report form from the Source material or download a form from the RIDDOR website

www.riddor.gov.uk.)

Before you start to complete the Blank accident report form, you may find it useful to make notes using the headings from the form.

PART D

Make a list of all the people who would be involved in reporting and investigating an accident.

Make sure you find out what each person is responsible for.

Explain this to a colleague or your teacher.

If you have problems with this part of the assignment, you can look at 'Reporting accidents' in Module 4: Working safely in the salon.

If you have any problems with this task, talk to your health and safety representative.

Hairdressing Integrated assignment 2: Risk assessment This assignment relates to Unit G1 of the Occupational Standards and practises some of the skills developed in the following materials for Embedded learning – Module 4: Working safely in the salon.							
Part A: Complete a risk assessment for a job at work.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
Unit G1	<ul style="list-style-type: none"> Ensure your own actions reduce risks to health and safety. 			Wt/L1.2 HD1/E3.4	<ul style="list-style-type: none"> Judge how much to write and the level of detail to include. Organise and represent information in different ways so that it makes sense to others. 		
Part B: Research two hazards and safe methods of work.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
Unit G1	<ul style="list-style-type: none"> Ensure your own actions reduce risks to health and safety. 			Rt/L2.2 SLc/L1.2 Wt/L2.4 Wt/L2.6	<ul style="list-style-type: none"> Read and understand a range of information from different sources. Make requests and ask questions to obtain information in familiar and unfamiliar contexts. Use format and structure to organise writing for different purposes. Use different styles of writing for different purposes. 		

Part C: Describe an accident using an accident report form.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Unit G1	<ul style="list-style-type: none"> Ensure your own actions reduce risks to health and safety. 			Wt/L2.2 Wt/L2.3 Wt/L2.4 SLd/L1.1	Judge how much to write and the level of detail to include. Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate. Use format and structure to organise writing for different purposes. Follow and contribute to discussions on a range of straightforward topics.	
Part D: Make a list of people who would be involved in investigating an accident.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Unit G1	<ul style="list-style-type: none"> Ensure your own actions reduce risks to health and safety. 			Wt/L1.5 SLc/L2.4	Use format and structure for different purposes. Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding.	
Key Skills: Successful completion of this assignment will cover the following Key Skills: Parts A and D – Level 1 C1.3 Write two different types of documents ... Parts B and D – Level 2 C2.2 Read and summarise...; C2.3 Write two different types of documents...; C2.1b Give a short talk.						

Mapping information chart for Integrated assignments 1 and 2

Adult Core Curriculum	Key Skills	National Occupational Standards/NVQ
SLc/L1.2, SLc/L1.3, SLc/L1.4 SLd/L1.1, SLc/L2.4 Rt/L1.4, Rt/L1.5, Rt/L2.1 Rt/L2.2, Rt/L2.6 Wt/L1.2, Wt/L1.5 Wt/L2.2, Wt/L2.3, Wt/L2.4 Wt/L2.6 MSS1/L1.6, MSS1/L1.8, MSS1/L1.9 HD1/E3.4	C1.3 C2.1b, C2.2, C2.3	VR01 Conform to General Workplace Safety VR209 Confirm Work Activities and Resources for the Work VR211 Confirm the Occupational Method of Work

Source material

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Speech-bubbles (1:3–1:4)	0:02
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Client cards (1:3–1:4)	0:05
<i>Hair by Rhia</i> price list (1:5–1:6; 2:11–2:12)	0:06
Types of service list (1:5–1:6)	0:07
Hair care products price list (1:5–1:6; 2:11–2:12)	0:08
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Terms of employment (5:1–5:2)	0:49
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Situation cards (5:3–5:5)	0:51
Commission and daily takings cards (5:8–5:9)	0:52
Appraisal preparation form part 1 (5:10–5:11)	0:53–0:54
Appraisal preparation form part 2 (5:10–5:11)	0:55
Client service guidelines (5:14–5:15)	0:56

Reception photographs

1



2



3



4



Speech-bubbles

*Did you say you'd like
an appointment next
Monday?*

*Thank you for calling,
Mrs De Silva.*

*So that's a cut and
blow dry at 3.30 on
Monday the 5th.*

*We'll see you on
Monday. Goodbye.*

*Lara will be your
stylist.*

*Sorry, could you
repeat your telephone
number?*

Right. I see.

*Have you been
here before?*

Is that OK?

*Could you give me your
telephone number,
please?*

*Good morning –
Up Cuts. How may
I help?*

*Do you have long or
short hair?*

*Do you want a
particular stylist
to do it?*

Telephone call summary sheet

When answering

- Use an appropriate greeting and give the name of the salon.
- Offer help.

When listening

- Listen for key details.
- If the caller has a lot to say, make comments to show you are listening.
- Make notes.

If information is missing or not clear

- Ask for more information.
- Repeat information back.
- Ask the caller to repeat anything that is not clear.
- Offer alternatives if necessary.

When all the information has been gathered

- Explain anything the caller needs to know.
- Summarise the key details.
- Check that the caller has understood.

When ending the call

- Thank the caller by name.
- Use an appropriate closing phrase.



Blank telephone message sheet

TELEPHONE MESSAGE

Client cards

Client card 1

You think you have left your purse or wallet in the salon. Decide:

- what it looks like
- where you think it might be
- when you lost it
- who you are (name and address)
- what your telephone number is
- why you haven't come into the salon to look for it yourself
- what is in it.

When the receptionist answers the phone, explain that you have lost your purse or wallet and wait for the other person to ask for more information.

Client card 2

You ring to speak to someone at the salon but you find she or he is having the day off. You have to leave a message. Decide:

- who the message is for
- what the message is about
- what your name is
- what your telephone number is
- what action you want taken (e.g. if you want the other person to call you back).

When the receptionist answers the phone, just explain that you want to leave a message.

Client card 3

You want to cancel an appointment and make a new one. Decide:

- who you are
- the date of the appointment you want to cancel
- who the appointment was with
- what the appointment was for
- what new date and time you would like
- whether you want the same treatment and stylist.

When the receptionist answers the phone, just explain that you want to cancel one appointment and make another.

Hair by Rhia price list

Hair by Rhia

PRICE LIST

	Prices from
Re-style & blow dry – long hair	£40.00
– short hair	£35.00
Cut & blow dry – long hair	£35.00
– short hair	£30.00
Blow dry only – long hair	£18.00
– short hair	£13.00
Children's cut & blow dry*	£20.00
Men's cut & blow dry	£18.00–25.00
Full-head high/lowlights, cut & blow dry	£70.00
Full-head high/lowlights & blow dry	£58.00
Half-head high/lowlights, cut & blow dry	£60.00
Half-head high/lowlights & blow dry	£48.00
Tint regrowth (roots)	£22.00
Full-head colour, cut & blow dry	£55.00
Full-head colour & blow dry	£43.00
Perm, cut & blow dry	£77.00
Hair up	By quotation
Wedding package	£50.00
<i>(Includes washing, styling and flowers or veil arranging)</i>	

*12–16 years old

Types of service list

Type of service	Time (maximum)
1. Shampoo and set	35 minutes
2. Blow dry only	30 minutes
3. Cut and blow dry – short hair	30 minutes
4. Cut and blow dry – long hair	45 minutes
5. Dry trim or wet cut	30 minutes
6. Colour – full head, permanent colour or bleach	45 minutes
7. Colour – regrowth, permanent colour or bleach	25 minutes
8. Highlights/lowlights	45 minutes
9. Perm	45 minutes
10. Dress long hair	30 minutes
11. Multiple single plaits with added hair	2 hours
12. Scalp plaits (full head)	2 hours
13. Shampoo, blow dry and finish African Caribbean hair – short	1 hour 30 minutes
14. Shampoo, blow dry and finish African Caribbean hair – long	1 hour 45 minutes
15. Scalp massage	20 minutes

Hair care products price list

Hair Care Products

PRICE LIST

(Prices given for 100 ml unless otherwise stated)

ALLASTA

Shampoo (greasy, dry, coloured and normal hair)	£7.50
Conditioner (greasy, dry, coloured and normal hair)	£7.50
Intensive scalp treatment (all hair types)	£9.50

CERI CHERRY (for red hair)

Shampoo*	£9.00
Conditioner	£9.99
Shampoo – 200 ml	£17.50
Conditioner – 200 ml	£18.99

*(*Special offer – buy 2 get 1 free)*

DOCTOR 4 HAIR

Intensive hair serum (normal/dry hair) (trial size – 1 application)	£2.00
Intensive hair serum (normal/dry hair) (12 applications)	£24.00
Straightening gel	£10.99
Frizz ease	£10.99
Split end treatment	£9.50

FRAZZLE DAZZLE (for dry hair or colour-treated hair)

Shampoo	£6.00
Conditioner	£8.00
All-in-one shampoo/conditioner	£8.99

HAIR CLARITY (for greasy hair)

Shampoo	£7.99
Conditioner	£8.50
All-in-one shampoo/conditioner	£9.00

INTENSE-TONES INTENSIVE TREATMENT (for tinted or coloured hair)

(Lifts tints but does not add colour to the hair)

Auburn	}	
Blonde		
Brown		50 ml £12.00
Red		100 ml £23.00
Dark	}	

KAMALAS ANTI-DANDRUFF

Shampoo (all hair types)	£6.99
Conditioner (all hair types)	£6.99

Enquiry cards

Enquiry

How much is it for a perm with a cut and blow dry?

Enquiry

I'm told you do a cut and blow dry for men for £15. Is that right?

Enquiry

I'd like a restyle and blow dry. How much will it cost?

Enquiry

What does your wedding package include?

Enquiry

Do you do scalp massages and if so how long do they take?

Enquiry

My friend's coming in to have scalp plaits put in. How long will it take?

Enquiry

If I book just a blow dry, how long will it take to do?

Enquiry

Do highlights take longer than lowlights to do?

Enquiry

How much does the Allasta conditioner cost?

Enquiry

How much does the Intense-tones for blonde hair cost?

Enquiry

What size bottle does the Hair Clarity conditioner come in?

Enquiry

What's the special offer on the Ceri Cherry shampoo?

Data Protection Act

Data Protection Act 1998

The Data Protection Act (DPA) applies to any business that uses computers or paper-based systems for storing personal information about its clients and staff.

It places obligations on the person holding the information (data controller) to deal with it properly.

It gives the person that the information concerns (data subject) rights regarding the data held about them.

The duties of the data controller

There are eight principles put in place by the DPA to make sure that data is handled correctly. By law, the data controller must keep to these principles. The principles say that the data must be:

1. fairly and lawfully processed
2. processed for limited purposes
3. adequate, relevant and not excessive
4. accurate
5. not kept for longer than is necessary
6. processed in line with your rights
7. secure
8. not transferred to other countries without adequate protection.

The rights of the data subject

There are seven rights under the DPA.

1. The right to subject access
2. The right to prevent processing
3. The right to prevent processing for direct marketing
4. Rights in relation to automated decision-taking
5. The right to compensation
6. The right to rectification, blocking, erasure and destruction
7. The right to ask the Commissioner to assess whether the DPA has been contravened.

Consumer legislation information

Consumer legislation

Traders are responsible for ensuring that goods and services are fit for their intended purpose and of satisfactory quality.

Consumer Protection Act 1987

It is a criminal offence for a trader to give misleading information about the prices of goods or services.

It is a criminal offence to sell goods that do not reach safety standards. A consumer can claim compensation if a product causes death or personal injury.

It is a criminal offence to sell unsafe goods. Products that are proved to have caused damage when they are used by or sold to consumers can result in the consumer seeking compensation as well as a criminal prosecution for the trader. This applies whether the product is faulty or not.

Trade Descriptions Act 1968

It is a criminal offence for a trader to make false claims about products. Examples of false claims may have to do with:

- size and quantity
- method of manufacture
- composition
- fitness for purpose or strength
- performance and behaviour
- physical characteristics
- testing and approval by a personality
- manufacturer and place and date of manufacture.

It is illegal to sell something as a sale item unless it has been on display at a higher price for at least 28 days prior to being reduced. If the goods were not sold at a higher price, then a sign must be displayed stating that the goods have never been sold at a higher price.

The Sale of Goods Act 1979

Goods bought from a trader must be:

- of satisfactory quality – this means that the products that are sold must be reliable, free from minor defects and safe.
- fit for purpose – this means that products must do the things they were bought to do.
- as described – this means that the product must be exactly what the trader says it is.

It is the seller, not the manufacturer, who is responsible for the goods that are sold on the premises.

If goods bought from a trader do not meet these standards, the consumer is entitled to return the goods quickly and receive:

- a refund
- a replacement
- a repair
- a reasonable amount of compensation.

If the goods are less than six months old, it is up to the seller to prove they were not faulty when they were sold. After six months it is up to the consumer to prove that they were sold in a defective condition.

Consumers cannot expect a legal remedy in respect of fair wear and tear, misuse or accidental damage or if they decide they no longer want the item.

The Supply of Goods and Services Act 1982

The person offering the service has a duty of care to the consumer.

If a service is supplied to a customer, it must be done with:

- reasonable care and skill
- in a reasonable time
- for a reasonable price.

The term 'reasonable' is decided by comparing this with the normal standard for supplying the service.

Telephone technique checklist

Tick the things that the stylist does correctly.

- ☐ Introduces herself politely in the way her company expects her to
- ☐ Speaks plainly and distinctly
- ☐ Uses a tone of voice that shows respect for the client
- ☐ Listens carefully and lets the client know she is listening
- ☐ Makes sure she is giving the client the information he needs
- ☐ Gives any information or directions clearly and in the right order
- ☐ Asks questions to confirm that the client has understood what she said
- ☐ Offers any extra information that may be useful to the client
- ☐ Repeats back what the client has asked for – the stylist, and the time and the day of the appointment – to confirm it with the client
- ☐ Says goodbye in a polite and attentive way

Blank appointments page

DATE:

ASSISTANTS:

		1	2	3	4	5
8	00					
	15					
	30					
	45					
9	00					
	15					
	30					
	45					
10	00					
	15					
	30					
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11	00					
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6	00					
	15					
	30					
	45					

Notes

KK's Salon price list



SALON PRICE LIST

CUTTING AND STYLING

Ladies wet cut	short hair	£15.00
	long hair	£17.50
Cut & blow dry		£24.00
Restyle		£27.50
Gents cut		£13.00
Child's cut, not including blow dry	age 2–5	£8.00
	age 6–9	£10.00
	age 10–12	£12.00
Wash & blow dry	short hair	£12.00
	medium hair	£15.00
	long hair	£17.00
Wash, blow dry & straightening		£17.50
Wash, blow dry & hair up		£27.00

SEMI-PERMANENT COLOUR

1 application		£18.00
2 applications	(long hair)	£22.00

PERMANENT COLOUR

Regrowth application		£20.00
Full head		£27.50

HIGHLIGHTS/LOWLIGHTS

Slices		£15.00
Parting only		£22.50
Foils T sections		£32.50
Foils	short hair	£50.00
Foils	long hair	£60.00
Cap highlights		£23.00
Cap lowlights		£23.00
Colour correction		price on request

PERMS

Half head		£23.00
Full head		£30.00

STRAIGHTENING

Short hair		£45.00
Medium hair		£55.00
Long hair		£65.00

Abbreviations list

Service or treatment	Abbreviation
Beard trim	b/trim
Blow dry	b/d
Blow dry (long hair)	b/d (long)
Blow wave	b/w
Colour retouch	r/t col
Conditioning treatment	c/t
Cut	c
Foils	foils
Gents cut	g/c
Hair extensions	ext
Highlights	h/l
Lowlights	l/l
Permanent colour	col
Permanent wave	p/w
Plaiting	plait
Regrowth application	r/g app
Scalp massage	mass
Semi-permanent colour	semi/col
Shampoo	s
Shampoo and set	s/s
Thermal tonging	t/tong

Service times

Simply the Best

Service times

Service	Book out (minutes)	Leave (minutes)	Book out (minutes)
Blow dry	30		
Long blow dry	45		
Cut & blow dry	45		
Gents cut	30		
Shampoo & set	30	30	30
Regrowth application & blow dry	30	45	30
Regrowth application & cut	30	45	45
$\frac{1}{2}$ -head foils & blow dry	60	45	30
$\frac{1}{2}$ -head foils & cut	60	45	45
Full-head foils & blow dry	75	45	30
Full-head foils & cut	75	45	45
Perm & blow dry (short/long hair)	60/75	60	30
Perm & cut (short/long hair)	60/75	60	45
Beard trim	30		
Head massage	15		

My salon

My salon				
Service or treatment	Abbreviation	Time taken	Cost	Specialist stylist

Part-completed appointments page

DATE: 19th July - Tuesday

STYLISTS

		Laura		Sam		Charlie	
8	00						
	15						
	30						
	45						
9	00	Mrs Smith		Mrs Potter		Mr Andrews	
	15	b/d		s/s		g/c	
	30						
	45					Mrs Simms	
10	00	Amanda		Mrs Potter		c b/d	
	15	c b/d		s/s			
	30			Miss Foot		Mr Ross	
	45			c b/d		c b/d	
11	00						
	15	Ms Khan					
	30	b/d		Linda Franks		Frankie	
	45			c b/d		Paul	
12	00					X2 g/c	
	15						
	30						
	45						
1	00	Mrs Easterby					
	15	h/l					
	30					Mrs G Harris	
	45					s/s	
2	00	Rikki Masters					
	15	c b/d					
	30					Mrs G Harris	
	45	Mrs O'Reilly				s/s	
3	00	h/l					
	15			Mr Highland	Mrs Hughes	Miss Connor	
	30	Patsy Jason		g/c	cancellation	b/d	
	45	Plaits			required with		
4	00				Charlie after		
	15				3pm for wet	Mrs Peters	
	30				cut	b/d	
	45						
5	00					LEAVING	
	15					EARLY	
	30						
	45						
6	00						
	15						
	30						
	45						

Face shape cards



Round

Face as wide as it is long, with a curved jawline. (This may vary a little but generally the measurement is close.)



Diamond

Cross between heart and oval; widest at the cheekbones; equally narrow at the forehead and jawline



Heart

Narrow at jawline, wide at cheekbones and/or forehead



Oval

Length equal to one and a half times width



Square

Face is as wide as it is long, with an angular jawline



Triangular

Reverse of the heart-shape; dominant jawline, narrowing at the cheekbones and temples



Rectangular

Face is longer than it is wide

Cutting consultation form

Cutting Consultation Form

Client's name: _____ Stylist: _____

CLIENT REQUIREMENTS

What are the client's styling wishes? _____

Expectations of the haircut: Dry trim, re-style, neckline shape, sideburns _____

Face shape: oval ☐ round ☐ rectangular ☐ heart ☐

triangular ☐ square ☐ diamond ☐

Hair type/movement: curly ☐ wavy ☐ straight ☐

Hair texture: Degree of fineness? Very coarse? _____

Abundance of hair: How much is there? _____

Natural growth patterns: _____

Hair condition: Porosity and elasticity _____

Client personality/dress/lifestyle: _____

Client limitations: Check whether the client will be able to maintain the style at home

Suggested style: _____

Cutting techniques to be used: _____

Cutting consultation checklist

Cutting consultation checklist

Condition		Texture		Scalp condition		Face shape		Hair growth patterns/natural partings		Hair length and type	
Dry		Fine		Healthy		Oval		Cowlick		Short	
Normal		Medium		Dry/sensitive		Round		Double crown		Just above shoulders	
Oily		Thick		Cuts/abrasions		Rectangular		Nape irregular		Just below shoulders	
Damaged		Coarse		Scalp problems		Heart		Widow's peak		Long	
Coloured						Triangular		Left side parting		Curly	
Permed						Square		Right side parting		Wavy	
						Diamond		Fringe		Straight	

Client cards

Client card

I'd like about an inch off all round the length and a bit off the top. I like a fringe and prefer my hair a bit curly. I use the curling tongs at home.

Client card

I'm having a dry trim and I'd like a few layers put in. I like it just over my ears to hide them. I also want a centre parting.

Client card

I'd like a short style where it's shaped round the bottom of my neck and over my ears, then sort of layered so there's more hair on top. Could you blow dry it so it's quite high on top? I don't like it too flat.

Client card

I'd like it cut and blow dried please. I just want the ends tidied up. Don't take too much off. I like it straight with the fringe swept slightly over to one side.

The structure of the skin

The structure of the skin

The skin has many functions, including protection and temperature regulation. It is made up of several layers and many different parts: blood vessels, nerves, sweat and oil glands, hair follicles, and muscles (see fig. 7.4).

The *epidermis* is the outer layer of skin. It has five distinct layers within it.

The *dermis* is the inner layer of skin. It is the thickest layer and lies under the epidermis. It contains the organs of touch, heat and cold, and pain. In the epidermis are found several structures.

The part of the hair that shows above the skin or scalp is known as the *hair shaft*.

The rest of the hair is below the surface. The *hair follicle* is the pocket in the skin in which the hair grows.

At the bottom of the follicle is an area that is well supplied with nerves and tiny blood vessels that bring food, oxygen and nutrients to feed the hair and skin. This area is known as the *papilla*. It supplies the hair bulb where all the growth of the hair occurs.

The *arrector pili* muscles are attached to the hair follicles. When we are cold, they get shorter and make the hair stand on end. This causes 'goose bumps' and traps a layer of air next to the skin to help keep us warm.

The *sebaceous glands* produce oil called sebum that lubricates and waterproofs the skin and protects it from attack by bacteria.

The *sweat glands* excrete waste, in the form of sweat, through the pores. The body is cooled down as the sweat evaporates.

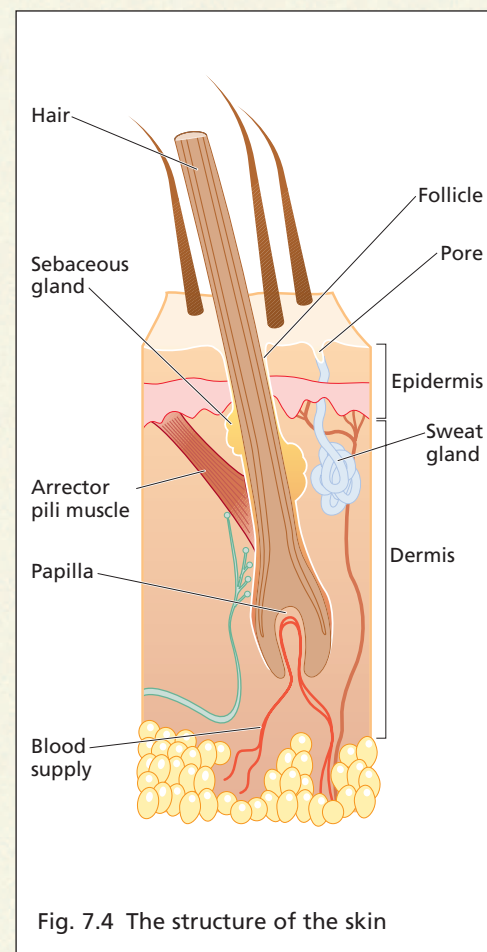


Fig. 7.4 The structure of the skin

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Product labels

SMOOTHSHINE

Helps control fly-away and frizzy hair for a smooth finish and gives a shine boost in between washes.

For best results, use with other 'Smoothshine' products such as shampoo, conditioner and pre-wash treatments.

Directions:

For styling: Spray liberally onto towel-dried hair, working down from the roots to the ends. Massage into scalp for 2 minutes, then comb through but **DO NOT RINSE OFF**. Dry in usual way.

For shine boost: Spray liberally onto dry, clean hair in between washes. Comb through and leave to dry. No need to rinse off.

For further advice write to:
NALIMAN PRODUCTS PO Box 192
Ashby-on-Lea, AY1 5TL or visit our website:
www.nalimanproducts.com

MOISTURE MASK

Made with specially selected natural ingredients, this hair mask contains moisturising Brazil-nut, olive and sesame oils. Brazil-nut and wheat amino acids penetrate the hair shaft to add moisture and improve manageability, leaving your hair healthy looking, beautifully soft and silky.

TO USE: Apply cream to damp hair, wrap in a towel or cap and leave on for at least fifteen minutes or overnight depending on your hair's condition. Rinse off, then shampoo and condition as normal.

Mousette EASY-TO-USE STYLING MOUSSE

- ✓ keeps your style in place for up to 12 hours
- ✓ no stickiness
- ✓ washes out easily
- ✓ can be used on all hair types
- ✓ use on damp/towel dried hair

DO NOT USE WITH OTHER STYLING PRODUCTS SUCH AS HAIR GEL

DIRECTIONS

- 1 Shake can rigorously.
- 2 Hold upright and spray a small amount of mousse into the palm of one hand. For long hair, use more mousse.
- 3 Work mousse by rubbing between the palms of hands.
- 4 Apply evenly to hair, moulding it into the required style. Do not rinse off.
- 5 Leave to dry naturally or dry with hairdryer on low setting.

DO NOT APPLY DIRECT HEAT.

Information cards

INFORMATION CARD

High forehead

Emphasised by styles that pull the hair back off the face or add height above the forehead.

INFORMATION CARD

Low forehead and protruding chin

Emphasised by styles that pull the hair back off the face so that the jawline is very visible, or styles that end at the nape.

INFORMATION CARD

Prominent nose

Emphasised by styles that include a fringe that is flat to the head, a centre parting or straight hair pulled back from the face.

INFORMATION CARD

Thin face

Emphasised by styles where height is added. This makes the face look even longer and narrower.

INFORMATION CARD

Large ears

Emphasised by styles that are short and shaped round the ears or any over-the-ear styles, including putting the hair up.

INFORMATION CARD

Coarse or thick straight hair

Perming may make this type of hair look fuller or more abundant. It may not respond to other curling methods such as hot brushes.

INFORMATION CARD

Short neck

Particularly emphasised by styles that are short and one length all over.

INFORMATION CARD

Close-set eyes

Emphasised by high, wide styles or short, spiky cuts and other very short styles. Also emphasised if hair is too narrow on top with chunky brushed-back sides.

INFORMATION CARD

Round face

Emphasised by long hair that is very flat on top with a full fringe.

Advice cards

ADVICE CARD

High forehead

Suitable styles:

- Full fringe
- Medium-length hairstyle
- Smoothly curving or flicked back at the sides

ADVICE CARD

Round face

Suitable styles:

- Hair style with height on top
- Side hair flatter
- Parting in the fringe

ADVICE CARD

Prominent nose

Suitable styles:

- Soft curls at the chin line
- Hair brought forward at the forehead
- Full and loose fringe

ADVICE CARD

Low forehead and protruding chin

Suitable styles:

- Soft curls at the nape area
- Hair cut or styled higher or lower than the chin line
- Fluffy fringe

ADVICE CARD

Large ears

Suitable styles:

- Longer style
- Leave bulk around the sides
- Keep hair over the ears

ADVICE CARD

Thin face

Suitable styles:

- Fuller sides to add width
- Symmetrical styles
- Long fringe

ADVICE CARD

Short neck

Suitable styles:

- Taper the hair at the base of the neck for a short style to create the illusion of length
- Sweeping hair up
- Fuller on top

ADVICE CARD

Coarse or thick straight hair

Suitable styles:

- Layered cut to give more shape
- Straight blow dry using a strong hair gel for smoothness

ADVICE CARD

Close-set eyes

Suitable styles:

- Long hair – wide and full at the top and narrower through the back and sides
- A perm that adds width and balances the chin

Situation cards

Situation 1

A middle-aged woman with a round face, very long hair and a full fringe asks you whether a shorter style would suit her.

How would you advise the client?

Situation 2

A young woman has long thick hair that is coarse and straight. She wants to have a perm.

How would you advise the client?

Situation 3

A man shows you a picture of a hair cut he wants, which is short and cut over the ears. He has large ears and you think he would look better with a longer style that comes over the ears.

How would you advise the client?

Situation 4

A teenage girl with a very thin face wants her hair pulled back from her forehead and put up in a bun high on top of her head for her school-leaving ball.

How would you advise the client?

Situation 5

A young overweight man with a very short neck has a 'basin' cut – short, flat to the head and all one length. He wants a change of style.

How would you advise the client?

Situation 6

A woman wants a short, spiky haircut that she has seen in a magazine. She has close-set eyes and you don't think the style will suit her.

How would you advise the client?

Client record card 1

NAME									
ADDRESS									
TELEPHONE NUMBERS			HOME		WORK		MOBILE		
EMAIL ADDRESS				ANY OTHER CONTACT INFORMATION					
AGE GROUP		<input type="checkbox"/> 0-5	<input type="checkbox"/> 5-10	<input type="checkbox"/> 10-15	<input type="checkbox"/> 15-20	<input type="checkbox"/> 20-30	<input type="checkbox"/> 30-50	<input type="checkbox"/> 50-60	<input type="checkbox"/> OVER 60
DATE OF FIRST CONSULTATION					STYLIST		REMARKS		
HAIR CONDITION				SCALP CONDITION			HISTORY		
DATE	SERVICE	PRODUCTS USED	REMARKS	STYLIST	SIGNATURE	PRICE CHARGED			
<p>Use pink cards for female clients and blue cards for male clients</p> <p>Please write clearly</p> <p>File cards alphabetically by surname as soon as you have finished with them</p>									

Client record card 2

CLIENT RECORD CARD					
Personal details					
Telephone numbers		Home	Mobile	Work	
Address					
Tests carried out					
Test	Date		Result		
Test	Date		Result		
Test	Date		Result		
Test	Date		Result		
Service details					
Date	Checks and comments	Service/Products used	Product sales or home care advice	Price	Stylist

Colour and lightening problems chart

Colour and lightening problems		
Problem	Cause	Remedial action
Uneven result	<ul style="list-style-type: none"> ● Uneven application ● Sections too large ● Incorrect mixing 	<ul style="list-style-type: none"> ● Spot tint lighter areas
Under processing	<ul style="list-style-type: none"> ● Product not left for sufficient time to develop ● Hydrogen peroxide strength too low ● Uneven application ● Resistant hair 	<ul style="list-style-type: none"> ● Re-apply bleach or colour ● Pre-soften the hair next time
Over processing	<ul style="list-style-type: none"> ● Hydrogen peroxide strength too high ● Hair in poor condition before colour ● Product left on hair too long 	<ul style="list-style-type: none"> ● Treat with restructurants and penetrating conditioning treatments
Deterioration of hair condition	<ul style="list-style-type: none"> ● Colour or bleach not rinsed from the hair ● Overprocessing 	<ul style="list-style-type: none"> ● Treat with restructurants and penetrating conditioning treatments
Scalp irritation	<ul style="list-style-type: none"> ● Peroxide too strong ● Client allergic to tint 	<ul style="list-style-type: none"> ● Remove immediately with cool water
Coverage not good on white hair	<ul style="list-style-type: none"> ● Hair resistant to tint ● Tint underprocessed ● Uneven application 	<ul style="list-style-type: none"> ● Pre-soften the hair in future ● Re-apply product ● Spot tint areas not covered
Hair breakage	<ul style="list-style-type: none"> ● Over porous hair ● Overprocessed ● Overlapping of bleach product ● Colour combed through too often ● Incorrect selection of product – product too strong ● Hydrogen peroxide strength too high 	<ul style="list-style-type: none"> ● Remove immediately ● Cut if possible ● Use restructurant/deep-conditioning penetrating conditioner
Result too yellow	<ul style="list-style-type: none"> ● Underprocessed ● Base too dark ● Incorrect selection of product 	<ul style="list-style-type: none"> ● Do elasticity and porosity test; if result is good, re-bleach ● Apply toner to subdue yellow tones
Skin staining	<ul style="list-style-type: none"> ● Too little colour product applied ● Too much colour product applied at hairline ● Colour product not removed 	<ul style="list-style-type: none"> ● Re-shampoo or use stain remover
Seepage of product	<ul style="list-style-type: none"> ● Incorrect application of materials and products ● Too much product applied ● Incorrect mixing of product 	<ul style="list-style-type: none"> ● Spot colour areas of seepage

Perming problems chart

Perming problems		
Problem	Cause	Remedial action
Perm slow to take	<ul style="list-style-type: none"> ● Cold salon ● Perm lotion too weak ● Not enough perm lotion applied 	<ul style="list-style-type: none"> ● Check solution and re-damp ● Use added heat
Perm processing too quickly	<ul style="list-style-type: none"> ● Very hot salon ● Hair too porous ● Hair too dry when lotion was applied 	<ul style="list-style-type: none"> ● Rinse hair
Scalp and hairline irritation	<ul style="list-style-type: none"> ● Cuts or abrasions on scalp ● Cap and cotton wool left around hairline ● Too much lotion applied 	<ul style="list-style-type: none"> ● Rinse immediately using cool water
Hair breakage	<ul style="list-style-type: none"> ● Over processing ● Lotion too strong for hair type ● Too much tension 	<ul style="list-style-type: none"> ● Use restructurant or deep-penetrating conditioner
Fish hooks	<ul style="list-style-type: none"> ● Hair ends bent during winding 	<ul style="list-style-type: none"> ● Remove by cutting
Uneven curl formation	<ul style="list-style-type: none"> ● Lotion applied unevenly ● Uneven rod tension 	<ul style="list-style-type: none"> ● Re-perm if hair is in good condition
Curls too tight	<ul style="list-style-type: none"> ● Overprocessed ● Rod size too small 	<ul style="list-style-type: none"> ● Deep condition ● Assess hair condition for relaxing
Rubber-band marks	<ul style="list-style-type: none"> ● Wound too tight 	<ul style="list-style-type: none"> ● Use restructurant
Frizziness	<ul style="list-style-type: none"> ● Overprocessing ● Lotion too strong ● Rods too small 	<ul style="list-style-type: none"> ● Cut if possible ● Use restructurant or deep-penetrating conditioner

Luocolor label

[illegible]

Koleston Perfect manufacturer's leaflet

Colouring with KOLESTON PERFECT GB

Important: Please read all instructions and cautions before starting the colouring process.

Skin allergy testing

Occasionally people are sensitive to certain ingredients in cosmetics or hair colorants. A skin allergy test is recommended 48 hours prior to using this product. Mix equal quantities of Koleston Perfect with 6% Welloxon Perfect. Apply the mixture to a cleansed area of skin inside the elbow or behind the ear. Leave uncovered and undisturbed for 48 hours. If there are any signs of inflammation or irritation, rinse immediately and the product must not be applied.

1. Mixing Wear gloves. Do not use a metal bowl or stirrer.

Nature/Reds/Intensive Reds/Classic

Always mixed **(1+1)**, for example: 60 ml Koleston Perfect + 60 ml Welloxon Perfect

Darker/same depth/1 tone lighter	6%
For 2 levels lighter	9%
For 3 levels lighter	12%

Special Blondes

Always mixed **(1+2)**, for example: 60 ml Koleston Perfect + 120 ml Welloxon Perfect

For 3 levels lighter	9%
For 4–5 levels lighter	12%

Red shades on hair greater than 50% white

Addition of a nature shade is required to give sufficient coverage

Mix 2 parts red shade to 1 part natural shade	I.e. 1/2 tube red + 1/4 tube natural
--	--------------------------------------

Koleston Perfect Intensive red shades are not recommended for use on hair with a high percentage of white.

2. Full Head Application Same Depth/Darker

Do not shampoo the hair. Apply the colouring mixture immediately from roots to ends.

Development Time:

	with heat	without heat
Nature/Classic/Reds/Intensive Reds	15–25 mins.	30–40 mins.

The times given are only a guide and may be extended as needed particularly where extra coverage or lightening is required, or for increased vibrancy with Red shades.

3. Full Head Application – Lightening

Do not shampoo the hair. Apply colour creme to the lengths and ends only. Leave approximately 2 cm free from the scalp.

Development Time:

	with heat	without heat
Nature/Classic	10 mins.	20 mins.
Special Blondes/Reds/Intensive Reds	15 mins.	30 mins.

Next apply colour to the roots.

Further Development Time:

	with heat	without heat
Nature/Reds/Intensive Reds/Classic	15–25 mins.	30–40 mins.
Special Blondes	25–35 mins.	50–60 mins.

The times given are only a guide and may be extended as needed particularly where extra coverage or lightening is required, or for increased vibrancy with Red shades.

4. Regrowth Application

Do not shampoo the hair. Apply the colour mixture to the root area only. Begin applying in the areas of the highest percentage of grey. If lightening, begin in the areas where the strongest degree of lightening is required. Always treat fine hair around the hairline last.

TIP: For best results when lightening, ensure you apply sufficient product.

Development Time:

	with heat	without heat
Nature/Reds/Intensive Reds/Classic	15–25 mins.	30–40 mins.
Special Blondes	25–35 mins.	50–60 mins.

The times given are only a guide and may be extended as needed particularly where extra coverage or lightening is required, or for increased vibrancy with Red shades.

5. Colour Levelling on Lengths and Ends

If required, after completion of development time dampen the hair well with water (with Special Blondes use 100 ml) and emulsify the colour through the lengths and ends.

Further Development Time:

	without heat
Nature/Classic/Reds/Intensive Reds/Special Blondes	5–10 mins.

Other possibilities of colour balancing are Color Fresh or Perfecton.

6. Pastel Toning

Evenly bleached hair is required for this (1/2 level lighter than required final result). Can also be used on untreated hair of a natural colour 9/0 and lighter. To achieve beautiful soft pastel shades we recommend the Koleston Perfect shades 10/1, 10/03, 10/3, 10/8, 9/03, 9/16, 9/36, 9/5, 9/7. These are always mixed **(1+2)** with Welloxon Perfect Pastel. That means 1 part Koleston Perfect creme + 2 parts Welloxon Perfect Pastel.

Do not shampoo the hair. Apply immediately to the hair from roots to ends.

Development Time

up to 15 mins. without heat

The times given are only a guide and may be extended as needed.

Important: In order to achieve an even colour result comb hair during development time.

7. Mix & More

The Koleston Perfect Mix & More tones are pure colour tones. Use to add extra tonal intensity to any Koleston shade, or to correct the tone. The lighter the basic shade, the less mix tone is needed.

Mixing Table:

Depth/Shade	Mix & More	Depth/Shade	Mix & More
12	3 cm	6	5 cm
10	1 cm	5	6 cm
9 30 ml +	2 cm	4 30 ml +	7 cm
8	3 cm	3	8 cm
7	4 cm	2	9 cm

The amounts given can be adjusted according to the desired effect.

8. After Treatment

When development is complete emulsify the colour with a little warm water and rinse out well. Lightly shampoo with a mild Wella shampoo. To neutralise and ensure stability of colour follow-up with an SP 3.8 Color Saver treatment, Lifetex Color Nutrition Color Finisher, or Ultra Care Herbal Anti Ox.

Cautions:

See individual shades for information on ingredients. For professional use only. Avoid contact with eyes. In case of contact with eyes rinse immediately with water. Wear suitable gloves. Hair colourant can cause an allergic reaction. It is important to observe certain precautions: In order to avoid extremely severe health problems do not use: 1. If your customer has already experienced a reaction to a hair colourant 2. If the scalp is sensitive or itchy, or if the skin is broken. In case of an unexpected reaction such as stinging, burning, or rash during application, rinse immediately with lukewarm water and discontinue use. Before colouring the hair again, seek and follow medical advice in order to avoid a possible increase in the severity of reaction. Read and follow instructions in this leaflet carefully. **KEEP OUT OF REACH OF CHILDREN.** Do not perm the hair immediately before or after colouring. Do not use when the hair has previously been coloured with metal dyes. Do not exceed the development time stated. Rinse hair well after application. Immediately rinse any colour splashed on the skin and clothing. Heavy sweating may cause bleeding of colourant and staining of textiles. Use the mixture immediately. Do not use any leftovers of the mixture and dispose of them immediately. Do not leave mixed product in an applicator flask after use (flask may expand/burst). The bottle must be completely empty before being disposed of in the recycable waste stream.

Socolor safety information

<p>GB</p> <p>SAFETY INSTRUCTIONS: READ BEFORE USE</p>	<p>PREPARATION: Wear suitable disposable gloves. Mix 45 ml of Socolor with 45 ml of Solite Creme Developer (10, 20, 30, 40 Volume). SOCOLOR ULTRA LIGHT BLONDE SERIES COLOURS ARE ALWAYS MIXED WITH DOUBLE THE AMOUNT OF SOLITE 40 (12% VOLUME CREME DEVELOPER). If using a bottle or a shaker, open immediately after mixing to avoid mixture spilling out.</p> <p>Socolor Extra Blending Creme: Mix 15 ml Socolor Extra Blending Creme with 45 ml Socolor formula. Add 60ml Solite Creme Developer for hair up to 40 minutes. Extra Blending Creme is not recommended for use with UL-PN or UL-PA.</p> <p>Do not use alone.</p> <p>APPLICATION: Wear suitable disposable gloves. Do not use metallic tools (combs or clips). The standard development time is 30-45 minutes at room temperature. Extreme or resistant hair may need up to 45 minutes. Rinse hair thoroughly after the development time.</p> <p>IMPORTANT: THIS PRODUCT CAN HAVE AN ALLERGIC REACTION, WHICH IN CERTAIN RARE CASES MAY BE SEVERE FOR YOU AND YOUR CLIENT, IT IS NECESSARY TO FOLLOW THE INSTRUCTIONS BELOW</p> <ul style="list-style-type: none"> • WEAR SUITABLE DISPOSABLE GLOVES during the preparation, application and rinsing of the product. • DO NOT USE IF: <ul style="list-style-type: none"> - your client has previously experienced a reaction to a hair colourant - your client has a sensitive, itchy or damaged scalp. • PERFORM A SKIN SENSITIVITY TEST at least 48 hours before applying the product. <p>SKIN SENSITIVITY TEST (see diagram) Clean (with surgical scrub) 1cm² behind the ear and apply to it. Rub in thoroughly, using a cotton bud, a small amount of colourant. Reapply 2 or 3 times, allowing it to dry between each application. Carefully reseal the tube. Leave for 48 hours without washing. If, during this period, your client notices itching or reddening, do not apply Socolor.</p>	<p>IN CASE OF A REACTION DURING THE APPLICATION such as intense stinging, rash, or a burning sensation on the scalp, rinse immediately with lukewarm water. Before colouring the hair again, recommend that your client consult a doctor.</p> <ul style="list-style-type: none"> - Use only with Solite Creme Developer, 40 volume (12%) - Use only the proportions indicated. - Avoid contact with eyes. - Rinse eyes immediately if product comes into contact with them. If wearing contact lenses, remove them before rinsing the eyes. - Rinse hair well after application of the mixture. - For all questions concerning individual sensitivity recommend that your client consult a doctor. - Do not use to colour eyelashes and eyebrows or for any purpose other than colouring the hair. - Do not use if the hair has been coloured with henna or with permanent hair colour. - Do not use on children. - Keep out of the reach of children.
<p>IT</p> <p>PRECAUZIONI D'USO: LEGGERE ATTENTAMENTE PRIMA DELL'UTILIZZO</p>	<p>PREPARAZIONE: indossare guanti adeguati monouso. Miscelare 45 ml della crema colorante Socolor con 45 ml di Sviluppo Solite in crema Solite (20, 30, 40 vol., su lunghezza e punto). Le serie ULTRA SHARENTI 10 vol. solo su lunghezza e punto). Le serie ULTRA SHARENTI DI SOCOLOR VANNO SEMPRE MISCELATE CON DOPPIA QUANTITÀ DI SOLITE CREME DEVELOPER 40 VOLUMI. Rispettare le proporzioni indicate. Se si utilizza uno shaker o un contenitore simile, aprirlo immediatamente dopo aver effluato la miscela per evitare fuoriuscite di prodotto.</p> <p>Socolor Extra Blending Creme: Miscelare 15ml di Socolor Extra Blending Creme + 45ml di Socolor Honey creme haircolor + 60ml di Solite Creme Developer a 10/20/30/40vol. (utilizzare il 10vol solo su lunghezza e punto). Se si desidera utilizzare con la Serie solo su lunghezza e punto). Se si desidera utilizzare con la Serie UltraSharente, miscelare 15ml di Socolor Extra Blending Creme + 45ml di Socolor Serie UltraSharente + 120ml di Solite Creme Developer a 40 volumi. Non è consigliato l'utilizzo di shaker o contenitori simili. Aprire immediatamente dopo aver effluato la miscela con la Serie UL-PN o UL-PA. Non utilizzare da solo.</p> <p>APPLICAZIONE: Indossare guanti adeguati monouso durante l'applicazione. Non utilizzare materiali metallici (infillette, pettine...) per miscelare o applicare il prodotto. I tempi di posa variano tra 30 e 45 minuti a temperatura ambiente. Per capelli molto difficili da colorare, tempo di posa massimo 45 minuti. Risciacquare accuratamente il prodotto con acqua tiepida. Trascorso il tempo di posa ed effluare uno shampoo.</p> <p>IMPORTANTE: QUESTO PRODOTTO PUÒ PROVOCARE UNA REAZIONE ALLERGICA CHE, IN CERTI RARI CASI, PUÒ RIVELARSI DI GRAVE ENTITÀ E FONDAMENTALE CHE VOI E LA VOSTRA CLIENTELA DEVETE CONSAPEVOLMENTE PRECAUZIONARE.</p> <ul style="list-style-type: none"> • PORTARE GUANTI ADEGUATI DURANTE LA PREPARAZIONE, l'applicazione e il risciacquo del prodotto. • NON APPLICARE IL PRODOTTO SE: <ul style="list-style-type: none"> - la vostra cliente ha sviluppato in precedenza una reazione allergica ad una colorazione per capelli. - il cuoio capelluto della vostra cliente è sensibile, irritato o non integro. • ESEGUIRE LA PROVA DI SENSIBILITÀ (tocco di prova) 48 ore prima di utilizzare questo prodotto. 	<p>PROVA DI SENSIBILITÀ (tocco di prova) (vedere pittogramma sul retro) Lavare accuratamente (con alcool) un centimetro quadrato di pelle dietro l'orecchio e applicare, prima di procedere alla miscelazione, una piccola quantità di prodotto con un bastoncino cotonato. Ripetere l'operazione 2 o 3 volte e lasciare asciugare nell'intervallo. Rischiodare accuratamente il prodotto colorante. Attendere 48 ore senza lavare. Se trascorso questo periodo si notano pruriti o rosso, non applicare Socolor.</p> <ul style="list-style-type: none"> • IN CASO DI REAZIONE DURANTE L'APPLICAZIONE, come per esempio pruriti intensi, puntelle o sensazione di bruciore del cuoio capelluto, sciaccquare immediatamente con acqua tiepida. Prima di tingere di nuovo i capelli, raccomandate alla vostra cliente di consultare un medico. - Utilizzare solo con lo sviluppatore in crema Solite, massimo 40 vol. (12%) maximum. - Usare solo le proporzioni indicate. - Evitare il contatto del prodotto colorante con gli occhi. - Se il prodotto viene a contatto con gli occhi, sciacquarli immediatamente. Se si portano lenti a contatto, toglierle prima di sciacquare gli occhi. - Sciaccquare abbondantemente i capelli dopo l'applicazione della miscela colorante ed effettuare uno shampoo. - Per ogni domanda riguardo alla sensibilità individuale, raccomandate alla vostra cliente di consultare un medico. <p>Per informazioni di carattere sanitario telefonare al numero verde 800 - 804084.</p> <ul style="list-style-type: none"> - Non usare per colorare ciglia o sopracciglia o per uno scopo diverso da quello per cui è stato studiato. - Non applicare su capelli non stati tinti con l'henné o con prodotti di colorazione. - Non utilizzare su bambini. - Conservare fuori dalla portata dei bambini. <p>SEGUIRE LE ISTRUZIONI PER L'USO. Solo per uso professionale.</p>
<p>NL</p> <p>VOOR ZORG'S MAARELEGEN: AANDACHTIG LEZEN VOOR GEBRUIK</p>	<p>BEREIDING: Draag geschikte wegwerphandschoenen. Meng 45 ml Socolor met 45 ml Solite Creme Developer (10, 20, 30, 40 Volume). DE ULTRA LIGHT BLONDE SERIE VAN SOCOLOR WORDT ALTIJD GEMENGD MET DE DUBBELE HOEFVEELHEID SOLITE 40 (12% VOLUME CREME DEVELOPER). Bij gebruik van een fles of shaker, onmiddellijk na het mengen openen om uitzetting van het product te voorkomen.</p> <p>Socolor Extra Blending Creme: Meng 14,2 g Socolor Extra Blending Creme met 42,6 g Socolor Honey creme haircolor. Extra Blending Creme Developer toe. Voor gebruik met de socolor serie UL-PN of UL-PA. Niet alleen gebruiken.</p> <p>TOEPASSING: Draag geschikte wegwerphandschoenen. Gebruik geen metalen voorwerpen (kam of spelden). De standaard ontwikkeltijd is 30-45 minuten bij kamertemperatuur. Extreem dik of resistent haar kan tot 45 minuten inwerktijd vereisen. Spoel het haar na de inwerktijd zorgvuldig uit.</p> <p>BELANGRIJK: DIT PRODUCT KAN EEN ALLERGISCHE REACTIE VERORZAKEN, DIE IN ENKELE ZELDZAME GEVALLEN ERNSTIGE VORMEN KAN AANNEMEN. HET IS DAAROM ZOWEL VOOR U ALS VOOR UW KLANT NOODZAKELIJK ONDERSTAANDE VOORZORGSMAATREGELEN IN ACHT TE NEMEN:</p> <ul style="list-style-type: none"> • DRAAG geschikte WEGWERPHANDSCHOENEN tijdens het bereiden, aanbrengen en uitspoelen van het product. • NIET GEBRUIKEN INDIEN: <ul style="list-style-type: none"> - uw klant reeds een allergische reactie op een kleuringsproduct heeft gehad. - uw klant een overgevoelige, geïrriteerde of beschadigde hoofdhuid heeft. • DOE EEN GEVOELIGHEIDSTEST (proefplekje) 48 uur voordat u het product gebruikt. 	<p>GEVOELIGHEIDSTEST (proefplekje) (zie afbeelding beneden) Reinig met alcohol achter het oor een plekje ter grootte van 1 cm² en breng hierop met een wattenstaafje een beetje van het (vermengde) kleurproduct aan. Herhaal dit twee- of driemaal en laat het in tuurtoestand drogen. Sluit de verpakking van het kleurproduct weer zorgvuldig af. Wacht 48 uur zonder het product af te wassen. Wanneer uw klant in de loop van die periode jeuk of rode vlekken vaststelt, Socolor niet gebruiken.</p> <ul style="list-style-type: none"> • IN GEVAL VAN EEN REACTIE TIJDENS HET OPBRENGEN, zoals hevige prikkelende jeuk, puntjes of een brandende of roodheid, onmiddellijk met lauw water spoelen. Raad de klant aan een arts te raadplegen, alvorens u opnieuw een kleur behandeling uitvoert. - Gebruik uitsluitend met Solite Creme Developer, maximaal 40 volumens (12%). - Houd u aan de opgegeven verhoudingen. - Aanraking van het product met de ogen vermijden. - Bij aanraking van het product met de ogen onmiddellijk met overvloedig water spoelen. Contactlenzen eerst verwijderen, alvorens de ogen te spoelen. - Het haar na het aanbrengen van het product goed uitspoelen. - Voor alle vragen betreffende de individuele gevoeligheid, raad haar dan aan een arts te raadplegen. - Niet gebruiken voor het kleuren van wimpers en wenkbrauwen of voor enig ander doel dan het kleuren van hoofdhaar. - Niet gebruiken bij kinderen. - Niet gebruiken bij kinderen. - Buiten bereik van kinderen bewaren.
<p>HOUD U AAN DE GEBRUIKSAANWIJZING. Uitsluitend voor gebruik door professioneleappers. Vragen? Bel Matrix 0344-53 61 65</p>		

MATRIX
SOCOLOR
honey creme haircolor

COSHH requirements

COSHH Requirements

As at 25 October 2005

The following information should be read in conjunction with the booklet
“A Guide to the Health & Safety of Salon Hair Products”

For further details regarding our products, contact our Technical Advisory Helpline.

Range	Product	Section No.	Reference Section
Accord	Coloured Styling Mousse	10B	Hair Colourant – Direct Dye Non-Oxidative (Aerosol)
Accord	Styling Lotion/Coloured Setting Lotion	12	Setting Lotion and Hair Tonic
Blondor	Lightening Cream	1	Bleach Powder and Emulsion
Blondor	Lightening Powder	1	Bleach Powder and Emulsion
Blondor	Lightening Granules	1	Bleach Powder and Emulsion
Blondor	Lightening System	1&2	Bleach Powder and Emulsion & Hydrogen Peroxide Solution
Color Fresh	Color Fresh Silver	10A	Hair Colourant – Direct Dye Non-Oxidative (Non-Aerosol)
Color Fresh	Color Fresh pH 6.5	10A	Hair Colourant – Direct Dye Non-Oxidative (Non-Aerosol)
Color Touch	Color Touch	8A	Hair Colourant – Oxidative (Non-Aerosol)
Color Touch	4% Crème Lotion (Intensive)	2	Hydrogen Peroxide Solution
Color Touch	1.9% Crème Lotion (Original)	2	Hydrogen Peroxide Solution
Color Touch	Relights	8A	Hair Colourant – Oxidative (Non-Aerosol)
Color Touch	Sunlights	8A	Hair Colourant – Oxidative (Non-Aerosol)
Colour Remover	Colour Remover / Stain Remover	12	Setting Lotion and Hair Tonic
Cygnature	Perming Lotion (all variants)	3	Perm – Alkaline Type
Cygnature	Stabilising Fluid	2	Hydrogen Peroxide Solution
Fashion Fix	Fashion Fix	2	Hydrogen Peroxide Solution
Fashion Form	Fashion Form	3	Perm – Alkaline Type
Headlines	Texxture Fluid	3	Perm – Alkaline Type
Headlines	Texxture Freeze	2	Hydrogen Peroxide Solution
Herbal Antioxy	Herbal Antioxy	-	Unlikely Hazards
High Hair	Add Some Body	14	Hair Styling Gel
High Hair	Bouncy Dip	-	Unlikely Hazards
High Hair	Brilliant Affair	-	Unlikely Hazards
High Hair	Crackle Wax	15B	Glazes Inc Shine Products (Aerosol)
High Hair	Crystal Styler	12	Setting Lotion and Hair Tonic
High Hair	Curl Artist	11A	Hairspray inc Treatment Sprays (Non-Aerosol)
High Hair	Designer Spray	11A	Hairspray inc Treatment Sprays (Non-Aerosol)
High Hair	Finishing Spray (all strengths)	11B	Hairspray inc Treatment Sprays (Aerosol)
High Hair	Flat Iron Spray	11A	Hairspray inc Treatment Sprays (Non-Aerosol)
High Hair	Flubber	14	Hair Styling Gel
High Hair	Gloss Serum	15A	Glazes inc Shine Products (Non-Aerosol).
High Hair	Jelly Waver	14	Hair Styling Gel
High Hair	Moulding Crème	14	Hair Styling Gel
High Hair	Mousse (all variants)	13B	Styling Mousse/Foam – Inc Setting/Cond. Mousse (Aerosol)
High Hair	Pearl Styler	14	Hair Styling Gel
High Hair	Punk Chic	-	Unlikely Hazards

Setting lotion and hair tonic information

12

SETTING LOTION & HAIR TONIC - INCLUDING COLOURED SETTING LOTION & BLOW DRY



Composition

Solutions of resins and conditioning agents (and dyestuffs) in aqueous alcoholic solvents.



Ingredients

Solvent (e.g. ethanol/isopropanol/acetone) up to 80%



Hazards Identification

Flammable. Potential irritant.



First-Aid Measures

Eyes: Rinse eyes immediately with plenty of water. If irritation persists seek medical advice.

Skin: Wash well with water. If irritation persists, seek medical advice.

Ingestion: Drink 2-3 glasses of water or milk. Seek medical advice immediately.



Fire Fighting Measures

Use a carbon-dioxide or dry powder extinguisher.



Accidental release measures

Use water to dilute and mop up spillages.



Handling & Storage

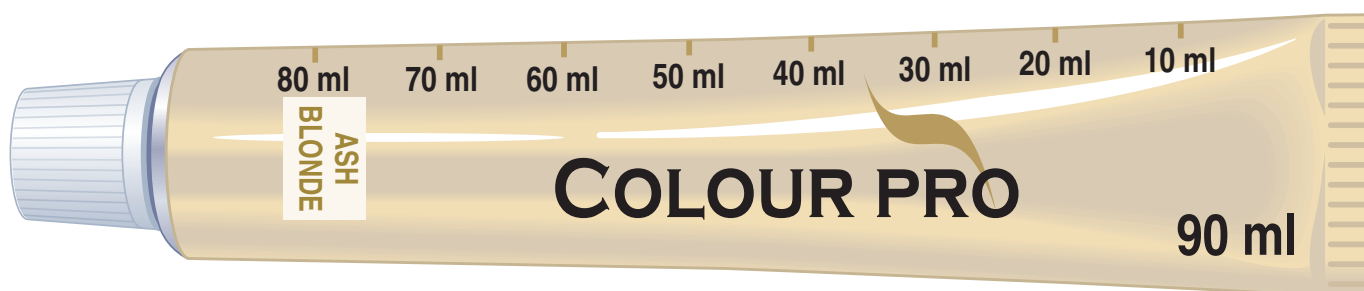
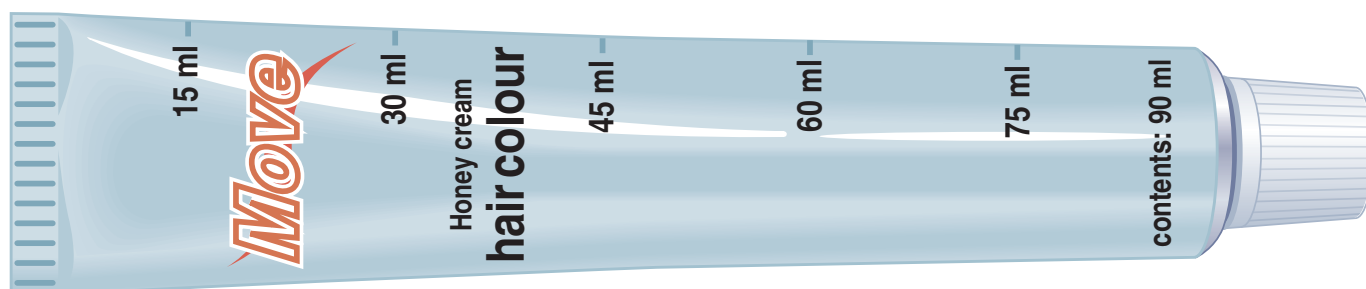
Keep away from eyes and abraded or sensitive skin. Store in a cool dry place away from direct sunlight or other sources of heat. Keep small quantities in salon for immediate use only. Keep away from sources of ignition – no smoking whilst using product.



Disposal

Do not incinerate.

Hair colour tubes



Health and safety law poster



HEALTH AND SAFETY LAW



What you should know

Your health, safety and welfare are protected by law. Your employer has a duty to protect and keep you informed about health and safety. You have a responsibility to look after others. If there is a problem, discuss it with your employer or safety representative, if there is one. Below is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.

Your employer must consult you or your safety representative on matters relating to your health and safety at work (see box below).

In general, your employer's duties include:

- making your workplace safe and without risks to health;
- ensuring plant and machinery are safe and that safe systems of work are set and followed;
- ensuring articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

Health and safety consultation and representation arrangements at this workplace

Your employer must consult you or your representative on matters to do with your health and safety, including:

- any change which may substantially affect your health and safety at work, eg in procedures, equipment or ways of working;
- the employer's arrangements for getting competent people to help him/her satisfy health and safety laws;
- the information you have to be given on the likely risks and dangers arising from your work, measures to reduce or get rid of these risks and what you should do if you have to deal with a risk or danger;
- the planning of health and safety; and
- the health and safety consequences of introducing new technology.

Names and locations of trade union or other safety representatives, and the groups they represent:

Name:
Location:

Group:

Name:
Location:

Group:

Name:
Location:

Group:

In particular, your employer must:

- assess the risks to your health and safety;
- make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, record the significant findings of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- appoint someone competent to assist with health and safety responsibilities, and consult you or your safety representative about this appointment;

Management of health and safety

Appointed person(s): Health and safety responsibilities:

- co-operate on health and safety with other employers sharing the same workplace;
- set up emergency procedures;
- provide adequate first-aid facilities;
- make sure that the workplace satisfies health, safety and welfare requirements, eg for ventilation, temperature, lighting, and sanitary, washing and rest facilities;
- make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;
- prevent or adequately control exposure to substances which may damage your health;
- take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation;
- avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury;
- provide health surveillance as appropriate;
- provide free any protective clothing or equipment, where risks are not adequately controlled by other means;
- ensure that appropriate safety signs are provided and maintained;
- report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority (see box in column 3 for who this is).

As an employee you have legal duties too. They include:

- taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- co-operating with your employer on health and safety;
- correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- not interfering with or misusing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's Infoline telephone service on 08701 545500.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace (see below). Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. You can contact them at the addresses below.

Name and address of enforcing authority whose health and safety inspectors cover this workplace (eg HSE or your local authority's Environmental Health Department):

Name:
Address:

Employment Medical Advisory Service
Address:

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.

More information about health and safety law is set out in HSE publications, such as:

Essentials of health and safety at work
HSE Books 1994 ISBN 0 7176 0716 X

An introduction to health and safety: Health and safety in small businesses Leaflet INDG259(rev1)
HSE Books 2003 (single copy free)

HSE priced and free publications are available by mail order from HSE Books,
PO Box 1999, Sudbury, Suffolk CO10 2WA
Tel: 01787 881165 Fax: 01787 313995
Website: www.hsebooks.co.uk
(HSE priced publications are also available from bookshops and free leaflets can be downloaded from HSE's website: www.hse.gov.uk)



Fire action notice



ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

ON HEARING THE ALARM:

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park



Do not take risks
Do not stop to collect belongings
Do not return to the building until authorised to do so
Do not use the lifts

Fire evacuation procedure

Fire evacuation procedure

- 1** On discovering a fire in the salon, break the glass on the fire alarm and follow the procedure below.
 - 1a** If you hear the fire alarm, follow the procedure below.
- 2** When evacuating the salon, ensure that all members of staff and any visitors leave the building.
Pay particular attention to disabled people and make sure they are evacuated safely.
- 3** Leave the building calmly. DO NOT RUN. DO NOT PANIC.
- 4** Stop at the assembly point in the car park, away from the building.
- 5** Wait for the fire officer to take a roll call.
- 6** Continue to wait in the car park until you are given further instructions.

DO NOT RETURN TO THE SALON UNLESS YOU ARE TOLD BY THE FIRE OFFICER THAT IT IS SAFE TO DO SO.

Protective clothing and personal protective equipment



Stylist's PVC/nylon apron



Nylon cutting gown



Chemical gown



Latex gloves



Disposable waterproof
shoulder cape



Rubber cutting collar



Disposable gloves

Safety in the salon – information sheet

Safety in the salon

These are the most common causes of injury in the salon:

- 1 Falls, including slips and trips
- 2 Falling objects
- 3 Damaged or broken equipment
- 4 Incorrect use of equipment and furniture
- 5 Fire

Here are examples of the sort of things you should look out for.

Falls, slips and trips

- ✗ Damaged floor coverings or broken stair rails
- ✗ Objects left in the way on the floor
- ✗ Trailing leads or wires from equipment
- ✗ Slippery surfaces, such as spillages or polished floors

Falling objects

- ✗ Objects stacked unevenly so that they are likely to overbalance and fall
- ✗ Objects stacked too high
- ✗ Broken or cracked plaster on ceilings
- ✗ Mirrors, clocks and other wall coverings not fixed properly

Damaged or broken equipment

- ✗ Damage to equipment such as hairdryers, computers or fax machines
- ✗ Broken equipment such as chairs or basins
- ✗ Broken stepladders
- ✗ Worn-out plugs, wires showing through leads



Incorrect use of equipment

- ✗ Chairs or other inappropriate furniture being used to reach things from high places
- ✗ Not following the instructions for use correctly

Fire

- ✗ Fire fighting equipment missing or damaged
- ✗ Fire doors left open
- ✗ Objects left in front of fire exits
- ✗ Fire exit signs missing or damaged
- ✗ Damaged electrical equipment

You might be able to deal with some things yourself straight away. Other things should be reported to the correct person urgently.

General health and safety guidelines

General health and safety guidelines

Employees should take reasonable care of themselves, other employees and other persons on the premises. This means looking out for hazards and taking action to prevent injuries.

Advice for dealing with general hazards

1 Trips, slips and falls

- Staff should look out for hazards and act quickly.
- Moveable trip obstructions such as cables should be removed immediately and the situation reported to the supervisor. The obstacle or item should be put in a safe place out of the way. Damage to fixed items such as carpets or floors should have a free-standing warning sign and should be repaired urgently.
- Newly polished or wet floors should have a 'wet floor' warning sign. Any spillages should be reported and a warning sign put up.

2 Falling objects

- Shelves should not be stacked too high with products.
- All ceiling and wall fittings such as lights, clocks and mirrors should be fixed properly so that they cannot fall. Report all damages to the supervisor and make sure they are fixed.

3 Damaged or broken equipment

- Equipment should be checked regularly, especially electrical equipment.
- Moveable furniture that is damaged should be removed immediately. If furniture cannot be removed, a warning sign should be put up and the damage should be reported.

4 Incorrect use of equipment

- Furniture and equipment should only be used for the purpose for which it was designed.
- Staff should have full training in using equipment.

5 Fires

These can be electrical or caused by cigarettes or matches.

- Staff should be aware of the fire drill and location of fire exits and fire points. Training will be given on fire safety, including fire fighting equipment and procedures. (There is an annual check of fire equipment such as extinguishers.)
- Staff should look out for any sign of fire such as smoke.
- Fire exits must be clear of obstructions at all times, without exception. Any obstruction of a fire exit should be cleared immediately and the situation reported to the supervisor, who will keep a record of these instances for safety meetings.



Head lice procedure

Procedure to follow if you suspect a client has head lice

1. Always inspect the scalp before starting a service.
2. If you suspect a client has head lice, DON'T PANIC! Never draw the attention of the other clients to what is going on.
3. Quietly ask a senior colleague to check the scalp to confirm your diagnosis.
4. Ask the client if you can talk in private. Choose a place to talk that is out of hearing of other clients and staff. Tell the client discreetly that you cannot offer him/her a service as they have head lice.
5. Reassure the client that head lice are a common occurrence and anyone can have them, regardless of personal cleanliness.
6. Do not offer to treat the head lice in the salon.
7. Advise the client to buy a lotion from the chemist and to treat the whole family.
8. Tell the client that s/he will be welcome back once the infestation is cleared.
9. Offer the client another appointment to have his/her scalp checked.
10. Take towels and gowns that have been near the infested client and boil them.
11. Wash or dry-clean your own clothing.
12. Soak your tools in disinfectant for one hour.
13. You may want to treat yourself with an insecticide lotion from the chemist.
14. If you find head lice when you have already started the service for the client, finish the service as quickly as possible.
15. Follow the procedure above but collect all cut hair from the floor and put in a rubbish sack. Tie the open end firmly and place inside another sack. Incinerate if possible, otherwise dispose of carefully.
16. You must always inform your line manager of any incidences of head lice in the salon.

The reputation of the salon is your responsibility.

Blank accident report form

ACCIDENT RECORD	
1 About the person who had the accident	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
2 About you, the person filling in this record	
If you did not have the accident, write your address and occupation.	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
3 About the accident <i>Continue on the back of this form if you need to</i>	
Say when it happened. Date ____ / ____ / ____ Time _____	
Say where it happened. State which room or place. _____	

Say how the accident happened. Give the cause if you can. _____	

If the person who had the accident suffered an injury, say what it was. _____	

Please sign and date the record.	
Signature _____	Date ____ / ____ / ____
4 For the employer only	
Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)	
How was it reported? _____	
Date reported ____ / ____ / ____	Signature _____

Completed accident report form

ACCIDENT RECORD	
1 About the person who had the accident	
Name	<u>Emily Purvis</u>
Address	<u>3 Castle Street, Haseington</u>
	Postcode <u>BL9 4FL</u>
Occupation	<u>Trainee stylist</u>
2 About you, the person filling in this record	
If you did not have the accident, write your address and occupation.	
Name	<u>Tori Smith</u>
Address	<u>Summer View, Painwood, Haseington</u>
	Postcode <u>BL3 8GE</u>
Occupation	<u>Supervisor</u>
3 About the accident <i>Continue on the back of this form if you need to</i>	
Say when it happened.	Date <u>25</u> / <u>08</u> / <u>05</u> Time <u>6.35 pm</u>
Say where it happened. State which room or place.	<u>Salon mixing room</u>
Say how the accident happened. Give the cause if you can. <u>Jenny reported that some peroxide had splashed in her eye when she was measuring it out.</u> <u>I immediately helped her wash out her eye with the eye wash and took her to see the First Aider, who checked and washed her eye again.</u>	
If the person who had the accident suffered an injury, say what it was. <u>Sore and slightly bloodshot right eye</u>	
Please sign and date the record.	
Signature	<u>T Smith</u> Date <u>25</u> / <u>08</u> / <u>05</u>
4 For the employer only	
Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)	
How was it reported? _____	
Date reported	____ / ____ / ____ Signature _____

Job description



Job description

SALON: Hair we go! Newchester Salon, High Street, Newchester NC1 2ER

JOB TITLE: Stylist

LINE MANAGER: Jed Gough (Salon Manager)

SUMMARY OF RESPONSIBILITIES:

- To make sure that clients receive a service of the best possible quality.
- To always conduct yourself in a professional manner.
- To maintain a good standard of technical skill.
- To act in accordance with the policies and procedures of the salon.

RESPONSIBILITIES:

- During the course of your work you will be expected to:
 - **conduct** client consultations
 - **provide** clients with a full range of services and treatments
 - **advise** clients on suitable services and treatments
 - advise clients on the use of products
 - advise clients on effective aftercare
 - keep up to date with new styles, products and treatments
 - attend additional training as necessary
 - assist with the training of others where appropriate.
- Employees are expected to familiarise themselves with the Employee Handbook. The Employee Handbook lays out policies and procedures for such things as working safely at work, security, equal opportunities and absence.
- You will also be expected to follow company policies and procedures regarding personal standards of health, hygiene, appearance and conduct.
- You will also be expected to assist in the maintenance of the cleanliness of the salon, assist in the maintenance of stock, assist in other salons in the 'Hair we go!' group as necessary, and undertake any additional tasks required by your line manager.

Terms of employment

STATEMENT OF TERMS OF EMPLOYMENT

Pursuant to section 1, Employment rights Act 1996, as amended.

Date: 25/05/05

To: Rosemary Jane Franklin
of 23 Woodlands Close, Lirchester LV4 CH7 ("the Employee")

From: Hair we go! Salon
of High Street, Newchester NC1 2ER ("the Firm")
James Cutting ("the Employer")

1. Employment dates:

Your employment began on April 17th 2005 and employment with your previous employer does not count as part of your continuous period of employment.

2. Position

You are employed as a Stylist or such other capacity as the Employer may from time to time require.

3. Place of employment

You are employed at Hair we go! Salon at High Street, Newchester NC1 2ER or such other place of business of the Firm as the Employer may from time to time require.

4. Remuneration

Your salary of £780.00 is payable each calendar month by interbank transfer. Any changes or amendments to this will be confirmed in writing. It is a condition of your employment that you work such overtime as may be necessary to meet staff shortages/sickness or general business needs. Commission will be at the rate of 10% on personal takings over £200 per week on a pro rata basis.

5. Hours of work

Your normal working hours (excluding overtime) are Tuesday, Wednesday, Friday and Saturday 9.00–5.00 and Thursday 9.00–1.00. The normal working hours may be varied from time to time on not less than one week's notice given by the Employer to

the Employee. (See Employee handbook for details of working hours for under 18s and for those who do not wish to work on a Sunday.)

You are allowed a rest break of 90 minutes per day to be taken at a mutually convenient time. Rest breaks do not form part of your working time.

The pattern of work and work rate is pre-determined by clients and this will give rise to daily fluctuations beyond the control of the Employer. When this occurs, equivalent rest breaks will be provided in compensation for the rest period lost.

6. Holidays and holiday pay

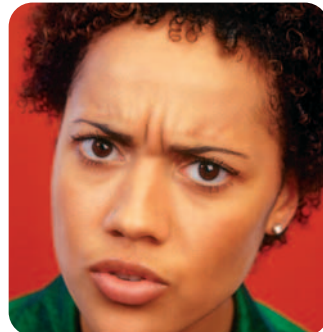
You are entitled to 25 working days holiday with full pay, inclusive of statutory and customary holidays, including bank holidays, in each year. Your holiday year runs from 1st January to 31st December. Unused leave cannot be carried forward to the following year.

7. Sickness or injury

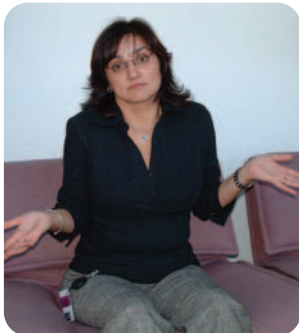
If you are unable to work due to sickness or injury, you are required to notify the Employer or other nominated person as soon as possible by telephone on the first day of absence. Evidence of incapacity must be submitted on return to work or by the third day of absence, and certificates must be submitted at regular intervals thereafter.

Body language pictures

Facial expressions



Gestures



Posture



Situation cards

1 Time pressure

You are with a client whose perm is taking much longer than expected. You have another client waiting who is getting cross.

2 Physical barriers

You are on reception and take a call for a client who is having her hair washed on the other side of the salon. The salon rule states that you must not leave the reception area unattended at any time.

3 Language differences

You are cutting the long thick hair of a client who does not speak English very well. You notice that her eyes have started to water. You need to find out if she is okay.

4 Mood and attitude

You are very busy and have asked a colleague to help you out by colouring a client's hair. Your colleague says she is going for her overdue break first.

5 Personality clashes

You spot a client waiting at reception who complains about the service every time she comes in. You think she is a trouble maker and don't want to deal with her but no one else is available.

6 Background noise

Workmen are digging up the road just outside the salon so it is very noisy. You need to ask a client if he would like a drink and any magazines.

7 Cultural variation

You are explaining to a South Asian client how you propose to style his hair. He does not look at you at all while you are talking.

8 Assumptions

Commission and daily takings cards

Commission You earn 10% commission on weekly takings over £200	Daily takings Monday £135	Daily takings Tuesday £155	Daily takings Wednesday £90	Daily takings Thursday £185	Daily takings Friday £205	Daily takings Saturday £210
Commission You earn 10% commission on weekly takings over £250	Daily takings Monday £115	Daily takings Tuesday £100	Daily takings Wednesday £165	Daily takings Thursday £205	Daily takings Friday £180	Daily takings Saturday £235
Commission You earn 10% commission on weekly takings over £300	Daily takings Monday £90	Daily takings Tuesday £125	Daily takings Wednesday £115	Daily takings Thursday £210	Daily takings Friday £145	Daily takings Saturday £250

Appraisal preparation form part 1

kiss curls

Annual Appraisal Preparation Form Part 1

SELF-ASSESSMENT QUESTIONNAIRE

About this form ...

- Below are examples of comments for what different people do in different parts of the salon. Not all of them will apply to you. They are for guidance only. You do not have to use them. You may write your own comments.
- Use the information below to think about the key responsibilities in your job and give some examples of what you have achieved.

Read the following topics for appraisal.

Tick the areas where you think you have particular strengths. Add a comment if appropriate.

Comment on any areas where you feel that you need to develop your skills.

Topic for appraisal	Comments	Examples of comments
Absence	•	<ul style="list-style-type: none"> I have a good attendance record.
Timekeeping	•	<ul style="list-style-type: none"> I am always at work on time.
Appearance	•	<ul style="list-style-type: none"> I present myself to the highest standards. I am particular about my appearance.
Morale	•	<ul style="list-style-type: none"> I enjoy my job. I have a positive attitude to my colleagues and job.
Training	•	<ul style="list-style-type: none"> I attend workshops in the salon (e.g. colouring). I have made progress with training modules. (List achievements.) I discuss ways of improving my work effectiveness with my training supervisor.
Team work	•	<ul style="list-style-type: none"> I am multi-skilled. I get on with my team. I support others. I always do jobs without having to be asked first.
Development	•	<ul style="list-style-type: none"> I have progressed with my personal development plan. I am determined to get the job done. I seek ways to improve my performance. I keep abreast of hair fashion and new products and equipment. I have learned how to neutralise perms on short hair. I apply colours.

(Cont'd)

Health and safety	•	<ul style="list-style-type: none"> • I know all risks/dangers in my department. • I have attended health and safety courses. (List those you have attended in the last 12 months.) • I recognise situations where there is a potential hazard. • I thoroughly clean and prepare the work surfaces. • I have learned how to prepare chemicals safely.
Stock management	•	<ul style="list-style-type: none"> • I rotate products effectively. • I handle products carefully. • I identify areas that need filling.
Customer satisfaction	•	<ul style="list-style-type: none"> • I keep my area clean and tidy. • I contribute to good presentation in my area. • I help maintain service levels. • I deliver a first-class service to customers. • I know our services and offer advice about them to clients. • I handle complaints effectively. • I feed back clients' comments to my line manager. • I make appointments for all services. • I speak confidently to clients on the telephone. • I ensure the accuracy of till use. • I handle payments by card. • I ensure customers are charged correctly.

Appraisal preparation form

part 2

Annual Appraisal Preparation Form Part 2

Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress. It is also an opportunity to highlight concerns and discuss training needs.

In order to prepare for your annual appraisal, you are advised to think about aspects of your performance and to note down any points that you wish to discuss during appraisal.

Use Part 1 of this form to help you decide on areas of strength and areas to be improved.



- Level of job satisfaction:



- Areas of work I particularly like:



- Factors that have made my job difficult to do well:



- Areas of the job I perform well:



- Areas of the job I need to improve:

What are you really proud of this year?

What would you most like to improve/do in the coming year?

Staff development requests:

Please continue on an extra sheet if necessary.

Client service guidelines

Client service guidelines – dealing with complaints

1. If the client dislikes the service or treatment being given

- Stop the service or treatment.
- Remain calm and polite.
- Ask the client why he or she is unhappy.
- Offer an explanation about why the service was completed in that way.
- Suggest a way forward to complete the service that would ensure the satisfaction of the client.

2. If the client cannot get an appointment with the stylist of their choice

- Remain calm and polite.
- Apologise to the client and explain clearly why the stylist requested cannot do their hair.
- Offer the client another stylist.
- Offer to put the client's name on a cancellation list for the preferred stylist.

3. If the client's preferred appointment date and time cannot be made

- Remain calm and polite.
- Apologise to the client and explain clearly why the date and time is not available.
- Offer another day/time with the stylist requested.
- Offer to put the client's name on a cancellation list.

4. If there has been a mistake with booking an appointment

- Remain calm and polite.
- Be honest with the client about the mistake that has happened, but avoid blaming others.
- Offer to fit the client in as soon as possible with the client's chosen stylist.
- Offer an appointment with an alternative stylist.

5. If a client has been kept waiting

- Check with the stylist how long he or she is likely to be.
- Remain calm and polite.
- Be honest with the client about how much longer he or she will have to wait.
- Offer refreshments and reading material.
- Offer another stylist to the client if someone else can fit the client in sooner.

6. If the client returns later with a complaint about the result of a treatment or service

- Remain calm and polite.
- Be honest with the client about what has gone wrong or suggest what might be the cause.
- Use non-technical language that the client can understand.
- Offer to correct the mistake if it can be rectified.

Call the salon supervisor or manager for help and support if required

Glossary

& a symbol that means 'and'

abbreviation a shortened form of a word or phrase, e.g. 'approx.' is an abbreviation of 'approximately'; 'CBD' or 'cbd' are abbreviations for 'cut and blow dry'

abraded damaged, scratched, broken

abrasion a scratch or cut

abundance a large quantity

accurate precise and correct

acknowledge recognise or notice

adaptable able and willing to change or alter to suit different situations

altering changing slightly

alternative another choice or option

anagen the period when a hair follicle is actively growing; it lasts between two and seven years

APL Accreditation for Prior Learning; this is when some experience or recent qualifications are counted towards your NVQ

appliance equipment or device, e.g. a fire extinguisher

appraisal an assessment of the performance of an employee

appropriate suitable to the situation

arrector pili muscle (also spelt 'erector pili') the muscle that is attached to the hair follicle and makes the hair stand on end when the person is cold

assembly point a chosen place where people gather

assess consider, weigh up performance

assessment evaluation of the quality of an employee

assessment book a book of guidance from the awarding body that tells you what you have got to do to achieve each NVQ unit

assessor a specially trained person who observes and guides a candidate through all the stages of collecting evidence for and collating an NVQ portfolio

asterisk a symbol (*) used in text as a pointer to a note

at least not less than

authorisation permission from someone in charge

authorised permitted or allowed

awarding body one of a number of institutions, e.g. City and Guilds, that are licensed to issue NVQ qualifications

bactericide a substance used to destroy bacteria

base the bottom of something

basic pay the amount you get paid for working a particular number of hours

biocide a substance used to kill living organisms

bleach a substance that removes natural colour from hair

capacity role, job, position

cash takings amount of money received in cash from clients

catagen the period between the active growth stage and the resting stage in the growth cycle of a hair follicle, which lasts about two weeks

chemical gown plastic-coated gown that stops liquid getting onto clothes

client person buying goods or a service

closed body language sitting or standing in a position where the body is covered or protected, for example folding the arms across the chest

coarse rough or bristly

codes letters and numbers used to represent different parts of the NVQ portfolio; using codes saves writing everything out every time; you can also use them to find the part of the NVQ that each code refers to

collate collect together

colleague fellow worker

commission extra money received for selling services or products, e.g. you might get paid a percentage of the takings if you achieve a target number of clients or you might get paid a percentage of all the products that you sell

compensation a sum of money that is given to you to make up for something that has gone wrong; sometimes known as 'damages'

competence skill, ability

competent able to do something well; capable, skilled

confidential private and not to be passed on

confined small and restricted; with not much room

confirming backing up or checking further

considerate thoughtful and careful with other people's feelings

consistently time after time, reliably

consultation discussion to find out information

contamination infection, pollution

contents a list at the front of a book that tells you the pages where different sections of the book can be found

continuous unbroken, non-stop

cortex the layer of the hair between the cuticle and medulla; it contains granules of the pigment melanin; all of the changes that take place when the hair is permed, coloured, set, relaxed or blow-dried take place here

cow's lick hair sticking up around the crown of the head, caused by hair growth pattern

critical looking carefully at both sides of something

criticism expressing disapproval of errors or mistakes

crown the top of the head

cultural belonging to a particular culture

cuticle the outer layer of the hair, made up of overlapping scales

cycle phase, stage

cystine linkage links between adjacent polypeptide chains

dash punctuation mark (–) for connecting phrases, sometimes used as a bullet point

deductions amounts subtracted from your wages, e.g. income tax and National Insurance contributions

defective condition not perfect, faulty

demonstrated shown, proven

demonstration show or display

depth how light or dark the hair colour is

dermis the lower of the two layers of skin

development the period when a colour is 'taking', when the chemicals are doing their job

disulphide bond the type of bond in the cystine linkage of keratin that takes part in chemical reactions during perming; it contains two sulphur atoms

divisions each of the parts into which a scale is divided

docket log book or list that records how much clients have paid

duty of care the responsibility to look after someone

elasticity the ability of hair to stretch and return to its original length

empathise see something from the other person's point of view, sympathise

emphasise put stress on, make something stand out

emphasised stressed, made to stand out

employee worker, member of staff

employer boss, someone who pays people to work for him or her

emulsify blend together; when hair is shampooed, the water and the oil from the hair emulsify – the shampoo acts as an emulsifying agent and stops them separating again

epidermis the upper of the two layers of skin

erector pili muscle (also spelt 'arrector pili') the muscle that is attached to the hair follicle and makes the hair stand on end when the person is cold

evacuation a departure; a lot of people leaving a place in a hurry

evaluate weigh up, assess

evaluation getting an idea of the quality of an employee

evidence proof

exceed go over the amount expected or needed

excluding not including, without

expectations what is expected or likely

external verifier a specially trained person from outside the organisation who checks that all the portfolios have been collated to the same standards as in other organisations; in this way the standards are kept the same throughout the country and the NVQ maintains its reputation as an approved qualification

fabrics materials

facial of or on the face

fact a true statement

factual based on fact; real and truthful

Fig. short for 'figure', meaning a diagram, illustration or drawing

flammable quick to catch fire and burn

float a sum of money used for change at the start of a shift or period of trading

fluent smooth and flowing

follicle a tube in the dermis from which the hair grows

formal official, correct and proper

fungicide a substance used to destroy fungi

germicide a substance used to kill germs

gesture sign or signal made with the upper body such as the hands or arms, e.g. shrugging the shoulders to indicate 'I don't know'

gist the general idea

gross pay pay before deductions such as tax and National Insurance contributions have been subtracted

Habia Hairdressing and Beauty Industry Authority (acronym)

harsh hard or severe

hazard danger, risk; something that may harm you or other people in the workplace

hourly rate the amount paid to you for each hour that you work

hydrogen peroxide a chemical that changes melanin, the natural hair colour, into a colourless compound during bleaching and oxidises permanent dyes to form large coloured molecules inside the hair shaft

identify pick out

illustration example or image

impression effect or impact

in lieu of instead of, in the place of

incentive a reward for achieving a target

incinerate set fire to

index a list of evidence and the pages of a portfolio where it can be found

informal casual and relaxed

informed knowledgeable

ingestion swallowing – usually of food or drink

intensive concentrated and strong

internal verifier a specially trained person from within the organisation who regularly checks that the assessor is treating all the portfolios in the same way

International Colour Code (ICC) a systematic method of defining colours on a colour chart

irregular uneven, unusual

irritate make itch or sting

italics letters written in sloped writing like *this*

jargon specialist words or expressions used by a particular profession or group that are often difficult for others to understand

keratin the protein that forms hair, nails and the outer layer of the epidermis

laws rules set out by the government which incur penalties if they are not followed

layout the way something is set out – often in sections with sub-headings

legislation law

lifestyle the way in which someone lives

limitations limits, restrictions

location place, position

maintain keep up, look after something

mandatory compulsory, essential

maximum upper limit, highest or longest something can go

maximum stock level the largest amount of stock stored in the salon

medulla the centre of the hair shaft

minimum stock level the least amount of stock stored in the salon

misleading information information that can give you the wrong idea about something

morale confidence, self-esteem

mutually by both people or parties

nape the back of the neck

national all over the country

National Insurance contributions money collected from your wages by the government which goes towards your state pension

National Occupational Standards the national standards of acceptable levels of knowledge about a job that all the awarding bodies must keep to; Habia sets the standards for hairdressing

net pay amount of money that you receive after deductions such as tax and National Insurance contributions have been subtracted

neutral neither acid nor alkali

NVQ National Vocational Qualification; 'national' means all over the country, 'vocational' means to do with a particular job, and 'qualification' is an official recognition that a certain standard has been reached – so it is a qualification for doing a job that is done to the same standard all over the country

NVQ Standards the National Occupational Standards for the NVQs in hairdressing are laid down by HABIA (Hairdressing and Beauty Industry Authority), which is a national organisation – their standards ensure that everybody, wherever they live in the country, will have to reach the same level of competence before achieving a qualification

observations comments or remarks made after looking at something

observe study or examine

observing watching closely

obstructions objects that are in the way

occipital the region of the skull that is near the back of the head

open body language sitting or standing in a position where the body is 'open', such as spreading arms out wide

opinion a point of view or belief

optional possible, chosen

oral spoken

oxidation a chemical reaction that involves adding oxygen to a substance

oxidising agent a substance like hydrogen peroxide that can give oxygen to another substance during a chemical reaction

pace the speed or tempo at which words are said

papilla the part of the dermis at the base of a hair follicle which is well supplied with blood; it is surrounded by the epidermal cells of the hair bulb from which the hair grows

- partial** part, not all of something
- peptide bond** chemical bond between amino acids in a polypeptide chain
- per cent** per hundred, e.g. 1% means 1 per 100; 10% means 10 per 100
- performance** the way something is done
- permanent** lasting
- persuade** convince, make somebody believe you
- pesticide** a substance used to kill pests
- phrase** a small group of words that go together
- physical contact** touching someone, e.g. shaking hands
- policy** course or general plan of action
- polypeptide chain** a spiral shaped chain of peptide bonds that forms part of the structure of hair
- porosity** ability to take in water
- portfolio** collection of work, file
- positive** clear, encouraging and confident
- posture** the position we adopt when standing or sitting
- PPE** Personal Protective Equipment, e.g. aprons and gloves
- precise** exact and to the point
- pre-determined** fixed, decided
- prevent** stop from happening
- procedures** steps or rules that are to be followed in certain circumstances
- prominent** standing or sticking out, very obvious
- proxemics** where we sit or stand in relation to other people
- qualification** proof that a certain level of competence has been achieved
- receptionist** person whose job it is to welcome clients and book appointments
- recommendations** advice or suggestions
- rectified** put right
- re-growth** growing through again
- re-ignition** starting up again
- relevant** to do with, important, suitable
- remuneration** payment, salary, wages
- re-order** order again
- requirements** needs or wishes
- respond** reply or act on
- review** a critical look at the performance of an employee
- risk** the likelihood of something dangerous happening
- sarcastic** mocking
- scale** a range of values used for measuring
- scan** look quickly through a piece of writing to find particular words or phrases
- sebaceous gland** gland attached to the hair follicle that secretes sebum
- sebum** the oily substance that is secreted by the sebaceous gland
- sensitive** responsive, aware of other people's feelings
- severe** hard or harsh
- shed** lose
- simplify** make simpler or easier to understand
- simulations** pretend situations, mock-ups
- sincere** honest and truthful; sounding like you mean it
- skim** read a piece of text very quickly to get the general idea of what it is about without needing to read every word
- soiled** dirty, used
- sound** signal, ring out or activate (e.g. an alarm)
- specialist** relating to a particular subject
- specific** particular, detailed or exact
- standards** levels of quality
- static** still and unchanging
- stipulate** require or lay down as a rule
- strategies** tactics, ways of doing something
- structure** 1 arrangement
2 the way that something, e.g. a hair follicle or the skin, is constructed or organised
- subject** main topic or purpose of a text
- substance** liquid or material
- summarise** sum up the main points of something
- surveillance** keeping a close watch on things, observing
- sweat glands** parts of the body that release perspiration (sweat)
- symbol** a picture or sign with a particular meaning
- symmetrical** the same on both sides, evenly balanced
- tackle** fight (a fire)
- takings** total amount paid by clients during the day
- target** something to aim for
- tax** money collected from your wages by the government which goes towards the running of the country
- telogen** the resting stage in the growth cycle of a hair follicle; it lasts between three and four months
- textiles** fabrics, cloths or materials
- texture** feel or appearance
- timid** nervous, shy
- tint** an artificial colour that can be added to hair

tone **1** the overall warmth or coolness of the colour you see

2 how you say something, including the emphasis you put on certain words

topic subject

updating bringing up to date

verbal spoken

visual of the eyes, something that can be seen

vocational to do with particular jobs, occupations and employment

witness statement a signed piece of paper from a reliable witness that says you are able to do part of the work that counts towards your NVQ

