

Hair and Beauty Vocational Taster

Resources

ASDAN

Written in collaboration with Kay Morris (BA, MA, Cert Ed.) co-owner of
Vocational Training Solutionz: www.vocationaltrainingsolutionz.co.uk

Resources for the Hair and Beauty Vocational Taster

Contents

Introduction	2
Module 1 Customer Service	**3**
1A1 Observation checklist	4
1B2 Building rapport	5
1B4 Non-verbal communication cards	6-7
Module 2 Nail Services	**9**
2A1 Performing a basic manicure	10-11
2A2 Nail disorders	12
2A3 Performing a hand and arm massage	13-14
2A4 Nail enamel application	15
2A6 The structure of the nail	16
2B1 Performing a basic pedicure	17
2B1 Performing a foot and lower leg massage	18-19
2B2 The bones of the foot	20
2B2 The bones of the hand	21
2B2 Contra-indications to massage	22
2B3 Manicure and pedicure products	23
Module 3 Basic Hairdressing Techniques	**25**
3A1 Washing a client's hair	26
3A1 Hair products to suit different hair types	27
3A2 Reviewing hair products	28
3A3 Factsheet: the hair	29-30
3A3 Hair structure	31
3A4 Hairstyles that suit...	32
3B1 Blow-drying a client's hair	33
3B4 Shampoo and conditioner ingredients	34
Module 4 Basic Facial Treatments	**35**
4A2 Identifying skin types	36
4A3 The bones of the skull	37
4A5 Eye cream	38
4B1 Performing a mini facial	39-41
4B3 Factsheet: functions of the skin	42
4B3 Factsheet: structure of the skin	43-45
4B3 The anatomy of skin	46
Generic resources	**47**
Client evaluation sheet	48



Introduction

These resources have been designed to support the Hair and Beauty Vocational Taster.

Additional generic resources can also be downloaded from the Online Resource Bank: **www.theorb.org.uk**

Hair and Beauty Vocational Taster Tutor Notes

A set of tutor notes have also been produced for the Hair and Beauty Vocational Taster, offering challenge-by-challenge advice, guidance and support for practitioners. The Tutor Notes can be downloaded for free from the members area of the ASDAN website: **members.asdan.org.uk/my-courses/short-courses**



Resources for Module 1
Customer Service

Hair and Beauty Vocational Taster

Module 1 Customer Service

Name: Date: Challenge 1A1

Observation checklist

Name of observer:	Role:

Did the learner...			Comments
...introduce themselves?	☐ Yes	☐ No	
...smile?	☐ Yes	☐ No	
...give the client the correct information?	☐ Yes	☐ No	
...welcome the client?	☐ Yes	☐ No	
...speak slowly and clearly?	☐ Yes	☐ No	
...sound interested during the conversation?	☐ Yes	☐ No	
...use the client's name when speaking to them?	☐ Yes	☐ No	
...respond appropriately and were they helpful?	☐ Yes	☐ No	
...ask the client if there was anything else they could help with?	☐ Yes	☐ No	

© ASDAN 2014 All Rights Reserved

Hair and Beauty Vocational Taster

Module 1 Customer Service

Name: Date: Challenge 1B2

Building rapport

Find out how to build a rapport and communicate well with your clients. Use the table below to show examples of vocabulary, tone and body language that do and don't work.

What does work	What doesn't work
e.g. use of simple language/words	e.g. use of unnecessary jargon

© ASDAN 2014 All Rights Reserved

Non-verbal communication cards

Challenge 1B4

Cut out the cards below and match the body language to the correct interpretation. Pick body language cards at random to use in your role plays.

Body language: **Erect posture, brisk walk**	Interpretation: **Confidence**
Body language: **Standing with hands on hips**	Interpretation: **Aggression**
Body language: **Sitting with legs crossed, foot kicking slightly**	Interpretation: **Boredom**
Body language: **Arms crossed/folded**	Interpretation: **Defensiveness**
Body language: **Walking with hands in pockets, shoulders hunched**	Interpretation: **Dejection**
Body language: **Head resting in hand**	Interpretation: **Tired/boredom**
Body language: **Rubbing hands together**	Interpretation: **Anticipation**
Body language: **Open palm**	Interpretation: **Sincerity, openness, innocence**

© ASDAN 2014 All Rights Reserved

Non-verbal communication cards

Challenge 1B4

Body language: **Tapping with the fingers**	Interpretation: **Impatience**
Body language: **Patting/fondling hair**	Interpretation: **Lack of self-confidence/ insecurity**
Body language: **Tilted head**	Interpretation: **Interest**
Body language: **Looking down, face turned away**	Interpretation: **Disbelief**
Body language: **Biting nails**	Interpretation: **Nervousness**

Use the blank cards to add your own ideas:

Body language:	Interpretation:
Body language:	Interpretation:
Body language:	Interpretation:

© ASDAN 2014 All Rights Reserved



Resources for Module 2
Nail Services

Performing a basic manicure

Challenge 2A1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1 Be able to identify the correct tools and products needed to perform a basic manicure	• Select the appropriate product for cleaning/soaking the nails (e.g. manicure nail soak solution, hand sanitiser spray) • Select the appropriate tools for manicure (e.g. disposable emery board, nail buffer and cuticle stick)
2 Be able to identify safety precautions that apply to a manicure service	• Test water temperature of finger bowls and say if it is too hot for the client's hands • Identify a further safety precaution that applies to the use of manicure tools and products (e.g. not putting too much pressure on cuticle stick to cause damage to the cuticle or nail bed, not getting products into the eyes or mouth, not spilling product or water to cause slip hazard)
3 Be able to prepare the work area for a manicure service	• Have products, towels and finger bowls ready to use in the manicure area • Make sure that the manicure area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)
4 Know the correct sequence of a manicure service	• State how to protect the client's clothing during a manicure service • State the correct order of a basic manicure service (e.g. protect client's clothing by rolling up the sleeves and placing a small towel on the client's lap, prepare finger bowls with hand hot water, file client's nails to desired shape, massage in cuticle and nail conditioner, soak nails in finger bowls for a few minutes to soften cuticles, carefully clean under free-edge of nail with cuticle stick, dry hands and push back cuticles with cuticle stick). • Say what cuticle and nail conditioner is for

© ASDAN 2014 All Rights Reserved

Performing a basic manicure

Challenge 2A1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
5 Be able to demonstrate a basic manicure service working on a client	• Demonstrate protection of client's clothing and prepare themselves to perform manicure service (e.g. wash their hands to prevent cross infection) • Talk to the client about their choice of nail shape (e.g. how would they like the finished result to look today?) • Demonstrate safe preparation of finger bowls (e.g. check temperature with client) • Demonstrate correct nail filing technique (e.g. working in one direction from outer edges in towards the centre of the nail, all manicured nails to be a similar shape and length, try to achieve the shape that client has asked for) • Check client comfort • Demonstrate correct cuticle/nail conditioner technique on client's nails (e.g. circular massage movements to each nail using the pad of the thumb supported underneath by the forefinger) • Demonstrate how to safely use the cuticle stick to push back the client's cuticles and remove dirt/dead skin from under free-edge of nails • Check client comfort
6 Be able to evaluate the finished manicure service	• Ask the client whether they are pleased with the finished result • Check if there is anything else that can be done to make sure the client is happy with the service

© ASDAN 2014 All Rights Reserved

Hair and Beauty Vocational Taster

Module 2 Nail Services

Name: Date: Challenge 2A2

Nail disorders

Use the table below to record the signs and symptoms of **three** nail disorders that would prevent you from performing a manicure service.

Nail disorder	Signs and symptoms of disorder	Reason why manicure should not be performed
e.g. Ringworm (fungal nail)	a whitish thickening of the nail discolouration (the nail can turn white, black, yellow or green) the nail can become brittle and start to fall off the skin around the nail may be sore and irritated	A highly contagious condition that can easily be spread to other parts of the body and passed on from person to person through contamination of manicure tools, products and towels

Describe how you would tell the client why the treatment could not be carried out:

© ASDAN 2014 All Rights Reserved

Performing a hand and arm massage

Challenge 2A3

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:		Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1	Be able to identify the products needed to perform a hand and arm massage	• Select the appropriate products needed to perform a hand and arm massage (e.g. hand sanitiser spray, hand cream, massage oil)
2	Be able to identify **two** safety precautions that apply to a hand and arm massage service	• Demonstrate safe use of products and state two safety precautions when using massage products (e.g. not getting hand cream or oil into the eyes or mouth, not spilling product to cause a slip hazard)
3	Be able to prepare the work area for a hand and arm massage service	• Have massage products and towels ready to use in the manicure/ massage work area • Make sure that the manicure/massage work area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)
4	Know the correct sequence of a hand and arm massage service	• State how to protect the client's clothing during hand and arm massage service (e.g. sleeve rolled up with tissue paper tucked under for protection against massage product) • State the correct order of a hand and arm massage service (e.g. protect client's clothing by rolling up the sleeves and tucking tissue under for protection, placing a small towel on the massage surface, spread oil/hand cream over client's forearm and hand, perform three long spreading movements (effleurage) to back of forearm (back of hand side of arm), perform three rows of deep thumb friction circles using both thumbs, perform alternate thumb stroking effleurage (using entire surfaces of thumbs) on the back of the hand, perform tiny thumb friction circles between meta-carpal bones (long bones that make up the back of the hand), take each finger starting with the little finger between the thumb and fore-finger and roll down firmly from base to tip of finger; on completion of the thumb turn hand over (palm upper most), perform three long spreading movements (effleurage) to front of forearm, perform six alternate thumb stroking movement to fleshy part of palm of hand (horizontal to base of thumb), perform three thumb zigzags movements working down from the wrist towards the fingers, turn hand back over and perform three more deep stroking (effleurage) movements to the back of the forearm to complete)
5	Be able to demonstrate a safe hand and arm massage service working on a client	• Look for any obvious abrasions, open cuts, bruises or skin infections that could stop the hand and arm massage going ahead • Protect client's clothing and prepare themselves to perform hand and arm massage service (e.g. wash their hands and sanitise client's arm and hand to prevent cross infection) • Talk to the client about how they would like their massage to feel (e.g. check massage pressure with client and alter to suit the clients preference) • Demonstrate correct massage application as documented above. • Check client comfort

© ASDAN 2014 All Rights Reserved

Performing a hand and arm massage

Challenge 2A3

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	**Assessment Criteria** What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
6 Be able to evaluate the finished hand and arm massage service	• Ask the client if they have enjoyed the hand and arm massage service • Check if there is anything else that can be done to make sure the client is happy with the service

© ASDAN 2014 All Rights Reserved

Nail enamel application

Challenge 2A4

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1 Be able to identify the correct tools and products needed to carry out a nail enamel application	• Select the appropriate product for removing old nail enamel (e.g. nail enamel remover) • Select the appropriate tools for nail enamel application (e.g. cotton wool pads, cotton buds/orangewood sticks, base coat, ask client to select suitable colour nail enamel, top coat, nail drying spray/oil)
2 Be able to identify **two** safety precautions that apply to applying nail enamel	• State two safety precautions that apply to nail enamels and remover products (e.g. not breathing in fumes, not using flammable products near heat source or naked flames, not getting products into the eyes or mouth, not spilling products)
3 Be able to prepare the work area for applying nail enamel	• Have all selected products ready to use in the manicure area • Make sure that the manicure area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)
4 Know the correct sequence of a nail enamel application	• State how to protect the client's clothing during a manicure service • State the correct order of a nail enamel application (e.g. protect client's clothing by rolling up the sleeves and placing a small towel on the clients lap, remove any traces of old enamel, apply base coat, apply first thin coat of nail enamel (allow drying time), apply second thin coat of nail enamel (allow drying time), apply top coat, apply drying spray or oil)
5 Be able to demonstrate a nail enamel application on a client	• Protect client's clothing and prepare themselves to perform manicure service (e.g. wash their hands to prevent cross infection, sanitise client's hands if not part of a full manicure service) • Check client comfort • Demonstrate removal of old nail enamel • Demonstrate application of base coat • Demonstrate application of choice of nail enamel, using as few strokes as possible and allowing adequate drying time • Demonstrate top coat • Demonstrate removal of enamel from the skin using a cotton bud or orangewood stick and nail enamel remover (if applicable) • Demonstrate drying spray/oil application remover (if applicable)
6 Be able to evaluate the finished nail enamel application	• Ask the client whether they are pleased with the finished result • Check if there is anything else that can be done to make sure the client is happy with the service

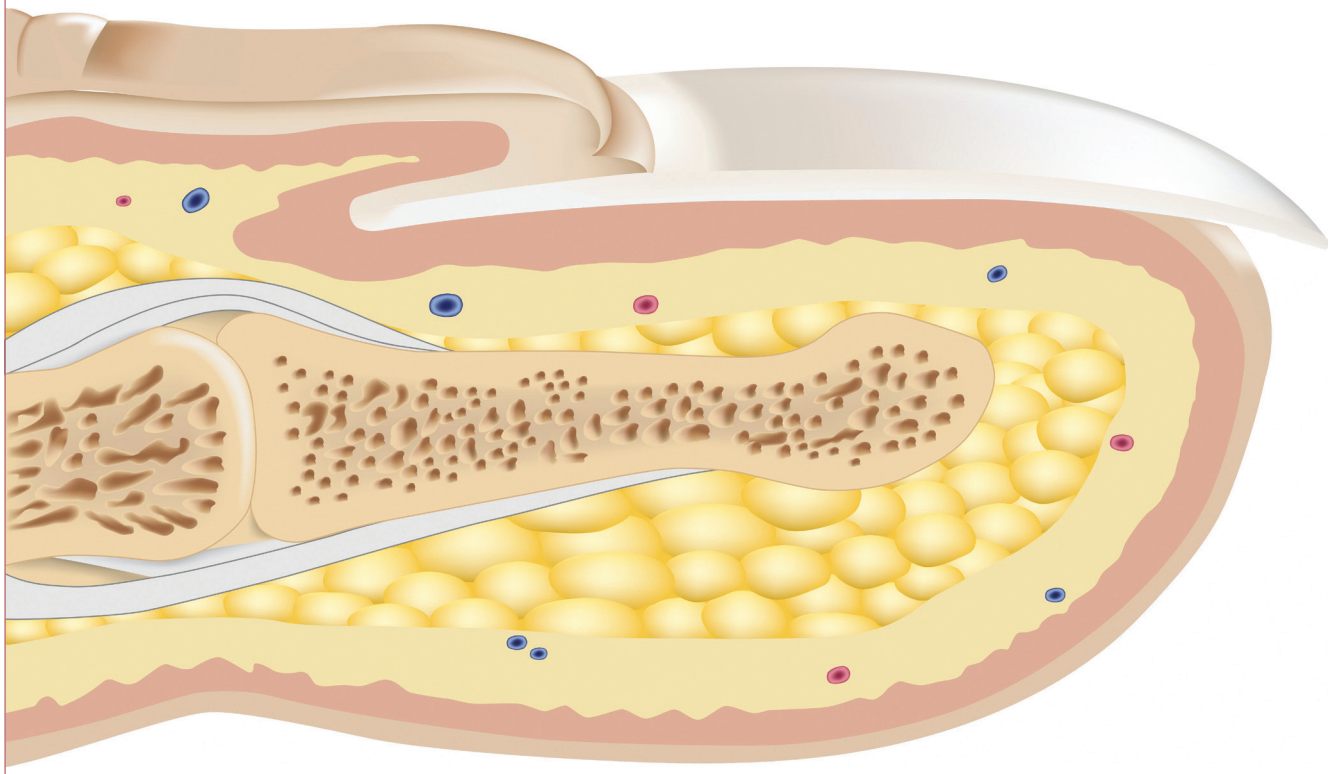
© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 2A6

The structure of the nail

Label the diagram below to show the different parts of the nail:

Nail root	**Lunula**	**Cuticle**



Dermis	**Epidermis**	**Finger bone**

© ASDAN 2014 All Rights Reserved

Performing a basic pedicure

Challenge 2B1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1 Be able to identify the correct tools and products needed to perform a basic pedicure	• Select the appropriate product for cleaning/soaking the nails (e.g. pedicure foot soak solution) • Select the appropriate tools for pedicure (e.g. nail clippers, disposable emery board, cuticle stick and pumice stone)
2 Be able to identify safety precautions that apply to a pedicure service	• Test water temperature of foot bath and say if it is too hot for the client's feet • Identify a further safety precaution that applies to the use of pedicure tools and products (e.g. not putting too much pressure on cuticle stick to cause damage to the cuticle or nail bed, not getting products into the eyes or mouth, not spilling product or water to cause a slip hazard)
3 Be able to prepare the work area for a pedicure service	• Have products, towels and foot bath ready to use in the pedicure area • Make sure that the pedicure area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)
4 Know the correct sequence of a pedicure service	• State how to protect the client's clothing during a pedicure service • State the correct order of a basic pedicure service (e.g. protect client's clothing by rolling up long trousers and placing a small towel on the client's lap, prepare foot bath with hand hot water, soak client's feet, wash feet, pumice bottoms of the feet, dry first foot and clip/file client's toenails, massage in cuticle and nail conditioner, place foot back in foot bath to soak, dry second foot and repeat above procedure, take first foot out of water, towel dry and gentle push the cuticles with cuticle stick, repeat on other foot)
5 Be able to demonstrate a basic pedicure service working on a client	• Protect client's clothing and prepare themselves to perform pedicure service (e.g. wash their hands to prevent cross infection, wear a disposable plastic apron) • Demonstrate safe preparation of foot bath (e.g. check temperature with client) • Demonstrate safe nail clipping and correct nail filing technique (e.g. working in one direction from outer edges in towards the centre of the nail, all toenails to be a similar shape and length) • Check client comfort • Demonstrate correct cuticle/nail conditioner technique on client's nails (e.g. small circular massage movements to each nail using the pad of the thumb supported underneath by the forefinger) • Demonstrate how to safely use the cuticle stick to push back the client's cuticles and remove dirt/dead skin from under free-edge of the toenails • Check client comfort
6 Be able to evaluate the finished pedicure service	• Ask the client whether or not they are pleased with the finished result • Check if there is anything else that can be done to make sure the client is happy with the service

© ASDAN 2014 All Rights Reserved

Performing a foot and lower leg massage

Challenge 2B1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1 Be able to identify the products needed to perform a foot and lower leg massage	• Select the appropriate products needed to perform a foot and lower leg massage (e.g. massage cream or oil)
2 Be able to identify **two** safety precautions that apply to a foot and lower leg massage service	• Demonstrate safe use of products and state two safety precautions when using massage products (e.g. not getting massage cream or oil into the eyes or mouth, not spilling product to cause slip hazard, removing product from soles of client's feet with eau de cologne or surgical spirit at the end of the treatment)
3 Be able to prepare the work area for a foot and lower leg massage service	• Have massage products and towels ready to use in the pedicure/ massage work area • Make sure that the pedicure/massage work area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)
4 Know the correct sequence of a foot and lower leg massage service	• State how to protect the client's clothing during foot and lower leg massage service (e.g. roll up trousers, tissue paper tucked under for protection against massage product) • State the correct order of a foot and lower leg massage service (e.g. protect client's clothing by rolling up the trouser legs and tucking tissue under for protection, place a small modesty towel across the client's knees, spread oil/cream over clients foot and lower leg, perform three long spreading movements (effleurage) over the top of the foot and front of the leg, perform palmar kneading on the calf muscle using the right hand perform large clockwise circles lifting the calf muscle, repeat with left hand, repeat with both hands working alternately, perform thumb stroking effleurage on the top of the foot (using entire surfaces of thumbs), perform tiny thumb friction circles in-between meta-tarsal bones (long bones that make up the back of the foot), perform deep thumb kneading on the base of the toes and ball of the foot, perform long rows of digital stroking (zigzags) from the base of the toes down to the heels pulling back with the thumbs up the centre of the foot to repeat three times, effleurage top of the foot, take each toe starting with the big toe in-between the thumb and fore-finger and roll down firmly from base to tip of toe, effleurage the front of the leg three times to complete the massage, wrap foot in a dry towel to keep it warm while the other foot and leg is massaged)

© ASDAN 2014 All Rights Reserved

Performing a foot and lower leg massage

Challenge 2B1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
5 Be able to demonstrate a safe foot and leg massage service working on a client	• Look for any obvious abrasions, verrucaes, open cuts, bruises or skin infections that could stop the massage going ahead • Protect client's clothing and prepare themselves to perform service (e.g. wash their hands and wear a disposable plastic apron, sanitise client's feet if massage is not part of a pedicure treatment to prevent cross infection) • Talk to the client about how they would like their massage to feel (e.g. check massage pressure with client and alter to suit the clients preference) • Demonstrate correct massage application as documented above • Check client comfort throughout
6 Be able to evaluate the finished foot and leg massage service	• Ask the client if they have enjoyed the massage service • Check if there is anything else that can be done to make sure the client is happy with the service

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 2B2

The bones of the foot

Label and colour the diagram to show the different bones of the foot:

Tibia

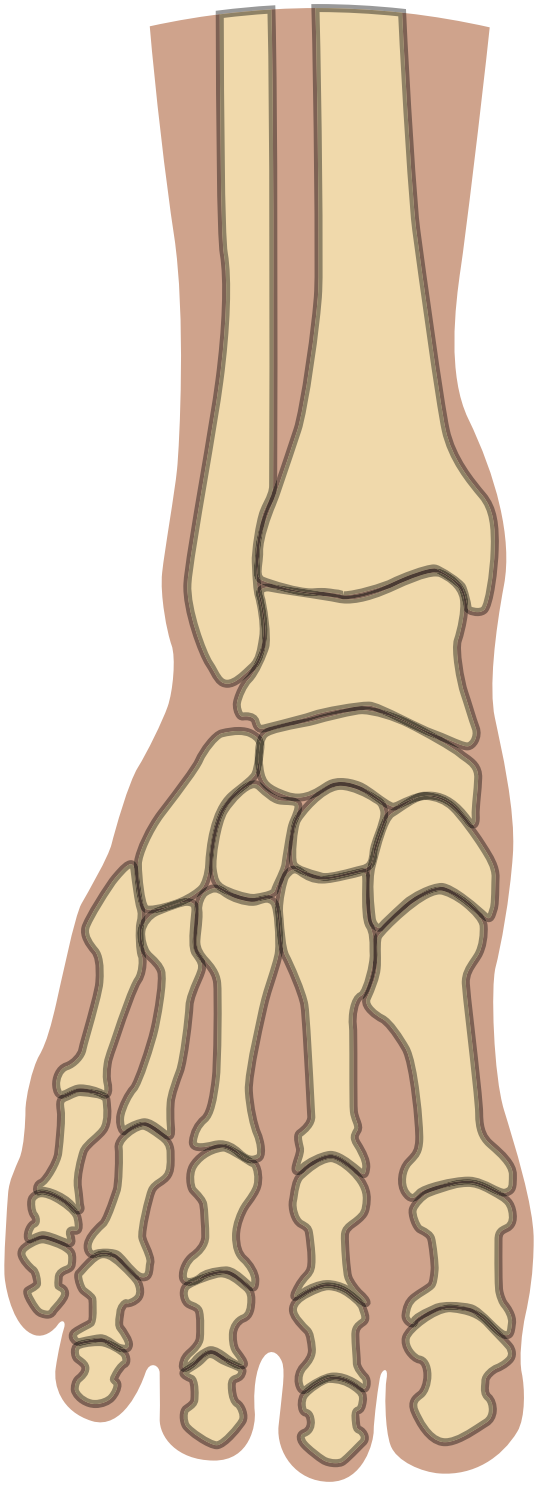
Fibula

Talus

Cuboid

Cuneiform

Calcaneus



Metatarsals

Proximal phalanges

Middle phalanges

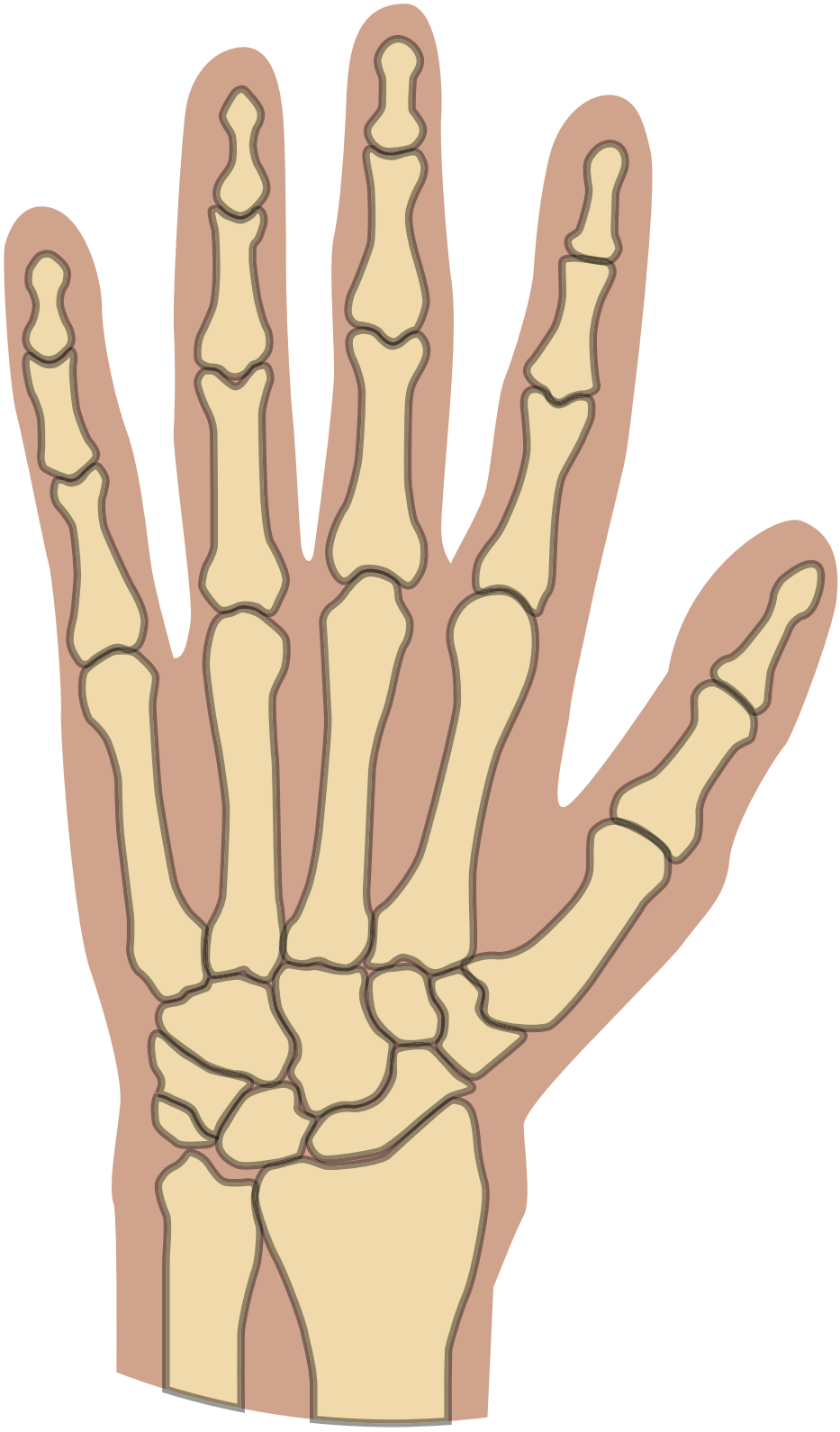
Digital phalanges

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 2B2

The bones of the hand

Label and colour the diagram to show the different bones of the hand:



Digital phalanges

Middle phalanges

Proximal phalanges

Metacarpals

Carpals

© ASDAN 2014 All Rights Reserved

Hair and Beauty Vocational Taster

Module 2 Nail Services

Name: Date: Challenge 2B2

Contra-indications to massage

Find out about six contra-indications to massage and state why massage should not be performed in these situations.

Contra-indication	Why massage should not be performed
e.g. contagious diseases (a cold, the flu)	e.g. To prevent the spread of disease or infection to the masseur, other staff and future clients.
1.	
2.	
3.	
4.	
5.	
6.	

© ASDAN 2014 All Rights Reserved

Hair and Beauty Vocational Taster

Module 2 Nail Services

Name: Date: Challenge 2B3

Manicure and pedicure products

Use the table below to record five products that can be used in either manicure or pedicure services:

Product	Description	Ingredients/chemicals	Safety precautions
e.g. sweet almond oil	Sweet almond oil is popular oil used for massage, it is extracted from almonds and is pale yellow in colour	Natural oil from the almond	Avoid spillages, slipping hazard Do not use on nut allergy sufferers

© ASDAN 2014 All Rights Reserved



Resources for Module 3

Basic Hairdressing Techniques

Washing a client's hair

Challenge 3A1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1 Be able to identify the safety precautions that apply to washing a client's hair	• Test water temperature and say if it is too hot for hair washing • Identify one safety precaution that applies to the use of hair washing products (e.g. not getting products into the client's eyes or mouth, not spilling product to cause a slip hazard)
2 Be able to identify the correct products for washing a client's hair	• Select the appropriate product for washing client's hair • Select the appropriate product for conditioning client's hair
3 Be able to prepare the work area for washing a client's hair	• Have products and towels ready to use on the client in the hair washing area • Make sure that the hair washing area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)
4 Know the correct sequence of washing a client's hair	• State how to protect the client's clothing while hair washing • State how to protect their own clothing while hair washing (e.g. apron) • State the correct order of hair washing (e.g. protect clothing, client and themselves, remove client's glasses and earrings if applicable, set water temperature, wet hair, apply shampoo, massage shampoo through hair, rinse shampoo off, apply conditioner using scalp massage techniques, rinse conditioner off, towel dry hair) • State briefly how shampoo works as a cleansing agent • Say what conditioner is for • Say why they have chosen specific hair washing and conditioning products for their client's hair
5 Be able to demonstrate washing a client's hair	• Protect client's clothing and prepare themselves for hair washing • Check that the water temperature is comfortable for the client • Demonstrate correct shampoo application • Demonstrate correct shampoo removal • Demonstrate correct conditioner application • Demonstrate correct conditioner removal • Check that the client is comfortable while hair washing • Demonstrate client care on completion of hair washing (e.g. removing water from face, neck and ears and gentle towel drying of the client's hair without pulling, returning client's glasses and earrings if applicable, removal of protection from client's clothing)

© ASDAN 2014 All Rights Reserved

Hair and Beauty Vocational Taster

Module 3 Basic Hairdressing Techniques

Name: Date: Challenge 3A1

Hair products to suit different hair types

Wash three different clients' hair using the correct products to suit their hair types. Use the table below to show the products you used and explain why you chose them:

Client 1	☐ Male	☐ Female	Age:
Notes on hair length and type:			
Products chosen:	Reasons for choice:		

Client 2	☐ Male	☐ Female	Age:
Notes on hair length and type:			
Products chosen:	Reasons for choice:		

Client 3	☐ Male	☐ Female	Age:
Notes on hair length and type:			
Products chosen:	Reasons for choice:		

© ASDAN 2014 All Rights Reserved

Hair and Beauty Vocational Taster

Module 3 Basic Hairdressing Techniques

Name: Date: Challenge 3A2

Reviewing hair products

Describe six different products that you have used; summarise the good and bad points of each product:

Product 1:		Cost:
Content:	Good points	Bad points
Purpose:		

Product 2:		Cost:
Content:	Good points	Bad points
Purpose:		

Product 3:		Cost:
Content:	Good points	Bad points
Purpose:		

Product 4:		Cost:
Content:	Good points	Bad points
Purpose:		

Product 5:		Cost:
Content:	Good points	Bad points
Purpose:		

Product 6:		Cost:
Content:	Good points	Bad points
Purpose:		

© ASDAN 2014 All Rights Reserved

Factsheet: the hair

Challenge 3A3

There are two types of hair, the fine downy hair that is found all over the body except on the soles of the feet and the palms of the hands, and the thick pigmented hair that grows on the scalp, eyebrows, beard and genital area. Hair is formed by cells in the hair follicle.

The visible part of the hair is called the hair shaft and is formed from keratin. It is composed entirely of dead tissue. The hair shaft is found inside the hair follicle (this is a tube-like depression in the skin). The hair develops from a root, the dermal papilla, which can be found at the bottom of the follicle. This is nourished directly from the bloodstream. If a root is damaged the hair growth will stop and may never re-grow.

The follicle also contains a sebaceous gland and arrector pili muscle. The arrector pili muscle contracts when a person is cold or afraid and this makes the hairs stand on end, trapping a layer of air which is warmed, helping to regulate body temperature. When a person is hot the hairs lie flat allowing cool air to pass easily over the body, lowering the body temperature.

Hair type and structure

Adult human beings have about 120,000 hairs on their head (redheads don't tend to have as many, but blondes usually have more). Hair type varies according to structure; there are fine baby soft hairs that cover the body and very long hairs that grow on the head. Pubic hairs tend to be shorter and quite coarse as do eyebrows and facial hair on men. Blonde-haired individuals usually have very fine hair growth, while black-haired individuals tend to have a coarser hair growth.

Lanugo is the hair found on a baby in the womb. Once the baby is born, its body hair changes into the soft downy hair known as vellus. The stronger hair found on our heads, eyelashes, eyebrows and in the pubic area is known as terminal hair. The type of hair shaft determines whether hair is straight or curly. If the hair shaft is cylindrical a straight hair will be produced. If the hair shaft is oval a curly or wavy hair will be produced. A flattened or kidney shaped shaft will produce very woolly textured hair.

Stages of the hair growth cycle

The cells that make keratin for hair are some of the most rapidly dividing cells of the body. Scalp hair grows on average about half an inch a month, which is known as the anagen or growing period. This can last between one and six years. Hair growth is not continuous; it does have a resting period but first it begins to slow down, this is known as the catogen or degeneration period. The hair will then go through a complete resting period known as the telegen which can last for about six months to one year. No growth takes place at all in this period, as the roots of the resting hair become club shaped and lose their normal pigmentation. Up to 10% of our scalp hairs are in the resting phase at any one time.

The club hairs are the ones that tend to come out in handfuls when we wash our hair. No damage whatsoever is done to the follicles, and when the root has had its rest normal hair growth begins again.

Diet, illness and hormone changes can affect hair growth in both males and females. A poor diet will result in poor hair condition. Individuals with very dry hair due to under secretion of the sebaceous gland may experience hair that breaks off prematurely and gives a thin appearance. These individuals may benefit from cod liver oil capsules as a food supplement, or a hot oil treatment (to coat the hair in an artificial oil) to help to protect it.

Sometimes if we have been very ill or under a lot of stress the hair growth will be impaired, and can even result in temporary alopecia (total hair loss) though this is very rare.

Hormone changes in life have a great effect on hair growth. In pregnancy most women do not lose any hair and the hair growth is usually very good. Soon after the birth of the baby, the mother seems to lose handfuls of hair resulting in a temporary thinning of the hair. This is due to the sudden drop in the hormones after the pregnancy, but this soon returns to normal as everything balances out again.

© ASDAN 2014 All Rights Reserved

Factsheet: the hair

Challenge 3A3

Hair distribution changes at puberty when the sex hormones come into play and we start to develop pubic hair under the arms and around the groin, and men develop it on their chests. Baldness in a man can also be hormone linked, just as a post-menopausal woman experiences thinning of the hair. However, some men start balding very young and the reasons for this are still not fully understood.

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 3A3

Hair structure

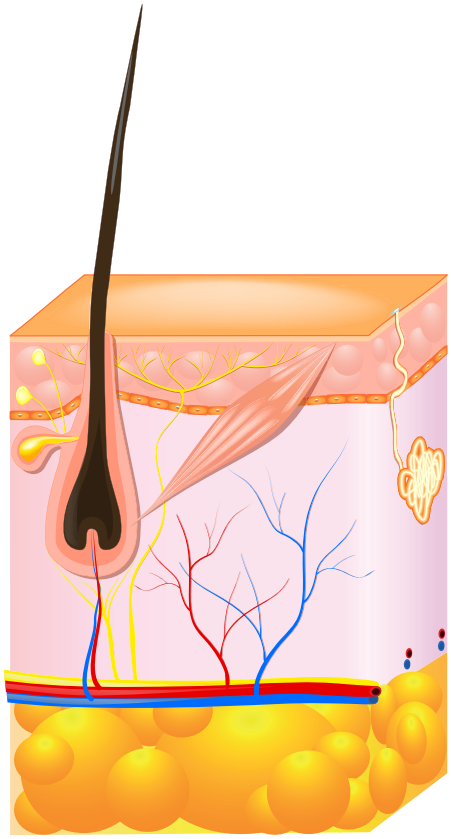
Label the diagrams below to show the different parts of the hair:



Medulla

Cortex

Cuticle



Hair shaft

Nerve

Sebaceous gland

Hair root

Hair bulb in follicle

Dermal papilla

Arrector pili muscle

Sweat gland

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 3A4

Hairstyles that suit round faces

Hairstyles that suit long faces

Hairstyles that suit square faces

Hairstyles that suit heart-shaped faces

© ASDAN 2014 All Rights Reserved

Blow-drying a client's hair

Challenge 3B1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1 Be able to identify the correct tools for blow-drying a client's hair	• Select the appropriate tools for blow-drying the client's hair (e.g. brushes, combs, sectioning clips, hairdryer, blow-drying nozzle, diffuser nozzle, mirror) • Select the appropriate products for blow-drying the client's hair (e.g. heat protection spray, styling mousse, gel/wax hairspray)
2 Be able to identify the safety precautions that apply to blow-drying a client's hair	• Select a comfortable heat setting on hairdryer that is not too hot for the client's hair • Identify **two** safety precautions that apply to the use of a hairdryer (e.g. do not use in a bathroom/steamy room or close to water, make sure temperature of the hairdryer is not too hot, do not hold too close to the skin, avoid trailing wires that could cause a trip hazard, make sure that hands are thoroughly dry before plugging in hairdryer)
3 Be able to prepare the work area for blow-drying a client's hair	• Make sure that selected tools and products are ready to use in the blow-drying work area • Make sure that the work area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)
4 Be able to state what tools and products are used for	• Say why they have chosen their selected tools and products (e.g. hairdryer to dry the hair, comb to detangle the hair, brushes to style the hair, sectioning clips to separate the hair, styling mousse to give hair volume, diffuser nozzle to add volume or enhance curls, gel/wax to define hair, hairspray to hold hair, heat protection spray to protect hair from heat damage)
5 Be able to demonstrate blow-drying a client's hair	• Talk to the client about how they usually wear their hair and ask how they would like the finished result to look today • Demonstrate safe use of the hairdryer • Check to make sure that temperature is comfortable for the client • Demonstrate correct use of brush and comb (brush for blow-drying, comb for de-tangling wet hair) • Check client comfort (e.g. make sure hair is not being pulled) • Demonstrate correct use of chosen products if applicable • Demonstrate sectioning and blow-drying of the client's hair • Ask client if they are happy with the finished style • Check if there is anything else that can be done to make sure the client is happy with the service

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 3B4

Shampoo and conditioner ingredients

Use the table to record six ingredients found in shampoo and conditioner that claim to be beneficial to the hair:

Ingredient	Found in brand/product	Price range	Claimed beneficial effects on the hair
e.g. protein	Schwarzkopf Claudia Schiffer Essence ULT ME range Redken extreme shampoo and conditioner duo	Superdrug £4.99-£5.49 Amazon £24.43	Products with proteins (soy, silk, oat, wheat) can repair weak and brittle hair. The protein penetrates the hair shaft and strengthens/repairs the hair. The hair becomes silky and smooth because the product is able to fill gaps in the rough damaged hair cuticle making hair stronger and healthier.

© ASDAN 2014 All Rights Reserved



Resources for Module 4
Basic Facial Treatments

Hair and Beauty Vocational Taster

Module 4 Basic Facial Treatments

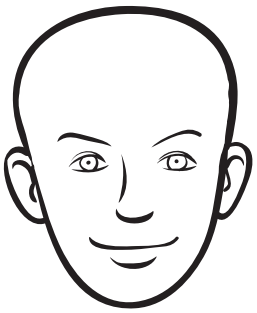
Name: Date: Challenge 4A2

Identifying skin types

Label the diagrams to show how you would identify different skin types.

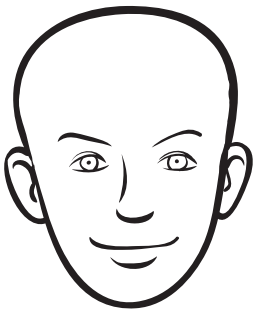
Give examples of suitable masks/ ingredients for each skin type.

Normal skin



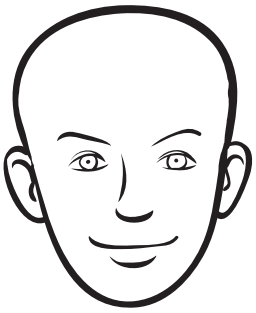
Suitable masks/ingredients:

Oily skin



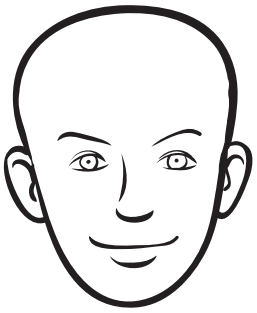
Suitable masks/ingredients:

Combination skin



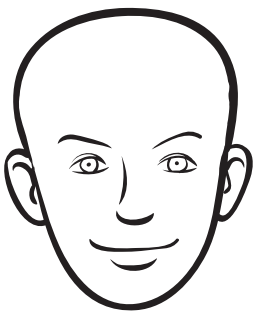
Suitable masks/ingredients:

Sensitive skin



Suitable masks/ingredients:

Dry skin



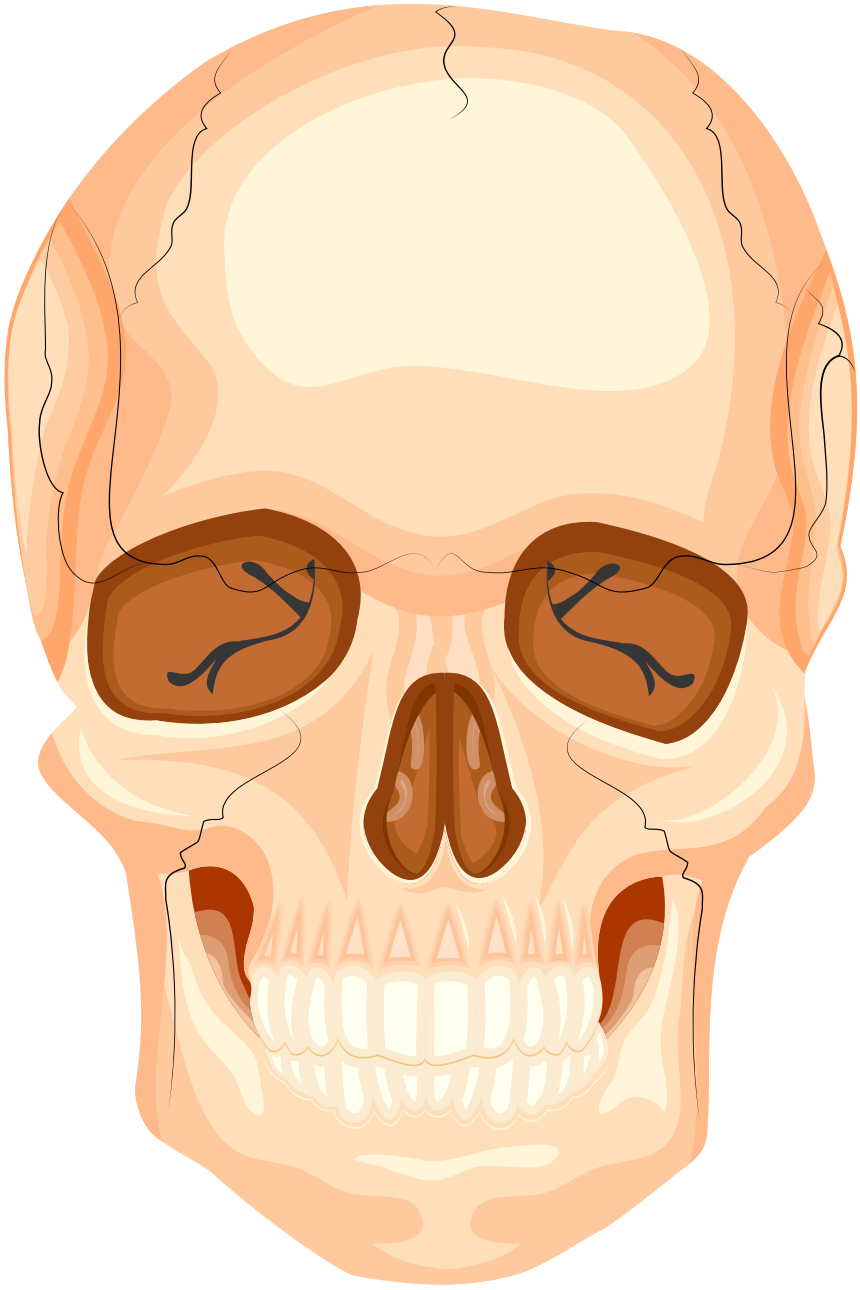
Suitable masks/ingredients:

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 4A3

The bones of the skull

Label and colour the diagram to show the different bones of the skull:



Frontal (forehead) bone

Temporal bone

Parietal bone

Occipital bone

Sphenoid bone

Ethmoid bone

Lacrimal bone

Nasal bone

Zygomatic bone

Maxilla (upper jaw)

Mandible (lower jaw)

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 4A5

Eye cream

Research the ingredients in different types of eye cream and the stated benefits of each of those ingredients:

Brand/product	Price	Key ingredients	Claimed benefits

© ASDAN 2014 All Rights Reserved

Performing a mini facial

Challenge 4B1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
1 Be able to identify the correct products to perform a mini facial on a client	• Select the appropriate products for cleansing the client's face (e.g. eye make-up remover, a suitable cleanser to suit the client's skin type, a suitable toner to suit the client's skin type, a suitable moisturiser to suit the client's skin type, headband or turban to keep hair out of the way, large bowl of hand hot water and facial sponges or small towel for product removal)
2 Be able to identify **two** safety precautions that apply to a mini facial	• Demonstrate safe use of products and state two safety precautions when using facial products (e.g. not getting products into the eyes or mouth, not spilling product to cause a slip hazard, making sure that contact lenses are removed if applicable, checking that the client is not allergic to any known substances)
3 Be able to prepare the work area for a facial service	• Have facial products and towels ready to use in the facial work area • Making sure that the facial work area is safe (e.g. no trip or slip hazards, such as water, product or obstacles on the floor)

© ASDAN 2014 All Rights Reserved

Performing a mini facial

Challenge 4B1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
4 Know the correct sequence of a mini facial service	• Remove jewellery from client and themselves, check that their nails are short to prevent scratching the client's face • State how to protect the client's clothing during the mini facial service (e.g. small towel placed around the chest and shoulders and hair tucked neatly under headband or turban to prevent facial products getting into hair and clothing) • State the correct order of the mini facial service (e.g. remove jewellery, protect client's clothing, identify client's skin type, remove eye and lip make-up with eye make-up remover by soaking two cotton wool pads with the product, place on the eyes and leave to dissolve eye make-up while any lip product is being removed) • Select the correct cleanser for the client's skin type • Effleurage the cleanser onto the face using the following spreading movements: left hand back across forehead; right hand down the nose; both hands together (prayer movement on jaw) • Perform the following cleanse routine: push down onto the sternum spreading the hands out across the chest and shoulders three times; stroking movement with the palm of one hand following the other up the front of the neck; bring finger tips together at the tip of the chin and sweep hand out across the jaw towards the ears; use index and fore-fingers with the fingers of both hands either side of the lips and perform scissor movement on mouth and out over the cheeks; perform large circles using the finger tips over the cheeks; perform full hand stroking movement on forehead working from eyebrow to hairline; perform friction circles down the sides of the nose using wedding ring fingers; perform three big circles around the eyes using finger tips; perform three circles on the temples using finger tips • Remove product with sponges or face cloth and comfortably warm water • Repeat cleanse procedure a second time to make sure that all make-up and sebum is completely removed and thoroughly remove product as before • Soak two cotton wool pads with toner and roll pat over the face and neck to help to close the pores and help skin pH to re-balance • Remove moisturiser from pot using a spatula and massage gently into the face and neck using roll patting movements

© ASDAN 2014 All Rights Reserved

Performing a mini facial

Challenge 4B1

Learning Outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment Criteria What the learner needs to demonstrate in order to meet the Learning Outcome. The learner can:
5 Be able to demonstrate a safe mini facial service working on a client	• Look for any obvious abrasions, open cuts, bruises or skin infections that could stop the facial going ahead • Protect client's clothing and prepare themselves to perform the facial service (e.g. wash their hands to prevent cross infection, remove their jewellery to prevent any scratches, remove client's jewellery and contact lenses if applicable) • Talk to the client about their skin type and skin care routine (check for possible contra-indications and allergies) • Demonstrate correct mini facial routine as documented above. • Check client comfort throughout
6 Be able to evaluate the finished mini facial service	• Ask the client if they have enjoyed their mini-facial • Check if there is anything else that can be done to make sure the client is happy with the service
7 Give brief after care advice and complete the service	• Advise the client on the right skin care for their skin type • Return client's jewellery if applicable • Offer them client a drink of water

© ASDAN 2014 All Rights Reserved

Factsheet: functions of the skin

Challenge 4B3

The skin is the largest organ of the body. It covers the whole body and is responsible for the following functions:

- Sensation
- Heat regulation
- Absorption
- Protection
- Excretion
- Secretion
- Production of vitamin D

Sensation

Under the skin's surface are many sensory nerve endings that indicate changes around us such as heat, cold, pain, touch and pressure. The sensory nerve endings transmit messages to the brain and spinal cord and our body reacts accordingly.

Heat regulation

There are four different ways in which the skin helps to regulate body temperature:

- Sweat is released from an eccrine gland, travels along a glomerulus duct through the epidermis and out on to the skin's surface through a pore. When the sweat is released it evaporates and has the effect of cooling the body down.
- When the body is hot, blood vessels dilate (become wider) and move nearer to the skin's surface. This allows blood to flow more quickly and makes the skin appear flushed; heat is given off thus cooling the body down. This process is called vaso-dilation.
- The opposite of this is called vaso-constriction, this occurs when the body is cold and blood vessels constrict (become narrower), they bury deeper in the skin layers making blood flow more slowly. This process conserves energy and warms the body up.
- The arrector pili muscle is stimulated to contract when the body is cold. This makes the hair stand on end, trapping a layer of air on the skin's surface thus warming the body up.

Absorption

The epidermis allows a minimal amount of moisture to be absorbed through the pores and hair follicles.

Protection

The stratum corneum of the epidermis, along with the production of sebum, protects the body against the invasion of bacteria. Sebum also helps to screen out ultra-violet rays from the skin's surface. The production of the pigment melanin also protects deeper layers from the harmful effects of sunlight.

© ASDAN 2014 All Rights Reserved

Factsheet: structure of the skin

Challenge 4B3

The skin, like other organs, is made up of muscle, connective tissue, blood capillaries, lymphatic and epithelial cells. As it is the external covering of the body it is more liable to infection and irritation than other organs.

The skin is constantly being worn away and replenished by new cells from the deeper layers. It varies in thickness on different parts of the body. The skin is thinnest on the eyelids and lips and thickest on the soles of the feet, palms of the hands and buttocks.

The attachment of the skin to the structure underneath the skin varies with the density of areolar and adipose tissue present. For example areolar tissue is compact and fat is plentiful on the buttocks so the connection is firm. On the eyelids and joints where greater mobility is required the areolar tissue is loose, and the connection is slight.

The skin is divided into two layers, the epidermis and the dermis.

Epidermis

This is a laminated, slightly elastic membrane composed of stratified epithelium, consisting of five layers. It contains no blood vessels and has very few nerves. It is pierced by hair follicles and the ducts of the sweat and sebaceous glands. It is marked by minute furrows that represent the depressions caused by the papillae in the dermis. These five layers starting from the inner layer working out are:

- **Stratum geminativum (or basale layer)**
  This layer contains cells from which new epidermal cells are constantly being produced. The cells are packed closely together and form the first layer of two that rest on the papillae of the dermis. The cells of the deepest layer are conical in shape and as they multiply the cells previously formed are pushed towards the surface (being in turn components of the second layer). This cellular multiplication is known as cellular regeneration and it may be increased or decreased by a number of factors such as age and state of health. This layer contains pigment-bearing cells known as melanocytes that produce melanin which is responsible for skin colour.
- **Stratum spinosum**
  This layer can be referred to as stratum aculeatum or stratum spinosum. It is composed of several layers of nucleated cells that vary in size and shape. It is the upper portion of this layer that is known as the stratum spinosum or the prickle cell layer. The name prickle cell layer is given because fine threads link the cells, which gives a prickly or spiky appearance.
- **Stratum granulosum (granular layer)**
  This has between one and four layers of flattened cells that are well defined and contain nuclei. As the cells from the layer beneath ascend to the surface they become progressively larger and accumulate granules containing a substance called deratohyalin.
  This plays an important role in the production of epidermal keratin, the latter being a scleroprotein, a strong fibrous protein in the epidermis. Soft keratin is a compound of the epidermis and hair follicles. Hard keratin is found in nails, the cortex and cuticle of the hair and the organic matrix of the enamel of the teeth.
- **Stratum Lucidium**
  This is a narrow transparent layer with an indistinct outline, it contains no nuclei and lies immediately beneath the stratum corneum. It is sometimes regarded as a 'junction area' between this and the stratum granulosum. In this layer the cells are almost at the end of their life span. They are becoming dehydrated and the keratohyalin granules present in the stratum granulosum are gradually formed into keratin.
- **Stratum corneum (horny layer)**
  This is the external layer composed of several strata (15-20 layers) of flattened irregular shaped cells. They assume this flattened form from the evaporation of their fluid contents, and the horny epithelial scales consist almost entirely of keratin. This layer is the protective layer of the skin, preventing excessive dehydration of the skin's tissues. As the cells near the surface they desquamate (shed) or are rubbed off during normal wear and tear of the skin. The outer layer is sometimes called the squamous layer or stratum disjunction.

© ASDAN 2014 All Rights Reserved

It takes about three weeks to a month for cells to activate from the stratum germinativum to the stratum corneum and shed.

Dermis

This is the true skin situated immediately below the epidermis, sometimes called cutis vera. It is a highly sensitive vascular layer of connective tissue; it contains blood vessels, lymph vessels, nerves, sweat and sebaceous glands, hair follicles, arrector pili muscles and papillae. It has two layers and contains 60% of the water circulating in the skin.

- **Papillary**
  This lies directly under the epidermis and contains small cone-shaped projections of connective tissue which protrude into the epidermis. These projections are called papillae. Some of these papillae contain looped capillaries; others contain nerve endings called tactile corpuscles. This layer, together with the stratum germinativum represents the most active area of the skin. It consists of stationary cells called fibroblasts forming a network of fibrils (minute filaments) and migrating cells called phagocytes which resemble leucocytes of the blood.
- **Reticular (deep layer or corium)**
  This layer is continuous with the papillary and consists of a highly sensitive and vascular layer of connective tissue. The elements forming the bundles of the connective tissues are: collagenous fibres (composed of an albumenoid protein called collagen) and elastic fibres (composed of a protein called elastin). These two types of fibres maintain the skin's tone and elasticity.

The principle function of the dermis is to provide nourishment to the epidermis and to be a supporting framework in the cutaneous tissues. Therefore, all beauty treatments involving stimulation and nourishment of the skin should affect the dermis as well as the epidermis.

Hypodermis (subcutaneous)

This is a thick layer consisting of fatty connective tissue found below the dermis. Adipose and areolar tissue are present in this layer and the latter acts as a shock absorber supporting delicate structures such as blood vessels and nerve endings. The fatty tissue varies in thickness according to the age and general health of the individual.

Sweat glands

There are approximately two million sweat glands in the body. The active secretion of sweat from these glands is under the control of the sympathetic nervous system. Sweat is essentially a salt solution containing water, sodium chloride, small amounts of urea and lactic acid. It also has anti-bacterial substances which help the body's defence against infection. If the liquid evaporates without the skin becoming visibly wet, insensible perspiration is taking place. If the skin becomes wet, sensible perspiration is taking place.

There are two types of sweat gland:

- **Eccrine gland**
  Most of the sweat glands are this type and open on to the surface of the skin. Their function is to regulate body temperature and help to eliminate waste products. Normally one to two pints of liquid are eliminated daily through the sweat pores. Practically all parts of the body are supplied with sweat pores but they are more numerous on the palms of the hands, soles of the feet and forehead.
- **Apocrine glands**
  These are connected with hair follicles but are only found in the genital and underarm regions. They produce a more fatty type of secretion than the eccrine glands. Breakdown of the secretion by bacteria leads to body odour under the armpits and in the groin. Their activity is increased by heat, exercise, emotional changes and certain types of drugs.

© ASDAN 2014 All Rights Reserved

Factsheet: structure of the skin

Challenge 4B3

Sebaceous glands

These are small saccular glands found in the dermis. Their ducts are usually connected to hair follicles. These glands are oval in shape and are most numerous in the scalp and face (around the nose, mouth and ear). However, they do not occur in the skin on the palms of the hands or soles of the feet. Both gland and duct are lined with epithelial cells.

Changes in these cells result in a fatty secretion called sebum, which is composed of fat and epithelial cells of the Malpighian layer. Adequate sebum is important; it gives lustre to the hair and keeps the skin soft and supple. Secretion varies with age and state of health and it is also subject to the activities of certain endocrine glands. Secretion is slight in the young until puberty; it increases in the adult and decreases with age.

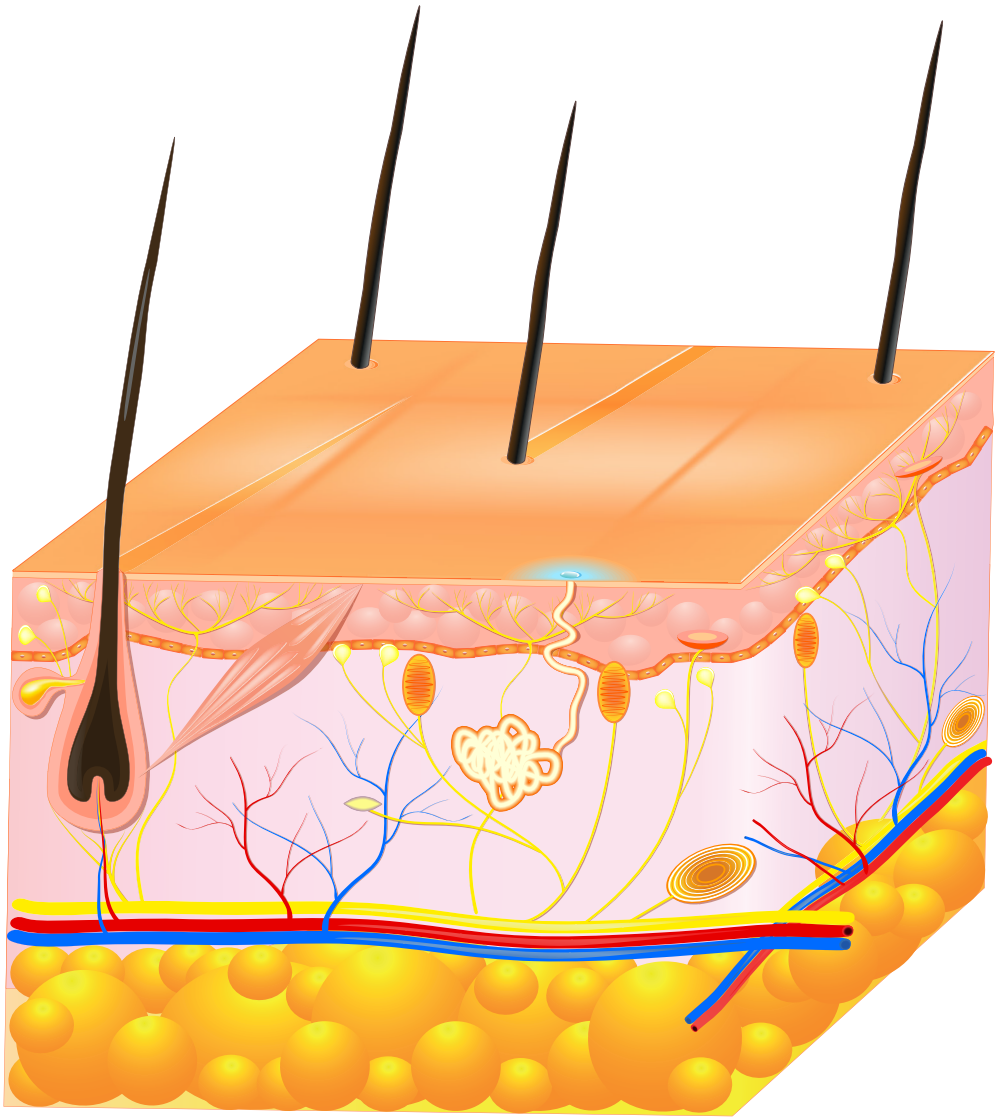
Inadequate secretion of sebum causes the hair to become dull and brittle and the skin to become dry. If dry patches on the skin irritate, they can become infected through rubbing or scratching. Excess secretion of sebum (seborrhoea) causes oily skin and hair. Although not a direct cause of blackheads, if left on the skin, the excess sebum will attract dust and trap dirt and block the pores of the sweat glands. The amount of sebum present on the face is one factor that will decide the choice of treatment or cosmetic preparation and advice to the client.

© ASDAN 2014 All Rights Reserved

Name: Date: Challenge 4B3

The anatomy of skin

Label the diagram to show the different parts of the skin:



© ASDAN 2014 All Rights Reserved



Generic resources

Hair and Beauty Vocational Taster

Name: Date: Challenge:

Client evaluation sheet

Name of client:	Date of treatment:
Treatment received:	

Are you pleased with the end result of your treatment?	☐ Yes	☐ No	☐ Partly
Comments:			

What went well?
What could have gone better?

Did the learner...			Comments
...introduce themselves?	☐ Yes	☐ No	
...smile?	☐ Yes	☐ No	
...welcome you?	☐ Yes	☐ No	
...speak slowly and clearly?	☐ Yes	☐ No	
...sound interested during the conversation?	☐ Yes	☐ No	
...use your name when speaking to you?	☐ Yes	☐ No	
...answer any questions and respond helpfully?	☐ Yes	☐ No	
...ask if there was anything else they could help with?	☐ Yes	☐ No	

© ASDAN 2014 All Rights Reserved

© ASDAN 2014, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY

HairBeautyVT/Resources/Dec14

t: 0117 941 1126 | e: info@asdan.org.uk | www.asdan.org.uk
@ASDANeducation | facebook.com/ASDANeducation