

## **DISCLAIMER**

This training guide has been produced by the EMPOWER Project with financial support from the European Union. Its contents are the sole responsibility of the EMPOWER Consortium and do not necessarily reflect the views of the European Union.

## FOREWORD

Learners are central to the success of any competence-based learning approach. This document is the Learner's Book which has been developed as part of the competence-based learning package of the South Sudan non-Formal TVET Curriculum development assignment. The purpose of this book is to provide essential competence-based learning information to the trainees of the seven priority trades. The document is presented in six sections.

Section one gives general introduction and goes further to give information on learning program, structure, organization of the training course contents, learning strategies in a competency based learning environment and how to use the learner's book. Section two provides for the theory of competence-based learning and its assessment criteria. Section three provides for the competency profile of the Certificate of Proficiency (Level I) holder and market job opportunities available on successful completion of the training. Section Four gives information on the various learning modules for the trade. Section five gives information on the on-job training during industrial attachment and section six gives the summary notes for theoretical understanding of the various modules theories, trade tools, equipment's and knowledge. This has been provided in the form of learning information sheet.

The competence-based curriculum gives the learners an opportunity for the second chance education through the acquisition of technical and vocational skills. It is my wish to the learners of these curricula to take this life-long journey seriously and make use of the learning opportunities provided to them to be of value addition. These opportunities will enable them acquire skills for direct employment in the relevant industries as well as for self-employment in the practice of trade specific skills.

The Ministry of General Education and Instruction wishes all the users of this Learner's Book the very best in their quest for discovering knowledge through competence-based learning



**Hon. Deng Deng Yai Hoc,**  
**Minister of General Education and Instruction**

## ACKNOWLEDGEMENT

Development of this learner's guide has been a consultative process with participation from different stakeholders. The Ministry of General Education and Instruction wishes to thank everyone that played a role in one way or the other in the process of developing this harmonized National Technical and Vocational Skills Competency Based training curriculum for South Sudan.

We wish to acknowledge the generous support from European Union for funding this initiative through the EMPOWER Consortium. We thank Finn Church Aid (FCA) South Sudan team through the leadership of the Country Director Mr. Berhanu Haile, Thematic Senior Education Advisor Ms. Carita Cruz and Education Advisor Mr. Moses Leviticus Omara for leading the curriculum development process.

We are grateful to the collaboration between UNESCO and EMPOWER that conducted South Sudan Labour Market Assessment in 2018. This market assessment led to the identification of trades that formed the foundation upon which the seven priority trades were selected. Appreciation goes to Afri-Project Management Consultants, under the leadership of Mr. Joseph Odhiambo Ndaga who were contracted by Finn Church Aid to undertake this assignment.

We wish to appreciate the role played by the Minister of General Education and Instruction, Hon Deng Deng Yai Hoc, The Minister for Labour and Human Resource Development Hon, James Hoth Mai, the Minister of Youth, Culture and Sports Hon Nadia Arop Dudi for their commitment throughout the entire curriculum development process. Their commitment and visionary messages for strengthening TVET delivery in South Sudan kept the team on course.

We wish to recognize the great involvement and participation of the Director Generals in the MoGEI, MoLPSHRD, and Ministry of Culture, Youth and Sports and all the technical teams in the above ministries. We thank in a special way, contributions of trainers/instructors from Juba Multi-Purpose training centre (MTC), Juba Technical School, SSOPO, St Vincent and Don Bosco vocational centres all of whom played a key role in revising and making the curriculum module contents relevant to the South Sudan Context.

Appreciation is extended to development partners and private actors who participated throughout this curriculum development process. Specifically, we recognize the contributions from United Nations Development Programme (UNDP), EMPOWER Consortium members (NRC, FCA, ACROSS, Nile Hope, BBC Media Action & VOSDO), Academy for Professional Development, World Vision, Save the Children, AAH and Dorcas Aid International.

Through this guide, we look forward to a great future for the South Sudanese youths.

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## ACRONYMS AND ABBREVIATIONS

<b>AAH</b>	Action Africa Help International
<b>ACROSS</b>	Association of Christian Resource Organisation Serving Sudan
<b>ASK</b>	Attitude Skills and Knowledge
<b>APMC</b>	Afri-Project Management Consultants
<b>BBC MA</b>	BBC Media Action
<b>BEST</b>	Basic Employable Skills Training
<b>CBET</b>	Competency Based Education and Training
<b>DACUM</b>	Developing A Curriculum
<b>DDR</b>	Disarmament, Demobilization and Reintegration
<b>EBTVET</b>	Enterprise Based Technical and Vocational Education and Training
<b>EMPOWER</b>	EU Constium implementing TVET project in South Sudan
<b>EST</b>	Employable Skills Training
<b>EU</b>	European Union
<b>FCA</b>	Finn Church Aid
<b>IBTVET</b>	Institution Based Technical and Vocational Education and Training
<b>IBTH</b>	Institutional Based training hours
<b>CMTH</b>	Complete module training hour
<b>ICT</b>	Information Communication Technology
<b>ILO</b>	International Labour Organization
<b>JICA</b>	Japan International Cooperation Agency
<b>MCC</b>	Module Completion Certificate
<b>MoA</b>	Ministry of Agriculture
<b>MoCYS</b>	Ministry of Culture, Youth and Sports
<b>MoGEI</b>	Ministry of General Education and Instruction
<b>MoLPSHRD</b>	Ministry of Labour, Public Service and Human Resource Development
<b>MTC</b>	Multi-Purpose Training Centre
<b>NFTVST</b>	Non Formal Technical and Vocational Skills Training
<b>NGO</b>	Non-Governmental Organization
<b>NRC</b>	Norwegian Refugee Council
<b>OHS</b>	Occupational Health and Safety
<b>OJT</b>	On Job Training
<b>OJTC</b>	On Job Training Curriculum
<b>PLAR</b>	Prior Learning Assessment and Recognition
<b>PLE</b>	Prior Learning Experience
<b>PPE</b>	Personal Protective Equipment
<b>PTH</b>	Practical Training Hours
<b>PV</b>	Photovoltaic
<b>RPLE</b>	Recognition of Prior Learning
<b>SDGs</b>	Sustainable Development Goals
<b>SSOPO</b>	South Sudan Older Persons Organisation
<b>TTH</b>	Theory Training Hours
<b>TVET</b>	Technical Vocational Education and Training
<b>TVST</b>	Technical and Vocational Skills Training
<b>UNDP</b>	United Nations Development Program
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VOSDO</b>	Vocational Skills Development Organization
<b>VQF</b>	Vocational Qualification Framework

## **I.0: SECTION ONE: INTRODUCTION TO LEARNER'S BOOK**

### **I.1 INTRODUCTION**

The Learner's book is an information booklet document that provides learners with the key and strategic information that they need to know as they go about their learning experiences in both the IBTVET and EBTVET. This document consists of specific objectives for each of the learning modules as derived from the learning outcomes in the main curriculum and the associated Trainers' Guide. The learning activities for each module are reflected in the Learner's Guide only in order to avoid unnecessary repetition and also with the understanding that each activity can only be executed effectively under the guidance of the trainer.

The document gives Sample revision and self-competency assessment questions. These are provided within the Learner's Guide to enable learners to gauge the extent to which they have digested the material associated with each module and learning outcomes as contained in the curriculum training syllabus. The learner is advised not to set the limit of his/her scope of subject knowledge and competence to the few sample questions provided. They should read wider so as to gain more knowledge and competencies.

Learning Information Sheet comprising summarised notes for each unit of the module has been provided in the Learners' book only. The notes in the information sheet are only meant to complement other additional references and reading materials provided by the trainer. Learners are also advised to obtain further reading materials from school/college libraries as well as from the internet.

### **I.2 LEARNER'S BOOK PROGRAM STRUCTURE AND INFORMATION**

The specific trade occupation skills that once acquired will lead to the award of Certificate of Proficiency in Hairdressing and Beauty Therapy are organised in the form of Modules which are in themselves complete Basic Employable Skills training programs capable of being offered and certified on successful completion as single modules apart from module I. The course comprises of nine modules with each module being a certifiable basic industry employable skill in Hairdressing and Beauty Therapy related work environment.

The course aims at formal, non-formal and informal training for persons who wish to acquire knowledge, attitude and skills that will enable them to either engage in salaried employment in Hairdressing and Beauty Therapy firms at junior level or be self-employed by managing their own business within the trade of Hair dressing and beauty therapy. The course has been designed and developed to achieve the objectives of providing multi-skilled workers for the Hairdressing and Beauty Therapy industry in South Sudan, and beyond.

### **I.3 ORGANISATION OF THE LEARNING COURSE CONTENT**

The course comprises of life skills, basic theory, practical skills and industrial attachment. The course is structured into Core competencies attainment modules and Cross

Cutting Skills Modules. Modules are subdivided into Units of Learning, which are further sub-divided into Learning Outcomes with Assessment Criteria. Each module is a comprehensive self-contained employable skills short course training capable of being offered alone. Each module's training has been designed to last for about 80-120 hours. The course has been designed to allow for practical on-the-job training upon completion of each module.

### **I.4 TRAINING AND LEARNING STRATEGIES FOR A COMPETENCY-BASED CURRICULUM**

Competency-based training delivery is based on the defined competency standards, which are established by the industry or trade occupation. The traditional role of a trainer changes and shifts towards facilitation of learning. A facilitator encourages and assists trainees to learn by themselves. Trainees learn at their own pace. Individual differences are considered. Trainees present themselves for assessment only when they are ready. As trainees learn at different paces, they might well be at different stages in their learning, thus learning must be tailored to suit individual needs of the learners.

### **I.5 HOW TO USE THIS LEARNER'S BOOK**

This is a learner's book. Its aim is to guide the learners in conducting self-paced study that will enable them gain competencies and be certified with the skills for each module, and with the entire modules on completion of all the modules. This book is to guide learners on the key learning testing questions, Competency assessment criteria of self-assessment, formative assessment and summative assessment. The learner's book also provides information on fundamentals of competency-based learning and the differences between the traditional knowledge based approach to Education and competency based education. It goes further to show learners on the key competencies profile for Certificate of Proficiency in Hair Dressing and Beauty Therapy, and job profiles of the COP holder.

### **I.6 PRESENTATION OF THIS LEARNER'S BOOK**

The document is presented in six sections, with section one providing for the introduction to the learner's book, and goes further to give information on learning program structure, organization of the training course content, learning strategies in a competency-based learning environment, how to use the learner's book, and presentation of the learners book. Section two provides for the theory of competency-based learning and its assessment criteria. Section three provides for the competency profile of the Certificate of Proficiency holder, and the market job opportunities available on successful completion of the training.

Section Four gives information on the various learning modules for the trade. Section five gives information on the on-job training during industrial attachment, and section six gives the summary notes for theoretical understanding of the various module's theories, trade tools, equipment and knowledge. This has been provided in the form of learning information sheet.



## 2.0 SECTION TWO : COMPETENCY-BASED LEARNING AND ASSESSMENT

### 2.1 What is a Competency-Based Learning Approach?

Many learners and stakeholders of TVET learning environment have taken their education and learning experience through the use of tradition approach. As such most people are not familiar with competency-based education. This section of this learner's book is meant to provide you with basic answers to some of the most frequently asked questions about competency-based education and learning.

The term competency-based education is an approach to designing learning programs with a focus on competencies to be attained as a result of going through the learning system. These competencies are related to knowledge, skills and abilities rather than time spent in a classroom to achieve the competencies.

According to the Competency-Based Education Network (C-BEN) 2017. The term competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant. Learners acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students

receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. Competency-based education therefore is an approach to teaching and learning that clearly identifies the competencies that students must master on a module for them to be declared competent and awarded with module of competency completion training certificate.

The concept has its origin in the United States of America in the late 1960 and 70. Since then many countries are using the approach in the delivery of their education system and especially the Technical and Vocational education and training programs. The individual and graduate training module certification received by the learners will later on qualify learners for prior learning assessment experience when they wish to join other courses that could have similar modules that they have been trained on.

### 2.2 Information on how to conduct Competency assessment

Attainment of competency is undertaken through assessment. There are different kinds of assessment that are administered to the learners; the most popular are as follows:

**Initial assessment:**

This kind of assessment is taken on the admission of the trainee to the learning centre. Its aim is to engage the occupation of interest and level of trauma based on the learner's background.

**Prior learning experience assessment:**

This is carried out by the teacher who is engaged with the training of the learner. Since learners come from different background the aim of this assessment is to establish if the learner had previously acquired some competencies either through learning on the industry job working environment. In such a case the learner will apply for prior learning assessment and if they meet the requirement then such prior learning experience will be recognised and exempted. The forms for this application is provided in the trainer's guide.

**Self-assessment guide:**

This is done by the learner on completion of each module. If the learner is convinced that he and she is now ready to assessed then the learner will inform the trainer that he or she is ready to be assessed. Samples of these self-assessment guides are provided in this book let.

**Formative Assessment:**

This is the assessment provided by the trainer to certify that the learner has attained the competencies. The trainee's performance in the formative assessment will be recorded on the trainee's achievement record.

**Summative assessment:**

This is done at the end of the training by an external assessor from the industry. In most cases it is done practically when the learners are doing them on the job training. This curriculum design has provided for 20 hours on the training industrial attachment after each and every module or on completion of all the prescribed modules.

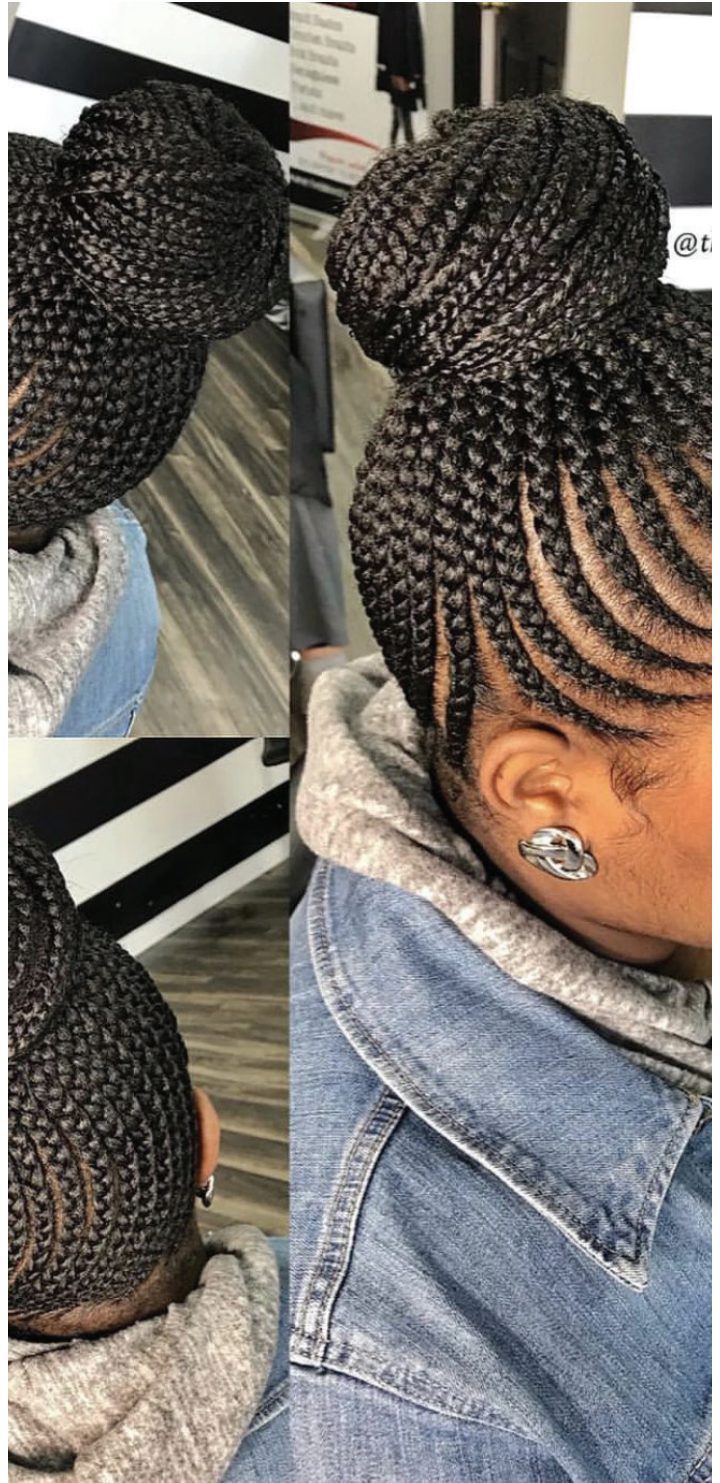
**Competency Attainment Verification:**

This is done both internally and externally by the verifiers to confirm that indeed the competency has been attained by the learners.

### **2.3 Information on certification system for competencies attainment.**

Learners who demonstrates the attainment of competencies will be issued with respective modules of

competency certificate that shows that the learner has attained the competencies in the respective module and modules. There is no certificate being issued for module 1 as it is not an employable skills training. The certification is issued on a module basis and there will be gradual certification for each module where competencies have been attained and there will be a final competency with the issue of Certificate of Proficiency in Hair Dressing and Beauty Therapy. upon successful demonstration of the competencies in all modules.





### 3.0: SECTION THREE: COMPETENCY PROFILE FOR COP IN HAIR DRESSING AND BEAUTY THERAPY

#### 3.1 Competency profile

The term competency profile refers to the key learning skills areas that trainees of the curriculum program are expected to show competence in as a proof that they have acquired learning through the learning system and environment. The competence profile informs the formulation of learning outcomes, content of design of modules of competency, application of blooms taxonomy learning experience action verbs, self-assessment guide, formative

assessment, summative assessment and certification. In this document the competency profile has been classified into four categories namely:

1. Core, Technical / functional hard skills
2. Soft skills or self / personal skills
3. Business skills

**Table 3.1 Competency profile for level I Hair Dressing & Beauty Therapy**

Technical competencies	Soft skills competencies	Business skills
<ol style="list-style-type: none"> <li>1. Plait different hair styles</li> <li>2. Perform Shampooing</li> <li>3. Perform blow-dry</li> <li>4. Perform basic hair cuts</li> <li>5. Prepare customer for the services</li> <li>6. Construct natural and artificial braids</li> <li>7. Perform Hair Relaxing, Treatment and Styling</li> <li>8. Applying Temporary Hair Colouring</li> <li>9. Perform basic Beauty Therapy Sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage interpersonal communication</li> <li>2. Trauma awareness</li> <li>3. Manage difficult customers</li> <li>4. Environmental safety awareness</li> <li>5. Knowledge of basic equipment and tools for Hairdressing and Beauty</li> <li>6. Occupational Health and Safety.</li> <li>7. Learning to learn and self-study skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Hair dressing and Beauty Parlour Sales assistant</li> <li>2. Perform Customer care services in Hair dressing and Beauty therapy</li> <li>3. Self-entrepreneur in Hair dressing and beauty therapy</li> <li>4. Hair dressing Business information and records keeper</li> </ol>

#### 3.2 Potential Labor market job opportunities

The holder of Certificate of Proficiency in Hairdressing and Beauty therapy will be able to do the following jobs in the market.

- Serve as Assistant Hair dresser and Beauty Therapist
- Assistant Barber in a Barber shop
- Assistant Sales personnel in Hair dressing and Beauty shops

## 4.0: SECTION FOUR: MODULES OF COMPETENCY FOR COP IN HAIRDRESSING AND BEAUTY THERAPY

### 4.1 Level I Hairdressing and Beauty Therapy competency earning modules

Table 4.1: Modules of Competency for COP in Hair Dressing and Beauty Therapy

Code	Modules	Institution Based Training Hours	On the Job Based Training Hours
4.1	Trade theory, Tools, Hygiene and Safety in Hairdressing and Beauty Therapy	80	
4.2	Customer Care in Hair Dressing and Beauty Therapy	80	20
4.3	Shampooing and blow-drying	80	20
4.4	Construction of natural and artificial braids	80	20
4.5	Hair Relaxing, Treatment and Styling	80	20
4.6	Applying Temporary Hair Colouring ( Hair dying and Bleaching)	80	20
4.7	Hair shaving and Design	80	20
4.8	Perform Beauty Therapy Sessions	80	20
4.9	Managing Hair dressing and Beauty therapy Business.	80	20
<b>TOTAL</b>		720	180

## 4.2 MODULE 4.1: TRADE THEORY, TOOLS, HYGIENE AND SAFETY

Table 4.2: Trade Theory, Tools, Hygiene and Safety in Hairdressing and Beauty Therapy

A: MODULE CODE	4.1	TTH	PTH	OJT
		24	56	0
B: UNITS OF MODULE				
<p><b>Unit of Learning 4.1.1: Trade theory and Safety in Hair and Beauty Therapy</b></p> <p>On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.1.1.1 Understand trade theory and identify a range of potential safety hazards found in a hair or beauty salon</p> <p>4.1.1.2 Show potentially hazardous substances found in salons.</p> <p>4.1.1.3 Explain a routine for the safe and hygienic disposal of waste.</p> <p>4.1.1.4 Interpret the safe use of basic hairdressing and beauty therapy equipment.</p> <p>4.1.1.5 Identify fire prevention and fire-fighting equipment that should be found in a salon.</p> <p>4.1.1.6 Understand a fire evacuation procedure for a salon</p> <p>4.1.1.7 Describe how to call the emergency services.</p> <p>4.1.1.8 Record an accident on an accident report form</p>				
<p><b>C: Sample Questions</b></p> <p>1. Explain the concept of Hair dressing and Beauty therapy trade</p> <p>2. Identify tools, implements and materials used for safety in beauty therapy.</p> <p>3. Identify hazardous substances found in salons and how to dispose them</p> <p>4. Discuss the safety precautions to be observed when using basic hairdressing and beauty therapy equipment.</p> <p>5. Describe and demonstrate how to perform:</p> <ol style="list-style-type: none"> <li>i. Fire evacuation procedure in a salon</li> <li>ii. Call emergency services</li> <li>iii. Record an accident in a salon on an accident report form</li> </ol>				
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>Consumable</b></li> <li>• Hair conditioner, Hair Food, shampoo and water.</li> <li>• <b>Non-consumable</b></li> <li>• Sink, mixing bowl, spatula, assorted combs, towels, draper, gloves, ear pads, ear protectors.</li> </ul>			
<b>Assessment Method:</b>	<p>Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.</p>			

### 4.3 MODULE 4.2: CUSTOMER CARE IN HAIR DRESSING AND BEAUTY THERAPY

Table 4.3: Customer Care in Hair Dressing and Beauty Therapy Module

A: MODULE CODE	4.2	TTH	PTH	OJT
		24	56	20
B: UNITS OF MODULE				
<p><b>Unit of Learning 4.2.1: Customer Care Services and approach</b>            On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:            4.2.1.1 Understand the concept of customer service            4.2.1.2 Practice of customer service            4.2.1.3 Client Care</p>				
<p><b>Unit of Learning 4.2.2: Telephone conversation skills</b>            On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:            4.2.2.1 Define communication skills            4.2.2.2 Practice telephone communication            4.2.2.3 Client Care practice</p>				
<p><b>Unit of Learning 4.2.3: Problem-solving skills in Customer Care Environment</b>            On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:            4.2.3.1 Understanding the Concept of Customer care problem Solving Skills            4.2.3.1 Practice Customer care problem-solving techniques            4.2.3.1 Practice of client care in a real Hair Salon environment</p>				
<p><b>C: Sample Questions</b></p> <ol style="list-style-type: none"> <li>Describe customer care</li> <li>Apply different types of customer service approaches.</li> <li>Interpret communication skills</li> <li>Explain customer service approach requirements.</li> <li>Identify measures to be observed when making a telephone call.</li> <li>Explain how to solve a problem for a customer at a customer service desk.</li> <li>State the rules to be observed when solving a problem for a customer at a customer service desk.</li> </ol>				
<b>Resources</b>	<ul style="list-style-type: none"> <li>Training manuals, telephone/mobile phone</li> </ul>			
<b>Assessment method:</b>	Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.			

#### 4.4 MODULE 4.3: SHAMPOOING AND BLOW-DRYING

Table 4.4 : Shampooing and Blow-Drying Module

A: MODULE CODE	4.3	TTH	PTH	OJT
		24	56	20
<b>B: UNITS OF MODULE</b>				
<b>Unit of Learning 4.3.1: Shampooing and Conditioning of the Hair</b>				
On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:				
4.3.1.1 Select tools, equipment, products and materials for shampooing.				
4.3.1.2 Maintenance of hygiene in Performing Shampooing and Hair Conditioning				
4.3.1.3 Description of shampooing procedure				
4.3.1.4 Perform Hair conditioning				
<b>Unit of Learning 4.3.2: Perform straightening and Blow-Drying</b>				
On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:				
4.3.2.1 Identity tools, equipment and materials used for Straightening and Blow-drying.				
4.3.2.2 Perform Straightening and Blow-drying.				
4.3.2.3 Give home care advice				
<b>C: Sample Questions</b>				
i. Identify Tools, equipment and materials for shampooing and blow-drying.				
ii. State the importance of Personal and salon hygiene.				
iii. Explain the objectives of hair and scalp examinations carried out before a hairdressing process.				
iv. Explain the process of draping a client for wet, dry and comb out service.				
v. Describe the procedure of shampooing and conditioning / treating the hair.				
vi. State the steps for the process of straightening and blow-drying.				
vii. Explain the steps for the process of massaging the scalp.				
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>Consumable</b></li> <li>• Hair conditioner, Hair Food, shampoo, treatment and water.</li> <li>• <b>Non-consumable</b></li> <li>• Sink, mixing bowl, spatula, apron, assorted combs, towels, draper, gloves, ear pads, ear protectors.</li> </ul>			
<b>Assessment Method:</b>	Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.			

## 4.5 MODULE 4.4: CONSTRUCTION OF NATURAL AND ARTIFICIAL BRAIDS

Table 4.5: Construction of Natural and Artificial Hair Braids Module

A. MODULE CODE	4.4	TTH	PTH	OJT
		24	56	20
B: UNITS OF MODULES				
<p><b>Unit of Learning 4.4.1: Construct Natural and artificial hair Braids</b></p> <p>On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.4.1.1 Demonstrate braiding Styles.</p> <p>4.4.1.2 Construct French visible (pencil) braids</p> <p>4.4.1.3 Construct hair twisting</p> <p>4.4.1.4 Construct Sampa twisting</p> <p>4.4.1.5 Construct weave twisting</p> <p>4.4.1.6 Construct dreadlocks</p>				
<p><b>C: Sample Questions</b></p> <ul style="list-style-type: none"> <li>• Identify tools, equipment and materials for natural and artificial hair braids.</li> <li>• State the importance of personal and salon hygiene.</li> <li>• Explain the objectives of hair and scalp examinations carried out before a hairdressing process.</li> <li>• Describe the process of draping a client for wet, dry and comb out service.</li> <li>• Describe the procedure of shampooing and conditioning / treating the hair.</li> <li>• State the step by step process of blow-drying/straightening.</li> <li>• Explain the step by step process of massaging the scalp.</li> <li>• Explain the step by step procedure of constructing the following braids.               <ol style="list-style-type: none"> <li>i. Plain Braid.</li> <li>ii. Cornrow</li> <li>iii. French Invisible Braids</li> <li>iv. French visible</li> <li>v. Hair Twisting.</li> <li>vi. Sampa twisting</li> <li>vii. Weave twisting</li> <li>viii. Dreadlocks</li> </ol> </li> </ul>				
<b>Resources</b>		<ul style="list-style-type: none"> <li>• Consumable</li> <li>• Hair conditioner, Hair Food, shampoo, treatment and water.</li> <li>• Non-consumable</li> <li>• Drier, flat iron, sink, mixing bowl, spatula,</li> <li>• Assorted combs, towels, draper, gloves</li> <li>• Dummies, apron</li> <li>• Ear pads, Ear protectors.</li> </ul>		
<b>Assessment Method:</b>		<p>Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.</p>		

## 4.6 MODULE 4.5: HAIR RELAXING, TREATMENT AND STYLING

Table 4.6: Hair Relaxing, Treatment and Styling Module

A: MODULE CODE	4.5	TTH	PTH	OJT
		24	56	20
B: UNITS OF MODULE				
<p><b>Unit of Learning 4.5.1: Perform Hair Relaxing Designs</b></p> <p>On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.5.1.1 Identify tools, equipment and materials used for Hair relaxing</p> <p>4.5.1.2 Perform Hair relaxing</p> <p>4.5.1.3 Perform Hair blowout</p>				
<p><b>C: Sample Questions</b></p> <ol style="list-style-type: none"> <li>1. Identify tools, equipment and materials used for hair relaxing.</li> <li>2. State the tests to be conducted before a hair relaxing process.</li> <li>3. Explain the procedures before a hair relaxing process.</li> <li>4. Describe the procedure of performing a hair relaxing process for different occasions and functions.</li> <li>5. State Home care advice.</li> </ol>				
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>Consumable</b></li> <li>• Hair conditioner, neutralising shampoo, chemicals (movit, desire, radiant, etc.), hair relaxers, hair food, water, spray sheen.</li> <li>• <b>Non-consumable</b></li> <li>• Drier, flat iron, sink, mixing bowl, spatula,</li> <li>• Assorted combs, towels, draper, gloves</li> <li>• Ear pad, Ear protectors, curling rods</li> </ul>			
<b>Assessment Method:</b>	Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.			

## 4.7 MODULE 4.6:APPLYING TEMPORARY HAIR COLOURING

Table 4.7:Applying Temporary Hair-Colouring Module

A: MODULE CODE	4.6	TTH	PTH	OJT
		24	56	20
B: UNITS OF MODULE				
<p><b>Unit of Learning 4.6.1:Apply Temporary Hair Colouring</b></p> <p>On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.6.1.1 Identify materials and tools used for hair colouring</p> <p>4.6.1.2 Apply temporary hair coloring</p> <p>4.6.1.3 Practice competition and fantasy/ highlight colouring.</p>				
<p><b>C: Sample Questions</b></p> <ol style="list-style-type: none"> <li>List the tools, products, equipment and materials for hair coloring application.</li> <li>List the types of hair coloring techniques.</li> <li>State the reasons for Personal and salon hygiene during hair coloring process.</li> <li>Explain the objectives of consultation and analysis before a hair coloring procedure is performed.</li> <li>Highlight the preparation before temporary hair coloring process.</li> <li>Describe the step to color application for temporary color application.</li> <li>State the possible problems likely to occur during and after a temporary hair coloring process and their solutions.</li> <li>List the components of a Client's record card.</li> <li>State the Home care advice after applying hair color.</li> </ol>				
<b>Resources</b>	<ul style="list-style-type: none"> <li>Consumable</li> <li>Hair conditioner, neutralizing shampoo, mixing bowl, dye, water.</li> <li>Non-consumable</li> <li>Drier, sink, mixing bowl, spatula, apron</li> <li>Assorted combs, towels, draper, gloves, apron</li> <li>Earpad, ear protectors.</li> </ul>			
<b>Assessment Method:</b>	<p>Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.</p>			



## 4.8 MODULE 4.7: HAIR SHAVING AND DESIGN

Table 4.8: Hair Shaving and Design Module

A: MODULE CODE	4.7	TTH	PTH	OJT
		24	56	20
B: UNITS OF MODULE				
<p><b>Unit of Learning 4.7.1: Cut and Design Male Hair.</b> On completion of this learning unit, the trainee will be able to demonstrate the followingw competencies according to industry standards and/or requirements:</p> <p>4.7.1.1 Identity tools and implements used for cutting and designing male hair 4.7.1.2 Perform hair cutting and designing for men. 4.7.1.3 Give home care advice.</p>				
<p><b>Unit of Learning 4.7.2: Cut and Design Male Beards and Moustache</b> On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.7.2.1. Identity tools and implements used for cutting and designing male beards and moustache 4.7.2.2. Perform cutting and designing of male beards and moustache. 4.7.2.3. Give home care advice.</p>				
<p><b>Unit of Learning 4.7.3: Cut and Design Children’s Hair.</b> On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.7.3.1 Identity tools and implements used for cutting and designing children’s hair 4.7.3.2 Perform hair cutting and designing for children. 4.7.3.3 Give home care advice.</p>				
<p><b>C: Sample Questions</b></p> <ol style="list-style-type: none"> <li>1. Identify the Tools and Equipment, Implements, products and materials</li> <li>2. Explain the importance of Hair and scalp analysis before hair cutting process.</li> <li>3. State the Preparation of client before a haircutting service.</li> <li>4. a) Explain the following cutting Techniques:               <ol style="list-style-type: none"> <li>i Freehand cutting</li> <li>ii Clipper cutting</li> <li>iii Scissor cutting.</li> <li>iv Scissor over comb.</li> <li>v Razor cutting</li> </ol> </li> <li>b) Describe the step by step procedure of different hair cutting techniques.</li> <li>5. Explain the precautions to be considered during and after a haircutting service.</li> </ol>				
<b>Resources</b>	<p><b>Consumable</b> Aftershave, methylated spirit, moisturizer, massage oil, hair food, shampoo, sprayer</p> <p><b>Non-consumable</b> Electrical hair clipper, drapers, towel, assorted combs, hair smoother Sterilizer, assorted brushes, assorted nozzles, razor blade, scissors, mirror.</p>			
<b>Assessment Method:</b>	Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.			

## 4.9 MODULE 4.8: PERFORM BEAUTY THERAPY SESSIONS

Table 4.8: Perform Beauty Therapy Sessions Module

A: MODULE CODE	4.8	TTH	PTH	OJT
		24	56	20
B: UNITS OF MODULE				
<p><b>Unit of Learning 4.8.1: Apply Nail Polish</b></p> <p>On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.8.1.1 Identify tools, implements and materials used for manicure and pedicure services</p> <p>4.8.1.2 Perform manicure</p> <p>4.8.1.3 Perform pedicure services.</p> <p>4.8.1.4 State home care service</p>				
<p><b>Unit of Learning 4.8.2: Perform eyebrow hair removal and shaping</b></p> <p>On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.8.2.1. Identify tools, implements and materials used for eyebrow hair removal and shaping</p> <p>4.8.2.2. Trim eyebrows using razor blades</p> <p>4.8.2.3. Shape eyebrows by threading</p> <p>4.8.2.4. Trim eyebrows using tweezers</p> <p>4.8.2.5. State homecare service.</p>				
<p><b>Unit of Learning 4.8.3: Perform Basic Facial Treatments</b></p> <p>On completion of this learning unit, the trainee will be able to demonstrate the following competencies according to industry standards and/or requirements:</p> <p>4.8.3.1 Identify tools, implements and materials used for basic facial treatment</p> <p>4.8.3.2 Apply basic facial makeup</p> <p>4.8.3.3 Apply eye makeup</p> <p>4.8.3.4 Apply Lip colour</p> <p>4.8.3.5 States home care service on basic facial treatment.</p>				
<p><b>C: Sample Questions</b></p> <ol style="list-style-type: none"> <li>List different types of Nail shapes.</li> <li>Examine Nail requirements.</li> <li>Identify the tools, equipment and implements for manicure and pedicure.</li> <li>Describe how to assemble working station for a beauty service.</li> <li>State the safety rules to be observed in manicure and pedicure.</li> <li>Describe nail application process.</li> <li>State the Hand, foot and leg massage during a manicure and pedicure process.</li> <li>Distinguish between women's and men's manicure</li> <li>State the Home care advice after manicure and pedicure process.</li> </ol>				
<b>Resources</b>	<ul style="list-style-type: none"> <li><b>Consumable</b></li> <li>Base coat, top coat, cotton wool, nail-polish</li> <li>Massage oil, scrub, antiseptic soap, cleanser, toners moisturizers, spirit, spray, face powder, cheek colour, eye makeup, lipstick,</li> <li>Toner, cuticle remover, cleansers.</li> <li><b>Non-consumable</b></li> <li>Foot spar, pumice stone</li> <li>Nail dryer, manicure and pedicure set, buffer, manicure/pedicure brush, nail piercing machine. magnifying lens, hair steamer, massage bed, sterilizers</li> </ul>			
<b>Assessment Method:</b>	<p>Trainees will be assessed through formative and summative assessment by a trainer who is trained in hairdressing and beauty therapy, or an expert from beauty salons.</p>			

## 5.0: SECTION FIVE : ON JOB TRAINING GUIDE

### 5.1: GUIDE ON INDUSTRIAL ATTACHMENT

Table 5.1: Guide on Industrial Attachment

<b>Module Code:</b>	All the 8 Modules																											
<b>Module Level:</b>	I																											
<b>Total Hours:</b>	160																											
<b>Prerequisite:</b>	Modules of Level I																											
<b>Learning Outcomes</b>	<b>Performance Criteria</b>	<b>Assessment Criteria</b>																										
Familiarize with the beauty salon tools/ sophisticated equipment and OHS procedures	4.10.11 Exposure to beauty salon tools/implements/equipment 4.10.12 Experience in handling salon tools/equipment 4.10.13 Observation of safety at the beauty salon. 4.10.14 Involvement in salon OHS activities.	Direct observation Practical demonstration																										
4.10.2 Demonstrate an understanding of Pathogenic Control procedures	4.10.2.1 Observation of hygiene in the salon. 4.10.2.2 Involvement pathogenic control. 4.10.2.3 Sanitation and sterilization procedures.	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Practical demonstration</li> </ul>																										
4.10.3 Practice consultation and analysis.	4.10.3 1 Practicing good grooming and salon hygiene. 4.10.3 2 Checking hair and scalp for defects. 4.10.3 3 Testing for hair and scalp defects 4.10.3 4 Managing contraindications	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Practical demonstration</li> </ul>																										
4.10.4 Demonstrate an understanding of client care.	4.10.4.1 Consulting and analysis of client's needs. 4.10.4.2 Dealing with different clients. 4.10.4.3 Draping clients. 4.10.4.4 Home care advice.	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Practical demonstration</li> </ul>																										
4.10.5 Participate in hairdressing and beauty activities	4.10.5.1 Practice shampooing and conditioning. 4.10.5.2 Blow-drying on live heads. 4.10.5.3 Construct various braids on live heads. 4.10.5.4 Perform beauty services. 4.10.5.5 Home care advice.	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Practical demonstration</li> </ul>																										
4.10.6 Take and file records	4.10.6.1 Keeping records of daily activities in various departments 4.10.6.2 Exposure to record keeping documents. 4.10.6.3 Report of Industry.	<ul style="list-style-type: none"> <li>• Oral Questioning,</li> <li>• Presentations by trainees.</li> </ul>																										
Sessional assessment will be adopted and the following guidelines should be followed regarding Industrial attachment marks: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Participation</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>2. Attendance</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>3. Time Management</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>4. Log book:</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>5. Safety</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>6. Communication skills</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>7. Creativity</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>8. Customer care</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>9. Cleanliness and hygiene</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>10. Readiness to be corrected</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>11. Team work</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>12. General conduct</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>13.</td> <td></td> </tr> </table>		1. Participation	25%	2. Attendance	10%	3. Time Management	10%	4. Log book:	15%	5. Safety	5%	6. Communication skills	5%	7. Creativity	5%	8. Customer care	5%	9. Cleanliness and hygiene	5%	10. Readiness to be corrected	5%	11. Team work	5%	12. General conduct	5%	13.		
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<b>Internal Evaluation &amp; Marks:</b> Total internal marks is 100. Marks shall be awarded at the end of every module of the Supervised Industrial Training																												

## 6.0: SECTION SIX: LEARNERS INFORMATION SHEET

### 6.1. SALON TOOLS, MATERIALS AND EQUIPMENT

#### I. SMALL BEAUTY SALON TOOLS AND EQUIPMENT

##### B. Assorted combs and brushes

- Styling combs- for hair styling (Fig.1)
- Blow drying combs- used when performing blow-drying procedure
- Afro combs – for combing hair.
- Artificial hair combs- used when performing artificial hair designs (Fig.2)
- Tail combs- used for sectioning
- Wooden comb- for performing natural braids.
- Hair cutting combs and tools (Fig.3).

##### C. Assorted towels and drapers.

##### D. Beauty Kit - For storing beauty service implements like cuticle cutter and pusher, nail buffer, nail file and many others.

##### Use and care

- Use for the intended purpose.
- Clean, wash and disinfect after use.
- Store appropriately.

Fig 1



Fig. 2: Artificial Hair styling combs and brushes



Fig. 3: **Hair cutting tools and combs**



Fig. 4 **Blow-dryer**

**A. Blow-dryer-** a hand held electrical appliance used for straightening, blow-drying and styling hair (Fig. 4).

#### **Use and care**

- Use for the intended purpose.
- Ensure electrical parts are functional.
- Direct blow-dryer away from scalp when using.
- Wipe and remove hair after use.
- Store appropriately.



Fig. 5 Steamer



Fig.8 Magnifying Lens



Fig. 11 Sink



Fig. 6 Trolley



Fig. 10 Barber Chair



Fig.7 Salon Chair



Fig.9 Storage Cabinets

## 2. LARGE BEAUTY SALON TOOLS AND EQUIPMENT

- A. Steamer- For hair and facial treatments (Fig. 5).
- B. Trolley- storing hair tools (Fig.6)
- C. Salon Chair- For sitting on (Fig.7)
- D. Magnifying Lens- For facial treatments (Fig.8)
- E. Storage cabinets- storing beauty salon materials, tools and implements (Fig. 9).
- F. Barber chair – For haircutting/trimming procedures (Fig. 10)
- G. Sink – For shampooing and conditioning (Fig. 11).
- H. Massage bed- For body massage services.
- I. Washing Machine- For washing towels, aprons and salon linen.
- J. Computers- For supplementary references, typesetting and printing services.
- K. Cash Register for Cash transactions, payments and receipt issuance.

## 6.2: SHAMPOOING AND CONDITIONING PROCEDURE

### HOW TO SHAMPOO YOUR HAIR

1. **Select a moisturizing shampoo for coarse or kinky hair** e.g. glycerin, or shea butter are good for coarse or kinky hair because they infuse extra moisture into the hair.
  - **Volumizing shampoo for fine and/or thin hair.** If you have fine or thin hair, look for a shampoo that adds volume without weighing your hair down.
  - Avoid shampoos with ingredients like sodium chloride or polyethylene glycol. Both chemical compounds are used as thickeners, but they can cause hair to become dry and brittle.
2. **Choose a shampoo with silicone if you have curly or wavy hair.**
3. **Experiment with a gentle shampoo if you have normal hair.**
4. **Use a volume-controlling shampoo if your hair is very thick.**
5. **Pick a shampoo with keratin for dry or damaged hair.**
6. You should also avoid shampoos that have certain alcohols in them, as they can further dry out your hair.
7. **Use vitamin-rich shampoo for colored hair.** Shampoo for color-treated hair is also usually specially formulated and gentler than regular shampoo.
8. **Try shampoo with tea tree oil for oily hair or to cleanse hair.**
9. **Choose your scent.** Some people have sensitivities to certain scents – if you or someone you work closely with has such a sensitivity, look for a fragrance-free option.
10. **Soak your hair.** Before you shampoo your hair, soak your hair in warm to open up the cuticles and loosen the oil that's already in your hair.
11. **Use the right amount of shampoo.**
12. **Lather up.** Only lather it at the roots and the nape of your neck and then work it through to the ends.
13. **Don't scrub your hair-be gentle in your movements.** Try to avoid circular motions and instead use an up-and-down motion with the tips of your fingers.
14. **Rinse in cold water.** Final rinse in cold water. This seals the cuticles and keeps moisture in. It can also make your hair look healthy and shiny.
15. **Condition from mid-hair to ends-** condition from about the middle of your hair to the ends.
16. Rinse out the condition using cool water, which will seal your cuticle.
17. Condition your hair every time you shampoo. If your hair is damaged from heat or over coloring, you might want to try a deep conditioning treatment once a week in addition to your regular conditioning.
18. **Towel dry your hair.** Towel it dry to remove most of the moisture from it and then let it air dry. This is the best way to prevent damage to your hair.
19. **Style**



**Shampooing  
process**



### 6.3: HOW TO CONDITION THE HAIR

1. **Choose the right conditioner for your hair type.** Choose a type of conditioner that is advertised for your specific hair needs; whether you have curly and frizzy hair, dry and damaged hair, colored hair, fine hair, relaxed hair, or limp and lank hair, there is a specific conditioner that can help with each.
2. **Shampoo your hair.** Give your scalp and strands a good scrubbing with your favorite shampoo.
3. Rinse out your shampoo. Use warm water to wash out the shampoo.
4. **Wring out your hair** e.g. getting as much water out as you can.
5. **Apply your conditioner.** Pour a bit of conditioner into the palm of your hand depending on the length of your hair. If your hair is very long, you may need a whole palm-full of conditioner.

Run this through the ends of your hair, trying to apply it to every strand that you're able. Your conditioner should be applied only to the ends of your hair, as this is the part that is damaged (it's the oldest).

Let the conditioner set. The longer you wait and allow your conditioner to set, the more it will be able to do

to improve the health of your hair.

6. **Rinse out the conditioner-rinse with cold water until** when the hair is smooth and no longer feels super slippery.

### 6.4: BLOWDRYING PROCEDURE

#### Requirements.

- Wooden comb.
- Blow-dryer
- Assorted combs and brushes
- Hairdressing accessories: band and clips.

#### Procedure.

1. Wash your hair.
2. Towel dry your hair slightly, just enough to stop the dripping
3. Separate your hair into sections.
4. Start blow drying at the top towards the roots, about six inches (15cm) away from your scalp.
5. Work your way down the hair sections.
6. Leave your hair a little bit damp.
7. Finish with a blast of cold air.
8. Style.

### 6.5: HOW TO MAKE FRENCH VISIBLE BRAID

#### Requirements.

- Wooden comb.
- Hair clips
- Hair accessories: band.

#### Procedure

1. Before braiding, brush hair to smooth out any knots or tangles.
2. Gather Hair at Top of Head and Divide into Three Sections: Hold right section in right hand, left section in left hand, and middle section between thumb and another finger of either hand.
3. Cross the Sections
4. Add Hair to the Section.
5. Add Hair to the Section on the Other Side.
6. Repeat Adding Hair and Crossing Sections
7. Repeat steps 4 and 5, adding hair until you've gathered in all additional hair strands.
8. Finish at the bottom with a regular braid.
9. Secure the Braid at the End with a Band.

## 6.6: HOW TO CONSTRUCT HAIR TWISTING.

### Requirements

- Wooden comb.
- Hair clips
- Hair accessories: band.

### Procedure.

- Part the hair into two sections.
- Pick a few strands of hair on your right and left hand.



- Twist the strands of hair over each other.
- Secure firmly at the end using hair/ rubber bands.

## 2.3: PERFORM HAIR RELAXING.

### Tools and equipment

Dryer, blowdryer, Hair relaxer, treatment. Assorted combs, scalp protector, hair food, hair sheen, assorted hair accessories

### Consultation and analysis

Set working station.

### Procedure

Base scalp using skin protector

- Apply relaxer leaving 1" from the scalp
- Comb three times
- Check the development and remove S-curls
- Rinse off relaxer using neutralizing shampoo with colour signal.
- Use hair treatment. Rinse off.
- Set and dry the hair
- Style.

## PERFORM TEMPORARY HAIR-COLOURING

Temporary dyes, such as chalk and mousse, usually wash out after 1 to 2 shampoos. Semi-permanent dyes will rinse out after 20 to 26 shampoos. Permanent dyes are permanent. The color may fade after 6-8 weeks, but will need to grow out.

### Perform personal and salon hygiene

- Protect your skin and clothes.
- Wear some clothes that you don't mind staining.
- Put a towel down on the floor in the area where you're working.
- Wear hand gloves.
- Place a thin layer of petroleum jelly on the skin along your hairline

### Perform Consultation and analysis

- Choose the color.
- Perform hair-colouring depending on client's choice.
- Bleach the hair if necessary. Bleaching hair will make the color turn out brighter on all hair types.
- Perform a patch test. A patch test is an easy way to check for allergens at home to avoid an itchy scalp or permanent hair loss.
  - Dab a small amount of dye onto a cotton adhesive pad and place it somewhere on your skin that isn't too sensitive or typically exposed like your upper back.
  - Leave the patch on for however long you plan on leaving the dye in your hair (usually an hour).
  - Remove the patch and rinse the dye from your skin.
  - Wait another 48 hours before dyeing your hair.
  - Do not use this dye if your skin experiences itching, redness, or swelling. If your skin starts itching while the patch is still on, remove it immediately and scrub away the dye with soap and water.
- Perform a strand test.
- Select a small strand of hair that is not on the surface of your hairdo. Dye this strand following the instructions on the bottle.

### Apply temporary hair colouring

- Wash your hair with neutralizing. Don't condition your hair until after the dye has been applied and rinsed out.
  - Apply conditioner.
  - Allow your hair to air dry.
  - Style.

## 6.7: PERFORM HAIRCUTTING

### Terminologies used

- Angle indicates the position of the scissors when cutting; you may be holding them vertically, horizontally, or at 45 degrees.
- Elevation refers to which direction the hair is pointing when you're holding it to cut. When the ends point to the floor, that's considered to be zero degrees of elevation. When it's pointing to the side and parallel to the floor, it's at 90 degrees. When hair is held so that the ends point to the ceiling, it is at 180 degrees.
- Razoring is a technique used to create wispy layers or to remove volume and thin the hair.
- Layering means creating variable lengths of hair through an established cut. The longer layers give the illusion of length and the shorter layers create volume.
- Graduation is a style of hair cutting where the hair is cut progressively shorter towards the back to create a curvy shape. A graduated bob is an example of this.

### Consultation and analysis

- Get detailed instructions for the particular cut you plan to make.

**Determine face shape.** A hairstyle should work with a person's face shape and complement his or her features.

- **Oval.** An oval face shape is considered to be the one shape that can wear any type of style.
- **Round.** A layered top that provides fullness and height and thinned out hair below the cheekbones all work to lengthen the look of the face and give the illusion of a narrower chin line.
- **Heart shape.** Go for a style that offers more fullness lower on the face and less fullness at the forehead.
- **Square.** The idea here is to soften the face so wispy bangs and wavy styles help to create this effect. It's best to avoid straight lines, straight bangs and straight or flat hair for this face shape.
- **Oblong.** Avoid flat, long straight hair because this will make the face look even longer. Consider a bang, especially a side-swept bang to create the illusion of a shorter forehead for the person with this longer face shape.
- **Diamond.** Choose a cut with lots of layers.

## PROCEDURE FOR BASIC HAIR CUTTING

### 1. Wash the hair.

- Use a shampoo and conditioner.
- If hair is prone to knots or tangles (such as chemically treated or bleached hair), use a de-tangling conditioner or spray on a de-tangling product.

**2. Keep the hair wet if cutting with scissors or a razor.** You can best see how the hair naturally falls when it's wet. Also, it's easier to follow cutting guidelines on wet hair so your cut is more precise.

- Cutting curly or wavy hair properly when it's wet can be difficult, as the water will cause the hair to temporarily lie flat and straight so you will not see the normal curls/wave pattern
- If you are cutting African, American hair or Asian, then make sure to dry the hair completely before cutting it.

**3. Work with dry hair under special circumstances.** Make sure hair is dry if you plan to use clippers or if you want to carefully thin the hair to make sure you don't remove too much fullness.

### 4. Separate the hair into sections.

Sectioning techniques including four-section, five-section and seven-section parting. To do seven-section parting, divide the scalp into seven sections: top, right side, left side, right crown, left crown, right nape and left nape. Leave a one-half inch band of hair to hang loose around the perimeter of the hairline.

- Start by making a clean parting line from the point just behind the ears on one side to the matching point on the opposite side. Next, make parting lines on each side of the head just along the parietal ridge to isolate the hair at the top of the head.
- Comb the hair smooth toward the center of the section at the top of the head and twist it up into a knot and clip with a butterfly clip to secure it. Do the same on the right and left sides of the head.
- Now, create a parting line down the center of the back of the head. Isolate the right and left crown sections by parting the hair in a line from behind the ears to the center parting just created.
  - These horizontal partings should meet to form a straight horizontal line across the back of the head.
  - Comb to smooth these sections and twist and secure them as with the previous

sections.

- The remaining two sections – the left and right nape – are easily secured into separate twists.
- After the sections are secured, go back over the head, section by section, and let down a one-half inch strip along the outer edge (aka perimeter or hairline) and re-twist and secure the hair sections.

**Follow the style instructions.** In some cases, you will work from the back of the hair to the front; in others you'll start at the front; in still others you'll cut around the perimeter and proceed from there. Each style is different and requires a different plan of attack.

### **Cross-check your cut.**

**Texturizing.** **Texturizing** is thinning out the hair to remove excess bulk. Texturizing scissors, regular scissors and razors can all be used to remove hair.

**Point cutting.** Point cutting is typically used on medium-length to longer hairstyles to soften the bluntness of the cut, add texture and interest or remove bulk. It is also good for texturing curly hair.

**Learn about notching.** Notching works the same as point cutting; the difference is that it's used on shorter, straight styles to create a wild or spiky look. This technique may be challenging at first, but it will become easier with time and practice.

**Try freehand notching.** To use this technique, take your scissors and randomly snip away pieces hair to remove bulk and reduce volume. Freehand notching is done further up the hair shaft than notching, which focuses on the hair ends.

**Use slithering.** This is a good choice if you want to remove bulk from the ends of long hair.

- Hold the hair perpendicular to the scalp and keep your scissors slightly open.
- Slide your cutting shears along the length of the hair away from the scalp.

**Use slicing.** Slicing adds movement and texture by reducing the weight of the hair. This technique is performed once the haircut is complete and can be done on either wet or dry hair.

- Hold your scissors open (cutting freehand) and slide them down the shaft of the hair, slowly

opening and closing the blades as you go.

**Shears-over-comb technique.** This particular technique is often used for men's haircuts. It allows you to cut close to the head and create a softer look than you would get using clippers.

- Starting at the hairline, lift a section of hair with your comb.
- With the lower blade of your scissors parallel to your comb, cut off the hair that sticks past the comb.
- Keep the blade of your scissors moving; stopping mid cut will create little nick marks.
- Do most of the cutting with the center part of the blades rather than the tips, which can result in choppy, uneven cuts.
- After you have cut the first section, lift some of the cut hair along with the next section you want to cut to act as your guide. Don't cut any of the hairs from your previous cut - they are just there to guide you. Work your way around the hair using this technique.

**Cut with a razor.** A razor can be used to eliminate bulk. In some cases, razors are used in place of scissors to complete an entire haircut.

- Part hair vertically down the middle and again horizontally about halfway down the back of the head. Pin up the top two halves and leave the bottom one free; this is your starting point.
- Use a fine-toothed comb to pull up the hair at about a 45 degrees angle and slide the razor (also held at 45 degrees angle) in short, choppy motions down the ends of the hair to the tips.
- Work your way up through the back of the head, then along the sides. If the hair is short, it's ok to razor pieces at the top of the head as long as they're covered by more, unrazored hair.
- Do not use razoring on fine, wavy or curly hair; you'll end up with hair that's droopy, frizzy or flyaway.

**Sweep up hair.** This will prevent the hair from blowing everywhere.

**Dry the hair.** Once the hair is dry, you can see and trim any uneven ends or shorten the length of the bangs or the overall style.

**Do final trimming.** Cross-check the hair again and fix any unevenness. This is also the time to trim any too-long bangs or remove any extra fullness.

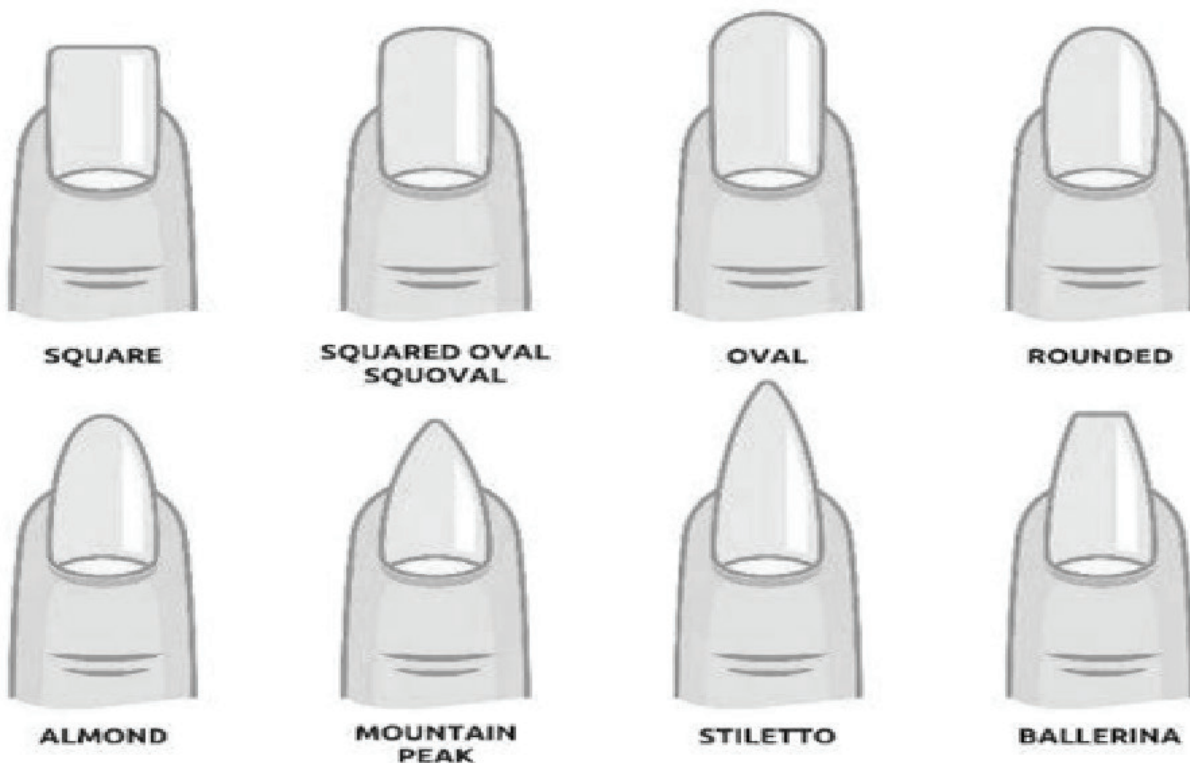


## 6.8: PERFORM BEAUTY THERAPY SERVICES

### HOW TO PERFORM MANICURE AND PEDICURE.

#### Reasons for using Nail polish

- To make them beautiful (adorn)
- To create designs and effects called nail art.
- To improve the condition and appearance of natural nails.
- To coordinate with the color scheme of clothes.
- To cover stained nails.
- To add temporary strength to weak nails.



## Nail Shapes

### Consultation and analysis

#### A. Identify Nail Shapes

1. Round- produces a rounded appearance
2. Square-A nail square shape has the tip filed flat.
3. Squared oval- a combination of both squared and oval.
4. Oval has an oval shaped end. Produces a slimmer, more feminine look. Oval nails also make your hands look longer, so if you want to slim the appearance of your fingers.
5. Pointed-This style combines the length of oval nails with the contouring of square nails.

#### Assemble Work station.

Nail file. Pumice tone, massage oil, manicure set, pedicure set, cotton wool, remover, lanoline cream, cone slicer, Foot spa.

#### C. Procedure of basic manicure and pedicure

1. Disinfect all tools and equipment
2. Nail polish removal
3. Nail filing.
4. Apply cuticle remover
5. Soak in disinfected water for not less than 5 minutes
6. Scrub hands.
7. Wash hands using manicure using antiseptic soap gently.

8. Rinse off
9. Massage.
10. Massage using massage oil.
11. Buff.
12. Wipe nails with wet cotton wool.
13. Apply base coat, nail polish and top coat.
14. Leave to dry
15. Give home care advice.

### EYEBROW HAIR REMOVAL

#### Requirements.

- Razor.
- Tweezers
- Thread.
- Cotton Wool
- Antiseptic
- There are 3 basic methods of removing hair from the eyebrows.
- Razor eyebrow shaping
- Tweezing.
- Threading.

**1. Razor eyebrow shaping-** is a traditional technique whereby the therapist uses a razor blade to remove hair from the eyebrows. It is still used today as some client's preference. It involves outlining the eyebrow shape with eyeliner then using a sterilized razor blade, the therapist gently removes unwanted hair from the eyebrows.

**2. Tweezing** involves the use of a tweezer to pluck off unwanted hair from the eyebrows.

**3. Threading** is a technique from India and the Middle East that is becoming more popular in Western cities as well. The aesthetician will hold one end of a thread in her teeth and the other in her left hand. She loops the middle of the thread through the index and middle fingers on her right hand and then uses the loop to entrap hair and pull it. Unlike waxing and sugaring, threading can only remove facial hair.

### **Eyebrow shaping procedure.**

Consultation and analysis to know client's preferences.

### **Requirements**

- Methylated spirit.
- Cotton wool.
- Thread, tweezers, or razor.

### **Procedure**

Seat the client comfortably facing upwards.

Apply methylated spirit along the eyebrows.

Perform the eye hair remover using either threading, tweezers or razors.

Apply the methylated spirit.

Give after-care advice.

## **FACIAL TREATMENTS.**

### **Requirements.**

- Cleanser
- Toner
- Moisturizer
- Cotton wool
- Sterisers

### **Benefits of facials:**

Facials treatments help in:

Rejuvenation of skin, and help in removing wear and tear.

improvement of scarring, wrinkles and crinkles

Reduction in hyperpigmentation.

## **IMPORTANCE OF MASSAGE THERAPY**

Massage therapy can be an important part of your

health maintenance plan by:

- Reducing or eliminating pain.
- Improving joint mobility.
- Improving circulation.
- Improving lymphatic drainage.
- Reducing muscular tension.

### **Consultation and analysis**

Any aromatherapy massage begins with a private consultation where a series of questions will be asked in order to determine the specific needs of the massage. This will allow the therapist to use appropriate oils in order to give you the desired results. These massages take anywhere from 30 minutes to an hour and half depending on your needs.

Procedure for aromatherapy massage therapist selects and applies the appropriate blend of essential oil and carrier oil for the patient.

### **1. Leg aromatherapy massage**

The therapist starts the massage with an effleurage on the legs. This stroke is delivered by flat palms traveling in long, smooth motions from the ankle to the knee or all the way up to the hip. This spreads the oil and warms the tissue. This is usually followed by petrissage to work specific muscles or tight areas in the leg. Massage for the first leg comes to a close by returning to the long, slow strokes of the effleurage. The next leg is treated in the same sequence of movements.

### **2. Arms and hands aromatherapy massage**

The patient's arms and hands can be worked on with the patient lying either the face down or face up. The therapist begins with the long, slow effleurage strokes, then petrissage, compression, and friction can be done with a wringing motion. Effleurage strokes bring this part of the massage to an end as well, and the therapist moves to the other arm.

3. For the remainder of the massage, the patient can lie face up or down. The therapist reaches under the patient's neck to comb the fingers upward from the back to the base of the skull. If the patient is lying face up, the therapist should allow the weight of the neck to indicate how much pressure to apply with the fingers rather than applying too much pressure, which might lead to muscle cramping or injury due to the awkward angle of the hands. Across the tops of the shoulders, the therapist might use a moderately intense petrissage technique, as this area is prone to substantial muscle tension. He or she might then stroke across the upper chest and collarbone

area, avoiding the throat area.

**4. For a facial massage,** the therapist should sit at the head of the massage. The client's face is first relaxed by using flat palms in a gentle upward motion to stroke up over the forehead. This motion can be repeated at any stage of the face massage. Next: To release tension, gentle circular strokes can be made from the forehead going down to the chin. The therapist can use his or her knuckles in massaging the patient's jawline, which can be pressed with small, light friction circles that start from the cheeks and go outward to the joints of the jaw. The light circles can also go up to the ears and behind them. The pressure should be applied even lighter as this stroke progresses up to the patient's temples. Using the pads of the thumbs, the therapist can smooth the forehead

from between the eyebrows, stroking outward in the direction of the temples. This separating stroke with thumbs going in opposite directions can be repeated across the brow ridges, from the bridge of the nose across the cheekbones and cheeks, below the nose, and across the chin.

**5. The feet** should be massaged last in order to avoid spreading bacteria from the feet to the rest of the body and to other surfaces. Massage of the feet can start at the ankle and go across the top of the foot to the toe area with the therapist applying effleurage with moderate pressure. Each toe can be rolled between the fingers and gently tugged. Circular friction can be applied to the soles of the patient's feet and heels using the thumb pads. Hands should be washed immediately after





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