Work placement guide for industry mentors

Certificate II in hairdressing (Pre-apprenticeship)
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Annex C – Work placement evaluation
STUDENT DETAILS

Name: 
Student ID no.: 
Contact details: 
Training organisation: 
Trainer/Course coordinator: 
Contact no.: 
Emergency contact details
Person to contact: 
Relationship (eg parent, neighbour etc): 
Contact no.: 

WORK PLACEMENT ARRANGEMENTS

Agreed day(s) of attendance: 
Daily attendance time: 
Place(s) of attendance: 
Mentor/Supervisor: 

INTRODUCTION

Welcome to the work placement program, and thank you for your support and participation. We hope that both you and your student will gain a large measure of satisfaction from this experience, and that it has the potential to benefit the hairdressing industry in the long term.

The information in this guide is for industry mentors of students enrolled in the Certificate II in Hairdressing (Pre-apprenticeship) course. Participation in this course is organised by the student’s school or college, while the course itself is conducted by a registered training organisation. Part of the pre-apprenticeship course involves participation in a period of work placement in a hair salon, under the guidance and direct supervision of an industry mentor.

This guide provides you, the industry mentor, with:

- information about the requirements for the work placement experience
- an overview of the course, and related courses and career training options
- guidance to support supervisions of the structured work placement tasks.

Some of the information in this guide is a direct copy from the Work placement guide for students however, some of it is specific to your role as an industry mentor.

We encourage mentors to embrace this opportunity to provide possible future employees for the hairdressing industry with a taste of what it might be like should they decide to pursue this career path.
TERMINOLOGY, ABBREVIATIONS AND DEFINITIONS

As you work your way through the course and this guide, you will come across some of the following common terminology, abbreviations and definitions relating to the qualification.

ASSESSMENT

On completion of each unit in your course, you will complete an assessment task (or tasks). Assessment involves demonstrating your skills and knowledge so that you can be deemed ‘competent’.

COMPETENCY-BASED TRAINING (CBT)

To be ‘competent’ means being able to do something. CBT is training based on the requirements needed to operate effectively in industry and achieve competency standards. CBT focuses on the skills and knowledge you have, rather than on how you attained the skills and knowledge.

ELEMENTS OF COMPETENCY

Elements describe what you need to be able to demonstrate in a unit of competency. Your assessment task is based on these.

EMPLOYABILITY SKILLS

These are non-technical skills and knowledge you need to have to be able to participate effectively in the workforce. They are not unique to any specific industry or type of work; they are skills that most individuals need in most jobs.

INDUSTRY MENTOR

A person who provides coaching, training, and usually supervision in the workplace.
Performance criteria specify the level of performance required to demonstrate achievement of the elements within a unit of competency.

RTO

Registered training organisation.

Training package

A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils, to ensure that they meet the needs of industry.

Unit of competency (UOC)

This is a statement of a key function or role in a particular job or occupation. It specifies the knowledge and skill required, how they should be applied and the standard expected in the workplace.

Work placement

A structured workplace learning program that prepares a person for the workplace. Unlike work experience, where a person may not actually ‘work’, work placement expects that you will undertake appropriate tasks that put classroom theory into practice.
COURSE OVERVIEW

This Certificate II in Hairdressing (Pre-apprenticeship) course is aimed at individuals who are considering seeking an apprenticeship in the hairdressing industry. The course is made up of 15 units of competency plus a period of work placement. These two components together – study and work – provide an opportunity to put new skills and knowledge gained in training into practice in the workplace.

As it can sometimes be difficult to get apprenticeships without any experience, a pre-apprenticeship provides a great start in the industry and the skills, knowledge and work experience gained will help build students’ confidence to impress potential employers.

Undertaking a pre-apprenticeship course may also mean that students have already completed some of the training required in the full apprenticeship course.

The pre-apprenticeship course specifies the skills and knowledge required to work effectively in a hair salon, such as:

• working safely
• greeting and preparing clients
• shampoo and conditioning treatments
• applying colour products
• head, neck and shoulder massage
• drying hair to shape
• applying braiding techniques
• working with tools and equipment.

There is also a focus on the development of business-related skills as well as employability skills such as teamwork, communication, problem-solving and planning and organising.

FURTHER TRAINING

Starting a hairdressing career with this pre-apprenticeship is a smart move, as it gives a solid foundation on which to build a future. During this course, students will be advised about further study options should they wish to pursue an apprenticeship pathway and later a management role or specialist hairdressing work, or maybe become a salon owner.

Information about further training options is provided later in this guide, for your information.
UNITS OF COMPETENCY (UOC)

There are 15 units of competency in this course (listed below) – eight are core (mandatory) units, and the other seven are elective units that have been chosen specifically for this program. All units must be successfully completed and the student’s competency assessed to achieve the Certificate II qualification.

Successful course and UoC completion depends on achieving competency with the assessment items specified in each unit. The time taken to achieve competency may vary from person to person, but generally all assessment items have to be completed during each semester period of course enrolment. As industry mentor, you are not expected to perform any kind of ‘assessor’ role, however the tasks that the student will be completing during the work placement are designed to focus on skills building that will support successful achievement of competency at assessment.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit of competency</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIHHOHS201A</td>
<td>Apply salon safety procedures</td>
<td>20</td>
</tr>
<tr>
<td>SIRXCOM001A</td>
<td>Communicate in the workplace</td>
<td>50</td>
</tr>
<tr>
<td>SIHHHDS201A</td>
<td>Dry hair to shape</td>
<td>35</td>
</tr>
<tr>
<td>SIHHCCS201A</td>
<td>Greet and prepare clients for salon services</td>
<td>10</td>
</tr>
<tr>
<td>SIHHIND201A</td>
<td>Maintain and organise tools, equipment and work areas</td>
<td>5</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>10</td>
</tr>
<tr>
<td>SIHHBAS201A</td>
<td>Perform shampoo and basin services</td>
<td>10</td>
</tr>
<tr>
<td>SIRXIND001A</td>
<td>Work effectively in a retail environment</td>
<td>40</td>
</tr>
<tr>
<td>SIHHHDS202A</td>
<td>Apply hair braiding techniques</td>
<td>10</td>
</tr>
<tr>
<td>SIHHCLS201A</td>
<td>Apply hair colour products</td>
<td>20</td>
</tr>
<tr>
<td>SIHHBAS202A</td>
<td>Perform head, neck and shoulder massage</td>
<td>20</td>
</tr>
<tr>
<td>SIRXRPK002A</td>
<td>Recommend hair, beauty and cosmetic products and services</td>
<td>40</td>
</tr>
<tr>
<td>SIHHHRS201A</td>
<td>Rinse and neutralise chemically restructured hair</td>
<td>50</td>
</tr>
<tr>
<td>SIRXMER001A</td>
<td>Merchandise products</td>
<td>35</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total course hours</strong></td>
<td></td>
<td><strong>370</strong></td>
</tr>
</tbody>
</table>

Unit codes starting with ‘SI’ are from the Service Industries field – ‘SIH’ units are from the Hairdressing Training Package, and ‘SIR’ units are from the Retail Training Package. The ‘BSB’ units are from the Business Services Training Package. The hours noted in the table are nominal and may vary slightly.

In addition to the units listed above, students complete 120 hours of supervised skills practice and 120 hours of work placement. This may take place in more than one salon.
A CAREER IN HAIRDRESSING

Hairdressing is currently the largest employing occupation in the personal services sector*, and according to the Australian Government’s Job Outlook, the number of job openings for hairdressers is expected to be high (greater than 50,000) between now and November 2017**.

There are many careers and jobs to consider in the hairdressing industry, and students are encouraged to use this work placement as an opportunity to get a feel for what type of work they may be best suited to.

The following table provides a summary overview of how a career in the hairdressing industry can develop from this entry level course.

<table>
<thead>
<tr>
<th>Level of qualification</th>
<th>Job title(s)</th>
<th>Skills/specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II</td>
<td>Pre-apprentice</td>
<td>Entry-level salon procedures and processes under supervision</td>
</tr>
<tr>
<td>(Pre-apprenticeship)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate III</td>
<td>Qualified hairdresser</td>
<td>Apprentice program</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>Senior stylist</td>
<td>Advanced hairdressing</td>
</tr>
<tr>
<td></td>
<td>Session stylist</td>
<td>Leadership in creativity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative cutting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complex colouring solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative colouring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemical reformation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hair extensions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session styling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photographic work</td>
</tr>
<tr>
<td>Diploma</td>
<td>Salon manager</td>
<td>Human resources</td>
</tr>
<tr>
<td></td>
<td>Salon owner</td>
<td>Recruiting staff business planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business and financial management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing and promotion</td>
</tr>
<tr>
<td>Vocational Graduate</td>
<td>Creative director</td>
<td>Technical and creative leadership</td>
</tr>
<tr>
<td>Certificate</td>
<td>Artistic director</td>
<td>Training</td>
</tr>
<tr>
<td></td>
<td>Freelance designer/stylist</td>
<td>Competitions and expos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fashion, trends, design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special effects hair design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High-fashion model styling for catwalk or magazines</td>
</tr>
</tbody>
</table>

Table 1.1: Qualifications and professions

* source: www.myfuture.edu.au
** source: http://joboutlook.gov.au
QUALIFICATION PATHWAYS

The following pathways chart shows the types of pathways into and from qualifications that are possible with the Hairdressing Training Package via either direct enrolment to study or through receiving recognition of other training and/or industry experience.

SIH20111 Certificate II in Hairdressing
This qualification reflects the role of individuals who are competent in communicating in the workplace, interacting with and providing service to clients, assistance to colleagues, and performing routine functions under direct supervision as part of a hairdressing team.

SIH30111 Certificate III in Hairdressing
This qualification reflects the role of individuals employed as hairdressers working as part of a team in salon, who are competent in communicating in the workplace, consulting with clients, selling products and services, and designing and applying a broad range of technical hairdressing services on clients.

SIH40111 Certificate IV in Hairdressing
This qualification reflects the role of highly skilled hairdressers, working as part of a salon team or coordinating a salon team, a technical adviser with a hairdressing products company; or independently as a freelance session stylist. The role provides technical leadership to other hairdressers and specialised, complex services/treatments to clients.

SIH80113 Graduate Certificate in Hairdressing Creative Leadership
This qualification reflects the role of individuals who apply specialised knowledge and skills in determining and leading the future hair design directions to the hairdressing industry. The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry at large.

SIB50210 Diploma of Salon Management
This qualification reflects the role of individuals who are competent in managing the overall operation of a business involved in services and sales delivery in personal services environments such as beauty salons, spas and hairdressing.

DIRECT ENTRY POINT

RECOGNITION OF PRIOR LEARNING
Employability skills are the non-technical skills and knowledge required for effective participation in the workforce. They are not unique to an industry or a specific type of work – they are the skills that every person needs in any job.

The term ‘employability skills’ came about because these have been identified as the skills that potential employers look for – the skills that appeal to them most. The more developed a person’s employability skills, the more competitive they will be when they go job hunting.

Listed below are the employability skills that the hairdressing industry has identified as being valuable at the Certificate II level. As you mentor and supervise your student during their work placement, we encourage you to look for opportunities for them to develop and demonstrate these employability skills whenever possible.

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Use questioning and active listening to ascertain and respond to customer needs to ensure customers enjoy a positive experience that reflects salon values; regularly carrying out verbal instructions from other team members and supervisors; reading and interpreting simple workplace documents; completing simple written workplace forms and sharing work related information with other team members.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Working collaboratively with other team members; supporting the team; respecting and understanding other views and giving and receiving feedback in the context of a salon environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Demonstrating sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible; solving problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to a senior operator for resolution depending upon salon policy and procedures.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Adapting to new situations, including changing workplace procedures.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Planning and carrying out simple salon tasks to timelines and priorities that are set by a senior operator.</td>
</tr>
<tr>
<td>Self-management</td>
<td>Understanding and following salon policies regarding work availability, rosters and work duties; working within the salon culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; efficiently prioritising and completing delegated tasks under instruction.</td>
</tr>
<tr>
<td>Learning</td>
<td>Identifying personal strengths and weaknesses in the context of the job role; recognising own learning style, at work; accepting opportunities to learn new ways of doing things; implementing changes under instruction within the context of salon procedures.</td>
</tr>
<tr>
<td>Technology</td>
<td>Using and maintaining a range of salon technology in the context of available equipment and salon procedures; recognising and reporting faulty equipment; following salon occupational health and safety procedures.</td>
</tr>
</tbody>
</table>

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ABOUT THE WORK PLACEMENT

Structured work placement is a great way to integrate theory with practice in a realistic work environment, while giving students an opportunity to experience a working hair salon.

You will be giving the student various tasks to complete under your guidance and supervision during the work placement period. You may involve other staff in the salon in the mentoring process, or as supervisors, as appropriate.

All work placement arrangements will be organised through the training organisation, who will provide you with all the relevant details.

When doing work placement, students have been told that they are working in a business environment and dealing with your clients. They have been advised to treat it like a ‘real’ job, and to always conduct themselves in a professional manner.

As this may be the student’s first attendance at a workplace within the hairdressing industry, you may find that they do not have general experience in the salon environment and require some basic guidelines to follow. The following information will help you to support them through the process.

PRIOR TO ARRIVAL

Review your OSH procedures in view of an unqualified and inexperienced person being in your salon. The student will need to be given a thorough briefing of your OSH procedures before he or she commences any work.

As some students will be under the age of 18 years, child protection regulations apply. You must provide your student with a safe work environment free from any possibility of abuse, bullying or discrimination.

It is recommended to hold a meeting with key personnel in the salon, to brief them on these points so that they too are prepared for the experience.
FIRST DAY OF ATTENDANCE

The following list outlines some requirements for the first day of attendance in the work placement program.

• Allocate the student a particular person on the floor who can assist them in finding things, and be their ‘go-to’ person with any questions.
• Introduce the student to other staff, as appropriate.
• Provide an insight into your salon – its history, its clientele and any other information that you feel the student should know.
• Conduct a tour of the salon and its facilities, including the location of your bathroom(s) and toilet(s), and cover any specific workplace protocols they should be aware of.
• Go through the applicable OSH procedures, including the location of emergency exits and what to do in an emergency situation.
• Brief the student as to the tasks you have planned – at least in the early days of the work placement; other tasks will develop as time progresses.

PROTOCOLS AND PROCESSES

Most importantly, make sure that the student is aware of the appropriate protocols and processes that are followed at your salon. For example:

• the hours of attendance (start and finish times)
• how clients are greeted
• who is in charge of certain aspects of the salon
• what time(s) are allocated to breaks (eg for lunch)
• to whom do they ‘report’ if you are not available
• what (if any) equipment or areas in the salon are ‘out of bounds’.

Being clear about these things will help to reduce the likelihood of mistakes and misunderstandings.
ORIENTATION CHECKLIST

This checklist provides a good outline of key points to cover during the orientation on the student’s first day.

☐ Introduce other salon staff
☐ Outline the work/team structure
☐ Explain the daily routines and activities
☐ Discuss work behaviour requirements and expectations
☐ Explain start and finish times, work breaks etc
☐ Outline requirements for notification of late and/or non-attendance
☐ Explain required dress and personal presentation standards
☐ Demonstrate safety requirements, including emergency and evacuation procedures
☐ Explain what to do if first aid is required
☐ Show location of facilities such as toilets, kitchen etc
☐ Show how and where equipment is stored
☐ Discuss how to deal with issues and/or conflicts
☐ Provide a tour of the salon and its facilities
☐ Explain customer service etiquette and practice, including how to answer the phone (if appropriate)
☐ Explain about any ‘no-go’ areas eg using the register or entering the stock room
SAFETY AND HEALTH

Every year in Australia, young and inexperienced workers make up a significant proportion of people who experience accidents in the workplace, and in some cases these have caused serious injuries and even death. There is also a higher risk of workplace discrimination and bullying for the younger person.

Often the accident or incident happens because the young person is unfamiliar with the work environment or they are not aware of the risks. There is also sometimes a lack of sufficient maturity and experience when it comes to decision-making. Additionally, younger people are generally less aware of their workplace rights and responsibilities and may not have the confidence to speak up in the workplace about health and safety issues that affect them.

Your student has already completed OSH training as part of their course before commencing work placement, and therefore you are not expected to ‘train’ them in this area. However, as the industry mentor for this work placement program you do have a duty of care in relation to ensuring that your salon is a safe and healthy environment for the student.

Please ensure that the student is supervised at all times during the work placement.

It would be helpful to go over some of the most common risks that the student may encounter in your salon, such as:

- equipment – including what to do if something breaks down or is not working correctly
- tools – particularly those capable of injury, such as scissors
- stress and fatigue – being on your feet in a busy salon all day may be exhausting for an inexperienced student
- ventilation – being aware of the danger from fumes that may be present
- hazardous substances – what’s potentially dangerous and should be avoided
- slips, trips and falls – particularly in wet areas or storerooms
- manual handling – lifting heavy boxes or equipment.

You should also explain what process to follow should the student encounter any safety risks or hazards while they’re in your salon, or if they are injured.

Finally, it’s important to remember that the student also has a responsibility to conduct him/herself in a safe and healthy manner whilst in your salon. Should you feel that this responsibility is being neglected, please bring it to the student’s attention and advise the training organisation.
PRIVACY AND CONFIDENTIALITY

The student’s privacy must be respected – personal information and details must be kept private and confidential at all times during and after the work placement period. The same is expected of the student in relation to your salon, staff and clients.

There is a confidentiality agreement in the student’s work placement guide, which they are required to sign. A copy of this is provided below, so that you are aware of what the student has agreed to.

CONFIDENTIALITY AGREEMENT

(extract from student’s work placement guide booklet)

I understand that during this work placement I may have access to information that is private and confidential. I agree that I will not convey to any person outside my host employer’s workplace any knowledge or information of a confidential nature that I may gain.

I will at all times show loyalty towards my host employer(s).

Failure to maintain confidentiality may result in the immediate termination of my work placement, disciplinary action by my school/training organisation, and possible legal action by my host employer (depending on the seriousness of the breach).

My signature confirms that I understand the consequences of any breach of this confidentiality agreement.

PRE-APPRENTICESHIP BUSINESS RULES

The Western Australian Department of Training and Workforce Development (DTWD) produces a set of ‘business rules’ to support the delivery of Certificate II Pre-apprenticeship training programs. These rules apply to both Pre-apprenticeship students still at school, and mature-aged students.

You can access these business rules online at: http://vetinfonet.dtwd.wa.gov.au.
INSURANCE GUIDELINES

Students will be covered for the period of work placement by their training organisation’s insurance policy. Make sure this insurance policy is in place before the student starts at your salon, and check it carefully to ensure that it provides you with coverage whilst the student is in your care.

Check that your own business insurance policy allows for non-employees or persons, such as a student, to be in your salon for a period of time while on work placement as part of an accredited training program.

Please note that placements arranged privately would normally negate any insurance arrangements. If you have any queries about your insurance coverage or liability, please check with the training organisation.

REMUNERATION

Students are undertaking a period of ‘volunteer’ work placement and have been advised that they should not expect to be paid while in your salon. Please note that payments of any kind may void any insurance policies in place, whether held by the school/training provider or the business/workplace.

CONCERNS/ISSUES

Should there be problems with the student’s attendance and/or performance during their work placement, or if other issues or concerns arise, please contact the training organisation immediately. All communication on any such issues will remain confidential.
WORK PLACEMENT TASKS

The intention of the work placement period is for students to experience as wide a range of industry-related tasks as possible. This guide contains eight structured tasks that are aligned to the units of competency in the pre-apprenticeship course.

The tasks will include elements of planning, organising and completing daily work activities whilst focusing on:

- maintaining tools and equipment
- greeting and preparing clients
- undertaking shampoo and/or basin duties
- carrying out head, neck and shoulder massage
- braiding, drying hair to shape, and applying colour products
- rinsing and neutralising client’s hair.

You are welcome to assign other tasks to the student, but please be aware of their possible limitations in relation to skills and experience. Should you have any queries or concerns about the student’s abilities, please contact the training organisation.

Tasks should be supervised at all times. Additionally, you should monitor the tasks to ensure they are level-appropriate, and feedback should be regularly provided.

You’ll find all of the work placement tasks at Annex A to this guide (after the first coloured divider).

TASK INFORMATION

For each of the eight tasks, a list of knowledge, skills and abilities is provided. This gives you a useful list to follow while supervising the student to ensure that the task is completed effectively. Once a task has been completed, you should tick the ‘Mentor/Supervisor’ column to indicate that each aspect of the task was covered. There is also a section for you to add comments and/or feedback for the student.

You will also find comprehensive ‘Competency details’ information accompanying each task. This information is taken from the units of competency that relate to the task, and details the specific aspects and requirements of competency for each unit. You may find it useful to utilise this information as a checklist to give you some guidance as to the range of skills, knowledge and abilities that the student should be experiencing as they complete the work placement tasks.

A mapping guide showing where each of the tasks aligns with the units of competency is provided at the front of Annex A.
STUDENT RECORDING AND TRACKING TASKS

To make sure students are keeping a record of the work done and the skills and knowledge they’re gaining during the work placement, there are two recording processes required. Students are asked to:

1. use the ‘Task tracker’ at Annex A to record the number of times they complete each task, and on what date(s)
2. use the journal pages at Annex B to keep a record of daily tasks and activities.

The task tracker and daily journal are an important component of the work placement. Your assistance in assisting the student to maintain these recording processes is appreciated.

THE TASK TRACKER

During the work placement, students are expected to participate in a range of tasks and activities as part of the salon’s daily work. The task tracker provides a record of all the tasks a student has completed – summarised on to one page – and the dates recorded will enable students to cross-check the tasks to their journal. Here is an example of how the task tracker should be completed.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tools, equipment and work area</td>
<td>12 Mar</td>
<td>4 Apr</td>
<td>6 Apr</td>
</tr>
<tr>
<td>2 Prepare clients</td>
<td>12 Mar</td>
<td>12 Mar</td>
<td>18 Mar</td>
</tr>
<tr>
<td>3 Shampoo / basin</td>
<td>11 Mar</td>
<td>13 Mar</td>
<td>13 Mar</td>
</tr>
<tr>
<td>4 Treatment / massage</td>
<td>13 Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Braiding</td>
<td>6 Mar</td>
<td>9 May</td>
<td></td>
</tr>
</tbody>
</table>

THE DAILY JOURNAL

As part of this pre-apprenticeship course, students keep a daily journal of the tasks they complete, the kind of work they undertake, and their experiences. Keeping a journal is an excellent way to track and record their work, and the experience gained, and it may also be helpful for their assessment later in the course. The student has been told by the training organisation that they must keep their journal up-to-date on a daily basis, and that it must be a true and accurate record of the work they are doing. Here is an example of a completed day’s journal.

**Day/date:** Monday 8/9/14

**Attendance time:** 8:00 am – 4:30 pm

**Task summary:** Shampoo client

**Equipment used:** Basin, shampoo, towels, gown

**Things I learned:** Test the water temperature on my hand before applying it to client’s hair.

**Challenges:** It’s tricky to get myself and the tap and the client’s head all in the right place!

**What to focus on for next time:** Working out the best place to stand so that I can easily reach the taps and make sure the client is comfortable.

**Actions to be followed up:** Practise my basin technique! Watch Sarah to see how she does it.

A number of blank journal pages are provided at Annex B to the student’s guide, and a blank journal page is provided at Annex B to this guide for your information.
POST-PLACEMENT EVALUATION AND FEEDBACK

There is an evaluation component to the work placement, whereby both the student and the industry mentor have an opportunity to provide feedback on the experience. An evaluation proforma has been provided in the student’s guide, and a copy is provided for you at Annex C to this guide.

Please take the time to complete this evaluation and discuss your feedback with the student before they leave your salon. You should also encourage the student to complete the work placement evaluation (also at Annex C of the student’s guide) and discuss their comments with you if appropriate, however they may prefer to keep their feedback confidential.

In addition to the formal evaluation tasks, we encourage you to give the student regular and honest feedback during the time they spend at your salon. This will help them to focus on the development of skills and knowledge that will be of benefit to them in their hairdressing career.

Try to answer any questions as honestly as you can, especially if asked whether you think the student is suited to the hairdressing industry. Appropriate and genuine career advice at this point in a young person’s life is very important.

If he or she displays a particular interest or aptitude for a specific role within the industry, offer advice on how this can be fostered or developed through training and further experience. If appropriate, encourage them to talk to their teacher or trainer for more information on further study pathways and/or training to support their career goals.

PROGRAM EVALUATION

Your feedback on the work placement program is important, as it assists the training organisation to follow a process of continuous improvement and ensure that the work placement program provides maximum benefit for both students and industry. It will also help you to clarify what it is you have gained from the experience, or not gained, and provide feedback as to how you believe the work placement experience can be improved for others who participate in future programs.

Therefore, in addition to the student evaluation we ask that you complete an assessment of the work placement program. Once you have completed the proforma at Annex C, please pass a copy onto the training organisation so that your feedback and any recommendations can be considered.

Thank you for supporting this work placement program. We trust it will be an enjoyable and rewarding experience.
ANNEX A

STRUCTURED TASKS
1-8
## TASK TRACKER

Every time you complete one of these tasks, add the date to the boxes below.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Date</th>
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<th>Date</th>
<th>Date</th>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1 Tools, equipment and work areas</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2 Greet and prepare clients</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3 Shampoo/basin</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4 Treatment/massage</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>5 Braiding</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Dry hair to shape</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Colour</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8 Rinse/neutralise</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
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<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tools, equipment and work areas</td>
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<tr>
<td>2 Greet and prepare clients</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3 Shampoo/basin</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4 Treatment/massage</td>
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<tr>
<td>5 Braiding</td>
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<td></td>
<td></td>
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<tr>
<td>6 Dry hair to shape</td>
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<tr>
<td>7 Colour</td>
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<td></td>
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<tr>
<td>8 Rinse/neutralise</td>
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</tr>
</tbody>
</table>
**TASK MAPPING GUIDE**

This guide shows how the tasks align with the units; however, in many cases, competency areas from other units may also be included in the work tasks. For more detailed information about this, please refer to the tasks and the competency details provided for each one.

<table>
<thead>
<tr>
<th>Task</th>
<th>Units</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply salon safety procedures</td>
<td>SIHHOHS201A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communicate in the workplace</td>
<td>SIRXCOM001A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Dry hair to shape</td>
<td>SIHHHDS201A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Greet and prepare clients for salon services</td>
<td>SIHHCCS201A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maintain and organise tools, equipment and work areas</td>
<td>SIHHIND201A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td>BSBSUS201A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Perform shampoo and basin services</td>
<td>SIHHBAS201A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Work effectively in a retail environment</td>
<td>SIRXIND001A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Apply hair braiding techniques</td>
<td>SIHHHDS202A</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply hair colour products</td>
<td>SIHHCLS201A</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform head, neck and shoulder massage</td>
<td>SIHHBAS202A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommend hair, beauty and cosmetic products and services</td>
<td>SIRXRPK002A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rinse and neutralise chemically restructured hair</td>
<td>SIHHHRS201A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Merchandise products</td>
<td>SIRXMER001A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Organise and complete daily work activities</td>
<td>BSBWOR202A</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Depending on salon policy, students may have limited opportunities to experience the retail aspects of salon work.

Depending on workplace policy, students may have limited opportunities to experience product merchandising in the salon.
**TASK 1 — TOOLS, EQUIPMENT AND WORK AREAS**

Demonstrate the correct disassembling, cleaning, disinfecting, sterilisation, reassembling and storage of hairdressing equipment and maintaining of work areas.

Units related to this task are:

- SIHHIND201A Participate in environmentally sustainable work practices
- BSBSUS201A Maintain and organise tools, equipment and work areas
- SIHNOHS201A Apply salon safety procedures.

This task must be under direct supervision.

<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/ Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe workplace health and safety at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure tools and equipment are checked for faults.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure faults are reported to the appropriate person(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove all hair from brushes, combs, brush rollers and scissors, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash equipment in cold running water and use a suitable detergent to remove traces of dirt, hairspray, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure you don’t use an abrasive cleaning cloth/brush on equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughly rinse equipment in cold running water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughly dry all equipment before disinfecting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure the equipment is completely clean before disinfecting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow manufacturer’s instructions when using the disinfecting solution, eg soaking for correct time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughly clean and put away bowls and brushes from colour services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughly clean a work station after use to prepare to receive a new client.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughly clean a basin area after use to prepare to receive a new client.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate correct procedures for laundering towels/gowns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispose of unused colour in a sustainable way, eg not down sink.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store disinfecting solution, tools and equipment in the appropriate place.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On successful completion of this task, please sign below and add comments for feedback.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor/Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add comments for feedback and/or follow-up.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
COMPETENCY DETAILS – TASK 1 – TOOLS, EQUIPMENT AND WORK AREAS

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHIND201A Maintain and organise tools, equipment and work areas
- BSBSUS201A Participate in environmentally sustainable work practices
- SIHHOHS201A Apply salon safety procedures.

You can use this information to structure and guide the student’s tasks.

<table>
<thead>
<tr>
<th>BSBSUS201A Participate in environmentally sustainable work practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental and resource efficiency issues</strong> may include:</td>
</tr>
<tr>
<td>• maximising opportunities to improve business environmental performance</td>
</tr>
<tr>
<td>• minimising environmental risks</td>
</tr>
<tr>
<td>• promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system</td>
</tr>
<tr>
<td>• using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage.</td>
</tr>
<tr>
<td><strong>Appropriate techniques</strong> may include:</td>
</tr>
<tr>
<td>• examining and documenting resources in work area</td>
</tr>
<tr>
<td>• examining invoices from suppliers</td>
</tr>
<tr>
<td>• examining relevant information and data</td>
</tr>
<tr>
<td>• measuring resource usage under different conditions</td>
</tr>
<tr>
<td>• reports from other parties involved in the process of identifying and implementing improvements.</td>
</tr>
<tr>
<td><strong>Compliance</strong> may include:</td>
</tr>
<tr>
<td>• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):</td>
</tr>
<tr>
<td>• international</td>
</tr>
<tr>
<td>• commonwealth</td>
</tr>
<tr>
<td>• state/territory</td>
</tr>
<tr>
<td>• local government</td>
</tr>
<tr>
<td>• industry</td>
</tr>
<tr>
<td>• organisation</td>
</tr>
<tr>
<td><strong>Organisational plans</strong> may include:</td>
</tr>
<tr>
<td>• documented policies and procedures</td>
</tr>
<tr>
<td>• work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework.</td>
</tr>
</tbody>
</table>
### BSBSUS201A Participate in environmentally sustainable work practices

**Suggestions** may include ideas that help to:

- improve energy efficiency
- increase use of renewable, recyclable, reusable and recoverable resources
- maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate
- prevent and minimise risks
- reduce emissions of greenhouse gases
- reduce use of non-renewable resources.

### SIHHIND201A Maintain and organise tools, equipment and work areas

**Tools and equipment** may include:

- electrical equipment
- scissors
- clippers and guards
- neck brushes
- combs
- brushes
- sectioning clips
- rollers
- clips
- perm rods
- tint brushes
- bowls.

**Salon procedures** may include:

- compliance with state or territory and local government health regulations and guidelines relevant to the service
- occupational health and safety procedures
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - re-use
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal including hazardous waste
  - resource management
  - water efficiency
  - health and hygiene
  - occupational health and safety
  - waste disposal
  - use and storage of cleaning chemicals
  - housekeeping
  - personal hygiene
  - maintenance and storage of cleaning equipment
  - safe storage of cleaned and disinfected tools and equipment.
**SIHIND201A Maintain and organise tools, equipment and work areas**

**Work areas** may include:
- counters
- floors
- benches
- sinks
- preparation areas
- personal service areas
- displays
- storage areas
- point of sale areas and point of sale terminals
- fixtures
- other working surfaces.

**Clean linen** may include:
- towels
- wraps
- gowns.

**Scissors** may include:
- straight blades
- curved blades
- convex blades
- texturising shears
- thinning shears.

**Clippers** may include:
- cordless rechargeable clippers
- electric clippers with cords.

**Relevant legislative and regulatory requirements** may include:
- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of salon substances
- occupational health and safety with particular reference to:
  - manual handling
  - care and protection of operator when using cleaning products
  - salon hazards.

**Appropriate personnel** may include:
- manager
- senior operator
- team leader
- colleague.

**Unsafe areas** may include:
- spills
- wet areas
- sharp edges
- loose wiring
- floors (hair and water).
**SIHHOH5201A Apply salon safety procedures**

<table>
<thead>
<tr>
<th><strong>Symptoms</strong> may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• condition of the skin, including:</td>
<td></td>
</tr>
<tr>
<td>• dry</td>
<td></td>
</tr>
<tr>
<td>• flaking</td>
<td></td>
</tr>
<tr>
<td>• split and cracked</td>
<td></td>
</tr>
<tr>
<td>• itchy</td>
<td></td>
</tr>
<tr>
<td>• blisters and welts on the skin</td>
<td></td>
</tr>
<tr>
<td>• swelling of fingers, hands, wrists</td>
<td></td>
</tr>
<tr>
<td>• runny nose, sneezing and asthma.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Causes</strong> may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• irritants, including:</td>
<td></td>
</tr>
<tr>
<td>• frequent and ongoing exposure to water</td>
<td></td>
</tr>
<tr>
<td>• shampoos and styling products</td>
<td></td>
</tr>
<tr>
<td>• soaps and detergents</td>
<td></td>
</tr>
<tr>
<td>• heat</td>
<td></td>
</tr>
<tr>
<td>• hydrogen peroxide</td>
<td></td>
</tr>
<tr>
<td>• chemical curling and straightening products</td>
<td></td>
</tr>
<tr>
<td>• allergy to particular products, including:</td>
<td></td>
</tr>
<tr>
<td>• hair dyes</td>
<td></td>
</tr>
<tr>
<td>• chemical curling and straightening products</td>
<td></td>
</tr>
<tr>
<td>• bleach products</td>
<td></td>
</tr>
<tr>
<td>• latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Common forms of occupational contact dermatitis</strong> may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• irritant contact dermatitis</td>
<td></td>
</tr>
<tr>
<td>• allergic contact dermatitis</td>
<td></td>
</tr>
<tr>
<td>• contact urticaria.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preventative self-care routines</strong> may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• using skin moisturisers:</td>
<td></td>
</tr>
<tr>
<td>• regularly during the working day</td>
<td></td>
</tr>
<tr>
<td>• at the end of the working day</td>
<td></td>
</tr>
<tr>
<td>• before bed</td>
<td></td>
</tr>
<tr>
<td>• wearing gloves that are:</td>
<td></td>
</tr>
<tr>
<td>• specifically designed for hairdressers’ use</td>
<td></td>
</tr>
<tr>
<td>• powder free, high quality latex</td>
<td></td>
</tr>
<tr>
<td>• developing the habit of wearing gloves</td>
<td></td>
</tr>
<tr>
<td>• throwing away disposable gloves after each use</td>
<td></td>
</tr>
<tr>
<td>• wearing re-usable rubber gloves when cleaning in the salon</td>
<td></td>
</tr>
<tr>
<td>• keeping the contaminated surface of re-usable rubber gloves on the outside</td>
<td></td>
</tr>
<tr>
<td>• not wearing rings while working with moisture and chemicals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Hairdressing chemical services</strong> may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• curling, volumising and straightening products including:</td>
<td></td>
</tr>
<tr>
<td>• solutions</td>
<td></td>
</tr>
<tr>
<td>• neutralisers</td>
<td></td>
</tr>
<tr>
<td>• hair colouring products</td>
<td></td>
</tr>
<tr>
<td>• hair lightening products.</td>
<td></td>
</tr>
</tbody>
</table>
### SIHHOHS201A Apply salon safety procedures

| **Salon procedures** may include: | • cash handling  
• emergency, fire and accident procedures  
• evacuation involving staff or customers  
• handling dangerous goods  
• hazard identification, e.g. workplace inspections  
• issue resolution procedures  
• manual handling  
• personal safety procedures  
• procedures for the use of personal protective clothing and equipment  
• reporting incidents and accidents in the workplace  
• salon security  
• stress management  
• waste disposal. |
|---|---|
| **Unsafe working practices** may deal with but are not restricted to: | • sharp cutting tools and instruments  
• electricity and water  
• damaged packing material or containers  
• toxic substances  
• inflammable materials and fire hazards  
• lifting practices  
• spillages, waste and debris  
• ladders  
• trolleys  
• broken or damaged equipment  
• glue guns  
• stress. |
| **Checking plant and equipment** may include: | • guarding of machinery  
• sharp cutting tools and instruments  
• broken or damaged equipment  
• damaged packing material or containers. |
| **Safe manual handling** practices may include: | • lifting or shifting practices  
• use of equipment such as ladders and trolleys  
• job procedures. |
| **Salon policy and procedures** related to OHS may include: | • federal, state or territory and local OHS legislation  
• basic safety procedures  
• emergency procedures  
• safe manual handling and lifting  
• dangerous goods  
• customers and staff  
• equipment and tools  
• premises  
• stock. |
### SIHHOHS201A Apply salon safety procedures

**Designated personnel** may include:
- safety representative
- supervisor
- team leader
- manager.

**Consultative processes** may include:
- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

**Emergency procedures** may relate to:
- sickness
- accidents
- fire
- storms and cyclones
- salon evacuation
- armed holdup.
TASK 2 — GREET AND PREPARE CLIENT/MODEL FOR A SERVICE

Demonstrate the procedure for greeting and preparing a client/model for an in-salon service.

Units related to this task are:
• SIHHCCS201A Greet and prepare clients for salon services
• SIRXCOM001A Communicate in the workplace
• SIHHIND201A Maintain and organise tools, equipment and work areas
• SIHHOHS201A Apply salon safety procedures.

This task must be under direct supervision.

<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/ Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe workplace health and safety at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure work bay is ready for client/model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective communication when greeting a client/model, including introducing self.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effectively escorting client/model to consultation area or work bay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to follow seniors’ instructions on gowning for type of service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably gown and protect the client/model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer client/model a beverage based on the salon’s offerings, eg tea, coffee.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On successful completion of this task, please sign below and add comments for feedback.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor/Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add comments for feedback and/or follow-up.

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
COMPETENCY DETAILS – TASK 2 – GREET AND PREPARE CLIENT/MODEL FOR A SERVICE

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures.

You can use this information to structure and guide the student’s tasks.

### SIHHCCS201A Greet and prepare clients for salon services

<table>
<thead>
<tr>
<th>Client may include:</th>
<th>women</th>
<th>men</th>
<th>children</th>
<th>people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salon procedures may include:</td>
<td>client greeting procedures</td>
<td>offering hospitality</td>
<td>pre-service consultation by a senior operator</td>
<td>client preparation for different salon services.</td>
</tr>
<tr>
<td>Service may include:</td>
<td>shampoo</td>
<td>hair and scalp treatments</td>
<td>haircutting</td>
<td>hair design</td>
</tr>
<tr>
<td>Beverages may include:</td>
<td>water</td>
<td>tea</td>
<td>coffee</td>
<td>soft drinks.</td>
</tr>
<tr>
<td>Service area may include:</td>
<td>colour and chemical services area</td>
<td>haircutting area</td>
<td>design area</td>
<td>basin services area.</td>
</tr>
</tbody>
</table>

### SIRXCOM001A Communicate in the workplace

| Customers may include: | new or repeat contacts | internal and external contacts | customers with routine or special requests | people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities. |
### SIRXCOM001A Communicate in the workplace

| Store policy and procedures may relate to: | • contact with customers  
• job descriptions and responsibilities  
• interaction with other team members  
• interaction with supervision and management  
• induction process. |
|-------------------------------------------|------------------------------------------------------------------------------|
| Verbal and non-verbal interaction may occur with: | • external customers  
• internal contacts, including management and other team members. |
| Questioning may involve the following communication techniques: | • using open and inclusive language  
• speaking clearly and concisely  
• using appropriate language  
• non-verbal communication. |
| Information may include: | • telephone  
• written  
• electronic media such as email  
• verbal feedback  
• observation. |
| Colleagues may include: | • management  
• other staff members  
• full-time, part-time, casual or contract staff. |
| Verbal and non-verbal communication may include: | • speaking and listening  
• reading and writing  
• body language  
• facial expression. |
| Teams may include: | • small work teams  
• store team  
• corporate team. |
| Problem solving may be affected by: | • store policy and procedures  
• resource implications. |
| Retail documents may include: | • stock sheets  
• planograms  
• timetables, staff record forms  
• lay-by slips  
• credit slips  
• product return slips  
• manufacturer instructions  
• telephone message pads. |
### SIHIND201A Maintain and organise tools, equipment and work areas

<table>
<thead>
<tr>
<th><strong>Tools and equipment</strong> may include:</th>
<th><strong>Salon procedures</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• electrical equipment</td>
<td>• compliance with state or territory and local government health regulations and guidelines relevant to the service</td>
</tr>
<tr>
<td>• scissors</td>
<td>• occupational health and safety procedures</td>
</tr>
<tr>
<td>• clippers and guards</td>
<td>• environmental protection practices, such as:</td>
</tr>
<tr>
<td>• neck brushes</td>
<td>• waste minimisation</td>
</tr>
<tr>
<td>• combs</td>
<td>• recycling</td>
</tr>
<tr>
<td>• brushes</td>
<td>• re-use</td>
</tr>
<tr>
<td>• sectioning clips</td>
<td>• energy efficiency, e.g. electricity saving devices and practices</td>
</tr>
<tr>
<td>• rollers</td>
<td>• waste disposal including hazardous waste</td>
</tr>
<tr>
<td>• clips</td>
<td>• resource management</td>
</tr>
<tr>
<td>• perm rods</td>
<td>• water efficiency</td>
</tr>
<tr>
<td>• tint brushes</td>
<td>• health and hygiene</td>
</tr>
<tr>
<td>• bowls</td>
<td>• occupational health and safety</td>
</tr>
<tr>
<td></td>
<td>• waste disposal</td>
</tr>
<tr>
<td></td>
<td>• use and storage of cleaning chemicals</td>
</tr>
<tr>
<td></td>
<td>• housekeeping</td>
</tr>
<tr>
<td></td>
<td>• personal hygiene</td>
</tr>
<tr>
<td></td>
<td>• maintenance and storage of cleaning equipment</td>
</tr>
<tr>
<td></td>
<td>• safe storage of cleaned and disinfected tools and equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Work areas</strong> may include:</th>
<th><strong>Clean linen</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• counters</td>
<td>• towels</td>
</tr>
<tr>
<td>• floors</td>
<td>• wraps</td>
</tr>
<tr>
<td>• benches</td>
<td>• gowns.</td>
</tr>
<tr>
<td>• sinks</td>
<td></td>
</tr>
<tr>
<td>• preparation areas</td>
<td></td>
</tr>
<tr>
<td>• personal service areas</td>
<td></td>
</tr>
<tr>
<td>• displays</td>
<td></td>
</tr>
<tr>
<td>• storage areas</td>
<td></td>
</tr>
<tr>
<td>• point of sale areas and point of sale terminals</td>
<td></td>
</tr>
<tr>
<td>• fixtures</td>
<td></td>
</tr>
<tr>
<td>• other working surfaces.</td>
<td></td>
</tr>
</tbody>
</table>
### SIHHIND201A Maintain and organise tools, equipment and work areas

**Scissors** may include:
- straight blades
- curved blades
- convex blades
- texturising shears
- thinning shears.

**Clippers** may include:
- cordless rechargeable clippers
- electric clippers with cords.

**Relevant legislative and regulatory requirements** may include:
- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of salon substances
- occupational health and safety with particular reference to:
  - manual handling
  - care and protection of operator when using cleaning products
  - salon hazards.

**Appropriate personnel** may include:
- manager
- senior operator
- team leader
- colleague.

**Unsafe areas** may include:
- spills
- wet areas
- sharp edges
- loose wiring
- floors (hair and water).

### SIHHOHS201A Apply salon safety procedures

**Symptoms** may include:
- condition of the skin, including:
  - dry
  - flaking
  - split and cracked
  - itchy
  - blisters and welts on the skin
  - swelling of fingers, hands, wrists
  - runny nose, sneezing and asthma.

**Common forms of occupational contact dermatitis** may include:
- irritant contact dermatitis
- allergic contact dermatitis
- contact urticaria.
SIHHOHS201A Apply salon safety procedures

**Causes** may include:
- irritants, including:
  - frequent and ongoing exposure to water
  - shampoos and styling products
  - soaps and detergents
  - heat
  - hydrogen peroxide
  - chemical curling and straightening products
- allergy to particular products, including:
  - hair dyes
  - chemical curling and straightening products
  - bleach products
  - latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.

**Preventative self-care routines** may include:
- using skin moisturisers:
  - regularly during the working day
  - at the end of the working day
  - before bed
- wearing gloves that are:
  - specifically designed for hairdressers’ use
  - powder free, high quality latex
- developing the habit of wearing gloves
- throwing away disposable gloves after each use
- wearing re-usable rubber gloves when cleaning in the salon
- keeping the contaminated surface of re-usable rubber gloves on the outside
- not wearing rings while working with moisture and chemicals.

**Hairdressing chemical services** may include:
- curling, volumising and straightening products including:
  - solutions
  - neutralisers
- hair colouring products
- hair lightening products.

**Consultative processes** may include:
- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

**Emergency procedures** may relate to:
- sickness
- accidents
- fire
- storms and cyclones
- salon evacuation
- armed holdup.

**Safe manual handling practices** may include:
- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.
### SIHHOH5201A Apply salon safety procedures

| **Salon procedures** may include: | • cash handling  
| | • emergency, fire and accident procedures  
| | • evacuation involving staff or customers  
| | • handling dangerous goods  
| | • hazard identification, e.g. workplace inspections  
| | • issue resolution procedures  
| | • manual handling  
| | • personal safety procedures  
| | • procedures for the use of personal protective clothing and equipment  
| | • reporting incidents and accidents in the workplace  
| | • salon security  
| | • stress management  
| | • waste disposal. |

| **Unsafe working practices** may deal with but are not restricted to: | • sharp cutting tools and instruments  
| | • electricity and water  
| | • damaged packing material or containers  
| | • toxic substances  
| | • inflammable materials and fire hazards  
| | • lifting practices  
| | • spillages, waste and debris  
| | • ladders  
| | • trolleys  
| | • broken or damaged equipment  
| | • glue guns  
| | • stress. |

| **Checking plant and equipment** may include: | • guarding of machinery  
| | • sharp cutting tools and instruments  
| | • broken or damaged equipment  
| | • damaged packing material or containers. |

| **Salon policy and procedures** related to OHS may include: | • federal, state or territory and local OHS legislation  
| | • basic safety procedures  
| | • emergency procedures  
| | • safe manual handling and lifting  
| | • dangerous goods  
| | • customers and staff  
| | • equipment and tools  
| | • premises  
| | • stock. |

| **Designated personnel** may include: | • safety representative  
| | • supervisor  
| | • team leader  
| | • manager. |
### Task 3 – Perform a Shampoo and Conditioning Service

Perform a shampoo and conditioning service on a client/model.

Units related to this task are:

- SIHHBAS201A Perform shampoo and basin services
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOH5201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace.

This task must be under direct supervision.

<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe workplace health and safety at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively with the client/model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively with the senior operator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably gown and protect the client/model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably prepare the client/model's hair, checking for any unusual scalp or hair conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use the appropriate shampoo for cleansing the hair, based on hair and scalp type, after confirming selection with mentor/supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check water temperature and pressure with client/model for comfort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply the correct amount of product and demonstrate correct shampooing process (× 2).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequately rinse shampoo from hair, ensuring all residual products are removed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use appropriate conditioning products and amount and perform the correct massage techniques, where appropriate, after confirming selection with mentor/supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequately rinse conditioner and remove accordingly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove tangles correctly, towel-dry hair and prepare the client/model for a subsequent service before leaving basin area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On successful completion of this task, please sign below and add comments for feedback.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor/Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add comments for feedback and/or follow-up.
COMPETENCY DETAILS – TASK 3 – PERFORM A SHAMPOO AND CONDITIONING SERVICE

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHBAS201 Perform shampoo and basin services
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace.

You can use this information to structure and guide the student’s tasks.

<table>
<thead>
<tr>
<th>SIHHBAS201A Perform shampoo and basin services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service may include:</td>
</tr>
<tr>
<td>• pre-service shampoo and conditioning</td>
</tr>
<tr>
<td>• colour product removal</td>
</tr>
<tr>
<td>• bleach product removal</td>
</tr>
<tr>
<td>• removing foils.</td>
</tr>
<tr>
<td>Clients may include:</td>
</tr>
<tr>
<td>• women</td>
</tr>
<tr>
<td>• men</td>
</tr>
<tr>
<td>• children</td>
</tr>
<tr>
<td>• people from a range of social, cultural or</td>
</tr>
<tr>
<td>ethnic backgrounds and with a range of</td>
</tr>
<tr>
<td>physical and mental abilities.</td>
</tr>
<tr>
<td>Supervising hairdresser may include:</td>
</tr>
<tr>
<td>• qualified hairdresser</td>
</tr>
<tr>
<td>• more experienced apprentice or trainee.</td>
</tr>
<tr>
<td>Salon procedures may include:</td>
</tr>
<tr>
<td>• methods for gowning clients for shampoo</td>
</tr>
<tr>
<td>services</td>
</tr>
<tr>
<td>• ensuring client comfort and safety at the</td>
</tr>
<tr>
<td>basin</td>
</tr>
<tr>
<td>• operator comfort and safety</td>
</tr>
<tr>
<td>• complying with state or territory and local</td>
</tr>
<tr>
<td>government health regulations relevant to</td>
</tr>
<tr>
<td>providing services at the basin</td>
</tr>
<tr>
<td>• environmental protection practices, such as:</td>
</tr>
<tr>
<td>• waste minimisation</td>
</tr>
<tr>
<td>• resource management</td>
</tr>
<tr>
<td>• recycling</td>
</tr>
<tr>
<td>• energy efficiency, e.g. gas or electricity</td>
</tr>
<tr>
<td>• water efficiency.</td>
</tr>
<tr>
<td>Towels may include:</td>
</tr>
<tr>
<td>• washable</td>
</tr>
<tr>
<td>• disposable.</td>
</tr>
<tr>
<td>Relevant health regulations may include:</td>
</tr>
<tr>
<td>• state or territory health regulations</td>
</tr>
<tr>
<td>• local council health regulations.</td>
</tr>
<tr>
<td>Condition of hair may include:</td>
</tr>
<tr>
<td>• dry</td>
</tr>
<tr>
<td>• normal</td>
</tr>
<tr>
<td>• oily</td>
</tr>
<tr>
<td>• coloured or lightened</td>
</tr>
<tr>
<td>• chemically reformed</td>
</tr>
<tr>
<td>• chemically treated.</td>
</tr>
</tbody>
</table>
### SIHHBAS201A Perform shampoo and basin services

| Enhancements may include: | • hair extensions  
  • hair ornaments. |
|---------------------------|---------------------|
| Unusual scalp conditions may include: | • dry, scaly areas  
  • oily crust  
  • sores and lesions  
  • swelling  
  • scabs. |
| Shampoo and treatment products may include: | • shampoo products for:  
  • dry hair and scalp  
  • oily hair and scalp  
  • chemically treated hair  
  • conditioning products for:  
  • dry hair and scalp  
  • oily hair and scalp  
  • chemically damaged hair  
  • post-colour service treatments  
  • abnormal skin conditions, including:  
    • dry and oily dandruff  
    • psoriasis  
    • seborrhoea. |
| Massage techniques may include: | • petrissage  
  • rotary  
  • scrubbing. |
| Processed products may include: | • tint  
  • bleach. |

### SIHHIND201A Maintain and organise tools, equipment and work areas

| Tools and equipment may include: | • electrical equipment  
  • scissors  
  • clippers and guards  
  • neck brushes  
  • combs  
  • brushes  
  • sectioning clips  
  • rollers  
  • clips  
  • perm rods  
  • tint brushes  
  • bowls. |
### SIHIND201A Maintain and organise tools, equipment and work areas

**Salon procedures** may include:
- compliance with state or territory and local government health regulations and guidelines relevant to the service
- occupational health and safety procedures
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - re-use
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal including hazardous waste
  - resource management
  - water efficiency
  - health and hygiene
  - occupational health and safety
  - waste disposal
- use and storage of cleaning chemicals
- housekeeping
- personal hygiene
- maintenance and storage of cleaning equipment
- safe storage of cleaned and disinfected tools and equipment.

**Work areas** may include:
- counters
- floors
- benches
- sinks
- preparation areas
- personal service areas
- displays
- storage areas
- point of sale areas and point of sale terminals
- fixtures
- other working surfaces.

**Clean linen** may include:
- towels
- wraps
- gowns.

**Scissors** may include:
- straight blades
- curved blades
- convex blades
- texturising shears
- thinning shears.

**Clippers** may include:
- cordless rechargeable clippers
- electric clippers with cords.
### SIHIND201A Maintain and organise tools, equipment and work areas

**Relevant legislative and regulatory requirements** may include:
- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of salon substances
- occupational health and safety with particular reference to:
  - manual handling
  - care and protection of operator when using cleaning products
  - salon hazards.

**Appropriate personnel** may include:
- manager
- senior operator
- team leader
- colleague.

**Unsafe areas** may include:
- spills
- wet areas
- sharp edges
- loose wiring
- floors (hair and water).

### SIHHOHS201A Apply salon safety procedures

**Symptoms** may include:
- condition of the skin, including:
  - dry
  - flaking
  - split and cracked
  - itchy
  - blisters and welts on the skin
  - swelling of fingers, hands, wrists
  - runny nose, sneezing and asthma.

**Common forms of occupational contact dermatitis** may include:
- irritant contact dermatitis
- allergic contact dermatitis
- contact urticaria.

**Hairdressing chemical services** may include:
- curling, volumising and straightening products including:
  - solutions
  - neutralisers
  - hair colouring products
  - hair lightening products.
## SIHHOH201A Apply salon safety procedures

### Causes may include:
- irritants, including:
  - frequent and ongoing exposure to water
  - shampoos and styling products
  - soaps and detergents
  - heat
  - hydrogen peroxide
  - chemical curling and straightening products
- allergy to particular products, including:
  - hair dyes
  - chemical curling and straightening products
  - bleach products
  - latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.

### Preventative self-care routines may include:
- using skin moisturisers:
  - regularly during the working day
  - at the end of the working day
  - before bed
- wearing gloves that are:
  - specifically designed for hairdressers’ use
  - powder free, high quality latex
- developing the habit of wearing gloves
- throwing away disposable gloves after each use
- wearing re-usable rubber gloves when cleaning in the salon
- keeping the contaminated surface of re-usable rubber gloves on the outside
- not wearing rings while working with moisture and chemicals.

### Salon procedures may include:
- cash handling
- emergency, fire and accident procedures
- evacuation involving staff or customers
- handling dangerous goods
- hazard identification, e.g. workplace inspections
- issue resolution procedures
- manual handling
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace
- salon security
- stress management
- waste disposal.

### Checking plant and equipment may include:
- guarding of machinery
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers.
### SIHHOHS201A Apply salon safety procedures

**Unsafe working practices** may deal with but are not restricted to:
- sharp cutting tools and instruments
- electricity and water
- damaged packing material or containers
- toxic substances
- inflammable materials and fire hazards
- lifting practices
- spillages, waste and debris
- ladders
- trolleys
- broken or damaged equipment
- glue guns
- stress.

**Salon policy and procedures** related to OHS may include:
- federal, state or territory and local OHS legislation
- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers and staff
- equipment and tools
- premises
- stock.

**Safe manual handling** practices may include:
- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.

**Designated personnel** may include:
- safety representative
- supervisor
- team leader
- manager.

**Consultative processes** may include:
- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

**Emergency procedures** may relate to:
- sickness
- accidents
- fire
- storms and cyclones
- salon evacuation
- armed holdup.
### SIHHCCS201A Greet and prepare clients for salon services

**Client** may include:
- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

**Salon procedures** may include:
- client greeting procedures
- offering hospitality
- pre-service consultation by a senior operator
- client preparation for different salon services.

**Service** may include:
- shampoo
- hair and scalp treatments
- haircutting
- hair design
- hair colouring
- hair lightening
- reformation services
- straightening and relaxing services.

**Beverages** may include:
- water
- tea
- coffee
- soft drinks.

**Service area** may include:
- colour and chemical services area
- haircutting area
- design area
- basin services area.

---

### SIRXCOM001A Communicate in the workplace

**Customers** may include:
- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Store policy and procedures** may relate to:
- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- induction process.

**Verbal and non-verbal interaction** may occur with:
- external customers
- internal contacts, including management and other team members.
### SIRXCOM001A Communicate in the workplace

| **Questioning** may involve the following communication techniques: | • using open and inclusive language  
| • speaking clearly and concisely  
| • using appropriate language  
| • non-verbal communication. |

| **Information** may include: | • telephone  
| • written  
| • electronic media such as email  
| • verbal feedback  
| • observation. |

| **Colleagues** may include: | • management  
| • other staff members  
| • full-time, part-time, casual or contract staff. |

| **Verbal and non-verbal communication** may include: | • speaking and listening  
| • reading and writing  
| • body language  
| • facial expression. |

| **Teams** may include: | • small work teams  
| • store team  
| • corporate team. |

| **Problem solving** may be affected by: | • store policy and procedures  
| • resource implications. |

| **Retail documents** may include: | • stock sheets  
| • planograms  
| • timetables, staff record forms  
| • lay-by slips  
| • credit slips  
| • product return slips  
| • manufacturer instructions  
| • telephone message pads. |
TASK 4 – HEAD, NECK AND SHOULDER TREATMENT

Perform a head, neck and shoulder massage treatment on a suitable client/model.

Units related to this task are:

- SIHHBAS202A Perform head, neck and shoulder massage
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

This task must be under direct supervision.

<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/ Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe workplace health and safety at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively with the client/model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively with the senior operator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably gown and protect the client/model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably prepare the client/model’s hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use the correct shampoo and amount, where applicable, after confirming selection with mentor/supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select the appropriate treatment product, after confirming selection with mentor/supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply the product to the hair and scalp according to the manufacturer’s instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply the correct amount of product to the scalp and process the product according to the manufacturer’s instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform the correct head, neck and shoulder massage techniques where appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove the product according to the manufacturer’s instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure client/model comfort and safety throughout the entire service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply conditioner, if required, massage and remove accordingly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove tangles correctly, towel-dry hair and prepare the client/model for a subsequent service.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On successful completion of this task, please sign below and add comments for feedback.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor/Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add comments for feedback and/or follow-up.

______________________________________________________________________________
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______________________________________________________________________________
COMPETENCY DETAILS — TASK 4 — HEAD, NECK AND SHOULDER TREATMENT

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHBA202A Perform head, neck and shoulder massage
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

You can use this information to structure and guide the student’s tasks.

<table>
<thead>
<tr>
<th>SIHHBA202A Perform head, neck and shoulder massage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client may include:</strong></td>
</tr>
<tr>
<td>• men</td>
</tr>
<tr>
<td>• women</td>
</tr>
<tr>
<td>• children</td>
</tr>
<tr>
<td>• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.</td>
</tr>
<tr>
<td><strong>Observations may include:</strong></td>
</tr>
<tr>
<td>• skin conditions, including:</td>
</tr>
<tr>
<td>• skin irritation</td>
</tr>
<tr>
<td>• broken skin</td>
</tr>
<tr>
<td>• scabs</td>
</tr>
<tr>
<td>• scarring</td>
</tr>
<tr>
<td><strong>Supervising operator may include:</strong></td>
</tr>
<tr>
<td>• senior hairdresser</td>
</tr>
<tr>
<td>• more experienced apprentice or trainee.</td>
</tr>
<tr>
<td><strong>Relevant health regulations may include:</strong></td>
</tr>
<tr>
<td>• state or territory health regulations for hair and beauty salons</td>
</tr>
<tr>
<td>• local council health regulations.</td>
</tr>
<tr>
<td><strong>Salon procedures may include:</strong></td>
</tr>
<tr>
<td>• client comfort and safety</td>
</tr>
<tr>
<td>• operator safety</td>
</tr>
<tr>
<td>• procedures that comply with state or territory and local government health regulations relevant to the service</td>
</tr>
<tr>
<td>• environmental protection practices, such as:</td>
</tr>
<tr>
<td>• waste minimisation</td>
</tr>
<tr>
<td>• waste disposal</td>
</tr>
<tr>
<td>• water efficiency</td>
</tr>
<tr>
<td><strong>Massage medium may include:</strong></td>
</tr>
<tr>
<td>• scalp treatment products</td>
</tr>
<tr>
<td>• hair treatment products</td>
</tr>
<tr>
<td>• massage oil</td>
</tr>
<tr>
<td><strong>Massage techniques may include:</strong></td>
</tr>
<tr>
<td>• petrissage</td>
</tr>
<tr>
<td>• tapotement</td>
</tr>
<tr>
<td>• hacking</td>
</tr>
<tr>
<td>• vibration</td>
</tr>
<tr>
<td>• friction</td>
</tr>
<tr>
<td><strong>Client response may include:</strong></td>
</tr>
<tr>
<td>• verbal or non-verbal feedback</td>
</tr>
<tr>
<td>• an indication of comfort or relaxation</td>
</tr>
<tr>
<td>• negative feedback indicating discomfort.</td>
</tr>
</tbody>
</table>
### SIHHIND201A Maintain and organise tools, equipment and work areas

<table>
<thead>
<tr>
<th><strong>Tools and equipment</strong> may include:</th>
<th><strong>Salon procedures</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• electrical equipment</td>
<td>• compliance with state or territory and local government health regulations and guidelines relevant to the service</td>
</tr>
<tr>
<td>• scissors</td>
<td>• occupational health and safety procedures</td>
</tr>
<tr>
<td>• clippers and guards</td>
<td>• environmental protection practices, such as:</td>
</tr>
<tr>
<td>• neck brushes</td>
<td>• waste minimisation</td>
</tr>
<tr>
<td>• combs</td>
<td>• recycling</td>
</tr>
<tr>
<td>• brushes</td>
<td>• re-use</td>
</tr>
<tr>
<td>• sectioning clips</td>
<td>• energy efficiency, e.g. electricity saving devices and practices</td>
</tr>
<tr>
<td>• rollers</td>
<td>• waste disposal including hazardous waste</td>
</tr>
<tr>
<td>• clips</td>
<td>• resource management</td>
</tr>
<tr>
<td>• perm rods</td>
<td>• water efficiency</td>
</tr>
<tr>
<td>• tint brushes</td>
<td>• health and hygiene</td>
</tr>
<tr>
<td>• bowls.</td>
<td>• occupational health and safety</td>
</tr>
<tr>
<td></td>
<td>• waste disposal</td>
</tr>
<tr>
<td></td>
<td>• use and storage of cleaning chemicals</td>
</tr>
<tr>
<td></td>
<td>• housekeeping</td>
</tr>
<tr>
<td></td>
<td>• personal hygiene</td>
</tr>
<tr>
<td></td>
<td>• maintenance and storage of cleaning equipment</td>
</tr>
<tr>
<td></td>
<td>• safe storage of cleaned and disinfected tools and equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Scissors</strong> may include:</th>
<th><strong>Clippers</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• straight blades</td>
<td>• cordless rechargeable clippers</td>
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<td>• curved blades</td>
<td>• electric clippers with cords.</td>
</tr>
<tr>
<td>• convex blades</td>
<td></td>
</tr>
<tr>
<td>• texturising shears</td>
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</tr>
<tr>
<td>• thinning shears</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsafe areas may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• spills</td>
<td></td>
</tr>
<tr>
<td>• wet areas</td>
<td></td>
</tr>
<tr>
<td>• sharp edges</td>
<td></td>
</tr>
<tr>
<td>• loose wiring</td>
<td></td>
</tr>
<tr>
<td>• floors (hair and water)</td>
<td></td>
</tr>
</tbody>
</table>
### SIHIND201A Maintain and organise tools, equipment and work areas

**Work areas** may include:
- counters
- floors
- benches
- sinks
- preparation areas
- personal service areas
- displays
- storage areas
- point of sale areas and point of sale terminals
- fixtures
- other working surfaces.

**Clean linen** may include:
- towels
- wraps
- gowns.

**Relevant legislative and regulatory requirements** may include:
- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of salon substances
- occupational health and safety with particular reference to:
  - manual handling
  - care and protection of operator when using cleaning products
- salon hazards.

**Appropriate personnel** may include:
- manager
- senior operator
- team leader
- colleague.

### SIHHOH5201A Apply salon safety procedures

**Hairdressing chemical services** may include:
- curling, volumising and straightening products including:
  - solutions
  - neutralisers
- hair colouring products
- hair lightening products.

**Designated personnel** may include:
- safety representative
- supervisor
- team leader
- manager.
### SIHHOHS201A Apply salon safety procedures

#### Symptoms may include:
- condition of the skin, including:
  - dry
  - flaking
  - split and cracked
  - itchy
- blisters and welts on the skin
- swelling of fingers, hands, wrists
- runny nose, sneezing and asthma.

#### Causes may include:
- irritants, including:
  - frequent and ongoing exposure to water
  - shampoos and styling products
  - soaps and detergents
  - heat
  - hydrogen peroxide
  - chemical curling and straightening products
- allergy to particular products, including:
  - hair dyes
  - chemical curling and straightening products
  - bleach products
  - latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.

#### Common forms of occupational contact dermatitis may include:
- irritant contact dermatitis
- allergic contact dermatitis
- contact urticaria.

#### Preventative self-care routines may include:
- using skin moisturisers:
  - regularly during the working day
  - at the end of the working day
  - before bed
- wearing gloves that are:
  - specifically designed for hairdressers’ use
  - powder free, high quality latex
  - developing the habit of wearing gloves
  - throwing away disposable gloves after each use
  - wearing re-usable rubber gloves when cleaning in the salon
  - keeping the contaminated surface of re-usable rubber gloves on the outside
  - not wearing rings while working with moisture and chemicals.

#### Consultative processes may include:
- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

#### Safe manual handling practices may include:
- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.
### SIHHOHS201A Apply salon safety procedures

| Emergency procedures may relate to: | • sickness  
• accidents  
• fire  
• storms and cyclones  
• salon evacuation  
• armed holdup. |
| --- | --- |
| Salon procedures may include: | • cash handling  
• emergency, fire and accident procedures  
• evacuation involving staff or customers  
• handling dangerous goods  
• hazard identification, e.g. workplace inspections  
• issue resolution procedures  
• manual handling  
• personal safety procedures  
• procedures for the use of personal protective clothing and equipment  
• reporting incidents and accidents in the workplace  
• salon security  
• stress management  
• waste disposal. |
| Unsafe working practices may deal with but are not restricted to: | • sharp cutting tools and instruments  
• electricity and water  
• damaged packing material or containers  
• toxic substances  
• inflammable materials and fire hazards  
• lifting practices  
• spillages, waste and debris  
• ladders  
• trolleys  
• broken or damaged equipment  
• glue guns  
• stress. |
| Checking plant and equipment may include: | • guarding of machinery  
• sharp cutting tools and instruments  
• broken or damaged equipment  
• damaged packing material or containers. |
| Salon policy and procedures related to OHS may include: | • federal, state or territory and local OHS legislation  
• basic safety procedures  
• emergency procedures  
• safe manual handling and lifting  
• dangerous goods  
• customers and staff  
• equipment and tools  
• premises  
• stock. |
### SIHCCS201A Greet and prepare clients for salon services

| Client may include: | • women  
|                    | • men  
|                    | • children  
|                    | • people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities. |

| Salon procedures may include: | • client greeting procedures  
|                               | • offering hospitality  
|                               | • pre-service consultation by a senior operator  
|                               | • client preparation for different salon services. |

| Service may include: | • shampoo  
|                     | • hair and scalp treatments  
|                     | • haircutting  
|                     | • hair design  
|                     | • hair colouring  
|                     | • hair lightening  
|                     | • reformation services  
|                     | • straightening and relaxing services. |

| Beverages may include: | • water  
|                       | • tea  
|                       | • coffee  
|                       | • soft drinks. |

| Service area may include: | • colour and chemical services area  
|                           | • haircutting area  
|                           | • design area  
|                           | • basin services area. |

### SIRXCOM001A Communicate in the workplace

| Customers may include: | • new or repeat contacts  
|                       | • internal and external contacts  
|                       | • customers with routine or special requests  
|                       | • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities. |

| Store policy and procedures may relate to: | • contact with customers  
|                                            | • job descriptions and responsibilities  
|                                            | • interaction with other team members  
|                                            | • interaction with supervision and management  
|                                            | • induction process. |

| Verbal and non-verbal interaction may occur with: | • external customers  
|                                                   | • internal contacts, including management and other team members. |

| Problem solving may be affected by: | • store policy and procedures  
|                                     | • resource implications. |
### SIRXCOM001A Communicate in the workplace

| Questioning may involve the following communication techniques: | • using open and inclusive language  
• speaking clearly and concisely  
• using appropriate language  
• non-verbal communication. |
| --- | --- |
| Information may include: | • telephone  
• written  
• electronic media such as email  
• verbal feedback  
• observation. |
| Colleagues may include: | • management  
• other staff members  
• full-time, part-time, casual or contract staff |
| Verbal and non-verbal communication may include: | • speaking and listening  
• reading and writing  
• body language  
• facial expression. |
| Teams may include: | • small work teams  
• store team  
• corporate team. |
| Retail documents may include: | • stock sheets  
• planograms  
• timetables, staff record forms  
• lay-by slips  
• credit slips  
• product return slips  
• manufacturer instructions  
• telephone message pads. |

### SIHHBAS201A Perform shampoo and basin services

| Service may include: | • pre-service shampoo and conditioning  
• colour product removal  
• bleach product removal  
• removing foils. |
| --- | --- |
| Clients may include: | • women  
• men  
• children  
• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities. |
| Supervising hairdresser may include: | • qualified hairdresser  
• more experienced apprentice or trainee. |
| Towels may include: | • washable  
• disposable. |
### SIHHBAS201A Perform shampoo and basin services

| Salon procedures may include: | • methods for gowning clients for shampoo services  
• ensuring client comfort and safety at the basin  
• operator comfort and safety  
• complying with state or territory and local government health regulations relevant to providing services at the basin  
• environmental protection practices, such as:  
  • waste minimisation  
  • resource management  
  • recycling  
  • energy efficiency, e.g. gas or electricity saving practices  
  • water efficiency. |
| Relevant health regulations may include: | • state or territory health regulations  
• local council health regulations. |
| Condition of hair may include: | • dry  
• normal  
• oily  
• coloured or lightened  
• chemically reformed  
• chemically treated. |
| Enhancements may include: | • hair extensions  
• hair ornaments. |
| Unusual scalp conditions may include: | • dry, scaly areas  
• oily crust  
• sores and lesions  
• swelling  
• scabs. |
| Massage techniques may include: | • petrissage  
• rotary  
• scrubbing. |
| Shampoo and treatment products may include: | • shampoo products for:  
  • dry hair and scalp  
  • oily hair and scalp  
  • chemically treated hair  
• conditioning products for:  
  • dry hair and scalp  
  • oily hair and scalp  
  • chemically damaged hair  
  • post-colour service treatments  
  • abnormal skin conditions, including:  
    • dry and oily dandruff  
    • psoriasis  
    • seborrhoea. |
| Processed products may include: | • tint  
• bleach. |
TASK 5 – BRAIDING SERVICE

Perform one, two and three-strand braid.

Units related to this task are:
- SIHHHDS202A Apply hair braiding techniques
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

This task must be under direct supervision.

<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe workplace health and safety at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective communication and consultation skills with client/model to determine an agreed finished design and result.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete a design analysis sheet correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably gown and protect the client/model/manikin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably prepare the client/model/manikin’s hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use the correct shampoo and amount where applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply conditioner if required and massage and remove accordingly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove tangles correctly and towel-dry hair or dry for further service if appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blow-dry hair appropriate to the design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use clean sections and partings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare the hair appropriately for the hair design service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and apply appropriate styling equipment/aids and technique to achieve the desired result.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the design with even tension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure the loose ends with an elastic band appropriately for the design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceal pins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate braiding techniques using single, two or three-strand braids.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate finishing techniques/product to complete the design (smoothing loose hairs etc).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued over)
<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the design, taking into consideration the client/model/manikin’s facial features.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a finish which shows controlled blending, correct shape, balance and proportion when viewed from all angles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm client/model satisfaction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform the task considering the client/model/manikin comfort at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm the client’s/model’s satisfaction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the design taking into consideration the client’s/model’s/manikin’s facial features.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommend an appropriate home hair care procedure to meet the capability and lifestyle of the client/model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform the task considering the client’s/model’s comfort at all times.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On successful completion of this task, please sign below and add comments for feedback.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor/Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add comments for feedback and/or follow-up.
COMPETENCY DETAILS — TASK 5 — BRAIDING SERVICE

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHDS202A Apply hair braiding techniques
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

You can use this information to structure and guide the student’s tasks.

<table>
<thead>
<tr>
<th>SIHHDS202A Apply hair braiding techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client may include:</td>
</tr>
<tr>
<td>• women</td>
</tr>
<tr>
<td>• men</td>
</tr>
<tr>
<td>• children</td>
</tr>
<tr>
<td>• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.</td>
</tr>
<tr>
<td>Tools and equipment may include:</td>
</tr>
<tr>
<td>• combs</td>
</tr>
<tr>
<td>• sectioning clips</td>
</tr>
<tr>
<td>• pins</td>
</tr>
<tr>
<td>• rubber bands</td>
</tr>
<tr>
<td>• ribbons</td>
</tr>
<tr>
<td>• ornamentation.</td>
</tr>
<tr>
<td>Braiding techniques may include:</td>
</tr>
<tr>
<td>• two-strand</td>
</tr>
<tr>
<td>• three-strand</td>
</tr>
<tr>
<td>• multi-strand</td>
</tr>
<tr>
<td>• French or invisible braid</td>
</tr>
<tr>
<td>• rope braid</td>
</tr>
<tr>
<td>• fishtail or herringbone</td>
</tr>
<tr>
<td>• cornrow</td>
</tr>
<tr>
<td>Salon procedures may include:</td>
</tr>
<tr>
<td>• gowning clients</td>
</tr>
<tr>
<td>• preparing hair for braiding</td>
</tr>
<tr>
<td>• procedures that comply with state or territory and local government health regulations relevant to the service</td>
</tr>
<tr>
<td>• occupational health and safety</td>
</tr>
<tr>
<td>• environmental protection practices, such as waste disposal.</td>
</tr>
<tr>
<td>Holding products may include:</td>
</tr>
<tr>
<td>• sprays</td>
</tr>
<tr>
<td>• gels.</td>
</tr>
</tbody>
</table>
### SIHIND201A Maintain and organise tools, equipment and work areas

| Tools and equipment may include: | • electrical equipment  
| | • scissors  
| | • clippers and guards  
| | • neck brushes  
| | • combs  
| | • brushes  
| | • sectioning clips  
| | • rollers  
| | • clips  
| | • perm rods  
| | • tint brushes  
| | • bowls. |

| Salon procedures may include: | • compliance with state or territory and local government health regulations and guidelines relevant to the service  
| | • occupational health and safety procedures  
| | • environmental protection practices, such as:  
| | • waste minimisation  
| | • recycling  
| | • re-use  
| | • energy efficiency, e.g. electricity saving devices and practices  
| | • waste disposal including hazardous waste  
| | • resource management  
| | • water efficiency  
| | • health and hygiene  
| | • occupational health and safety  
| | • waste disposal  
| | • use and storage of cleaning chemicals  
| | • housekeeping  
| | • personal hygiene  
| | • maintenance and storage of cleaning equipment  
| | • safe storage of cleaned and disinfected tools and equipment. |

| Work areas may include: | • counters  
| | • floors  
| | • benches  
| | • sinks  
| | • preparation areas  
| | • personal service areas  
| | • displays  
| | • storage areas  
| | • point of sale areas and point of sale terminals  
| | • fixtures  
| | • other working surfaces. |

| Clean linen may include: | • towels  
| | • wraps  
| | • gowns. |
### SIHHIND201A Maintain and organise tools, equipment and work areas

| Scissors may include: | • straight blades  
|                      | • curved blades  
|                      | • convex blades  
|                      | • texturising shears  
|                      | • thinning shears.  |

| Clippers may include: | • cordless rechargeable clippers  
|                      | • electric clippers with cords.  |

| Relevant legislative and regulatory requirements may include: | • state and territory health regulations pertaining to hairdressing establishments  
|                                                              | • skin penetration legislation  
|                                                              | • local government (council) health regulations  
|                                                              | • waste removal  
|                                                              | • environmental protection  
|                                                              | • transport, storage and handling of goods  
|                                                              | • hazardous substances and dangerous goods  
|                                                              | • labelling of salon substances  
|                                                              | • occupational health and safety with particular reference to:  
|                                                              |  • manual handling  
|                                                              |  • care and protection of operator when using cleaning products  
|                                                              |  • salon hazards.  |

| Appropriate personnel may include: | • manager  
|                                   | • senior operator  
|                                   | • team leader  
|                                   | • colleague.  |

| Unsafe areas may include: | • spills  
|                           | • wet areas  
|                           | • sharp edges  
|                           | • loose wiring  
|                           | • floors (hair and water).  |

### SIHHOHS201A Apply salon safety procedures

| Symptoms may include: | • condition of the skin, including:  
|                       |  • dry  
|                       |  • flaking  
|                       |  • split and cracked  
|                       |  • itchy  
|                       |  • blisters and welts on the skin  
|                       |  • swelling of fingers, hands, wrists  
|                       |  • runny nose, sneezing and asthma.  |

| Common forms of occupational contact dermatitis may include: | • irritant contact dermatitis  
|                                                              | • allergic contact dermatitis  
|                                                              | • contact urticaria.  |
### SIHHOHS201A Apply salon safety procedures

<table>
<thead>
<tr>
<th>Causes may include:</th>
<th>Preventative self-care routines may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• irritants, including:</td>
<td>• using skin moisturisers:</td>
</tr>
<tr>
<td>• frequent and ongoing exposure to water</td>
<td>• regularly during the working day</td>
</tr>
<tr>
<td>• shampoos and styling products</td>
<td>• at the end of the working day</td>
</tr>
<tr>
<td>• soaps and detergents</td>
<td>• before bed</td>
</tr>
<tr>
<td>• heat</td>
<td>• wearing gloves that are:</td>
</tr>
<tr>
<td>• hydrogen peroxide</td>
<td>• specifically designed for hairdressers’ use</td>
</tr>
<tr>
<td>• chemical curling and straightening products</td>
<td>• powder free, high quality latex</td>
</tr>
<tr>
<td>• allergy to particular products, including:</td>
<td>• developing the habit of wearing gloves</td>
</tr>
<tr>
<td>• hair dyes</td>
<td>• throwing away disposable gloves after each use</td>
</tr>
<tr>
<td>• chemical curling and straightening products</td>
<td>• wearing re-usable rubber gloves when cleaning in the salon</td>
</tr>
<tr>
<td>• bleach products</td>
<td>• keeping the contaminated surface of re-usable rubber gloves on the outside</td>
</tr>
<tr>
<td>• latex in natural rubber, such as that found in</td>
<td>• not wearing rings while working with moisture and chemicals.</td>
</tr>
<tr>
<td>cheap, powdered, disposable latex gloves.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hairdressing chemical services may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• curling, volumising and straightening products including:</td>
<td>• cash handling</td>
</tr>
<tr>
<td>• solutions</td>
<td>• emergency, fire and accident procedures</td>
</tr>
<tr>
<td>• neutralisers</td>
<td>• evacuation involving staff or customers</td>
</tr>
<tr>
<td>• hair colouring products</td>
<td>• handling dangerous goods</td>
</tr>
<tr>
<td>• hair lightening products</td>
<td>• hazard identification, e.g. workplace inspections</td>
</tr>
<tr>
<td></td>
<td>• issue resolution procedures</td>
</tr>
<tr>
<td></td>
<td>• manual handling</td>
</tr>
<tr>
<td></td>
<td>• personal safety procedures</td>
</tr>
<tr>
<td></td>
<td>• procedures for the use of personal protective clothing and equipment</td>
</tr>
<tr>
<td></td>
<td>• reporting incidents and accidents in the workplace</td>
</tr>
<tr>
<td></td>
<td>• salon security</td>
</tr>
<tr>
<td></td>
<td>• stress management</td>
</tr>
<tr>
<td></td>
<td>• waste disposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salon procedures may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SIHHOHS201A Apply salon safety procedures</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>**Unsafe working practices may deal with but are not</td>
<td></td>
</tr>
<tr>
<td>restricted to:**</td>
<td></td>
</tr>
<tr>
<td>• sharp cutting tools and instruments</td>
<td></td>
</tr>
<tr>
<td>• electricity and water</td>
<td></td>
</tr>
<tr>
<td>• damaged packing material or containers</td>
<td></td>
</tr>
<tr>
<td>• toxic substances</td>
<td></td>
</tr>
<tr>
<td>• inflammable materials and fire hazards</td>
<td></td>
</tr>
<tr>
<td>• lifting practices</td>
<td></td>
</tr>
<tr>
<td>• spillages, waste and debris</td>
<td></td>
</tr>
<tr>
<td>• ladders</td>
<td></td>
</tr>
<tr>
<td>• trolleys</td>
<td></td>
</tr>
<tr>
<td>• broken or damaged equipment</td>
<td></td>
</tr>
<tr>
<td>• glue guns</td>
<td></td>
</tr>
<tr>
<td>• stress.</td>
<td></td>
</tr>
<tr>
<td><strong>Checking plant and equipment may include:</strong></td>
<td></td>
</tr>
<tr>
<td>• guarding of machinery</td>
<td></td>
</tr>
<tr>
<td>• sharp cutting tools and instruments</td>
<td></td>
</tr>
<tr>
<td>• broken or damaged equipment</td>
<td></td>
</tr>
<tr>
<td>• damaged packing material or containers</td>
<td></td>
</tr>
<tr>
<td><strong>Salon policy and procedures related to OHS may include:</strong></td>
<td></td>
</tr>
<tr>
<td>• federal, state or territory and local OHS legislation</td>
<td></td>
</tr>
<tr>
<td>• basic safety procedures</td>
<td></td>
</tr>
<tr>
<td>• emergency procedures</td>
<td></td>
</tr>
<tr>
<td>• safe manual handling and lifting</td>
<td></td>
</tr>
<tr>
<td>• dangerous goods</td>
<td></td>
</tr>
<tr>
<td>• customers and staff</td>
<td></td>
</tr>
<tr>
<td>• equipment and tools</td>
<td></td>
</tr>
<tr>
<td>• premises</td>
<td></td>
</tr>
<tr>
<td>• stock.</td>
<td></td>
</tr>
<tr>
<td><strong>Safe manual handling practices may include:</strong></td>
<td></td>
</tr>
<tr>
<td>• lifting or shifting practices</td>
<td></td>
</tr>
<tr>
<td>• use of equipment such as ladders and trolleys</td>
<td></td>
</tr>
<tr>
<td>• job procedures</td>
<td></td>
</tr>
<tr>
<td><strong>Designated personnel may include:</strong></td>
<td></td>
</tr>
<tr>
<td>• safety representative</td>
<td></td>
</tr>
<tr>
<td>• supervisor</td>
<td></td>
</tr>
<tr>
<td>• team leader</td>
<td></td>
</tr>
<tr>
<td>• manager.</td>
<td></td>
</tr>
<tr>
<td><strong>Consultative processes may include:</strong></td>
<td></td>
</tr>
<tr>
<td>• minutes from staff meetings, OHS meetings</td>
<td></td>
</tr>
<tr>
<td>• identification of health and safety representatives</td>
<td></td>
</tr>
<tr>
<td>• suggestions from staff for improving tasks and procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>Emergency procedures may relate to:</strong></td>
<td></td>
</tr>
<tr>
<td>• sickness</td>
<td></td>
</tr>
<tr>
<td>• accidents</td>
<td></td>
</tr>
<tr>
<td>• fire</td>
<td></td>
</tr>
<tr>
<td>• storms and cyclones</td>
<td></td>
</tr>
<tr>
<td>• salon evacuation</td>
<td></td>
</tr>
<tr>
<td>• armed holdup.</td>
<td></td>
</tr>
</tbody>
</table>
### SIHHCCS201A Greet and prepare clients for salon services

**Client** may include:
- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

**Salon procedures** may include:
- client greeting procedures
- offering hospitality
- pre-service consultation by a senior operator
- client preparation for different salon services.

**Service** may include:
- shampoo
- hair and scalp treatments
- haircutting
- hair design
- hair colouring
- hair lightening
- reformation services
- straightening and relaxing services.

**Beverages** may include:
- water
- tea
- coffee
- soft drinks.

**Service area** may include:
- colour and chemical services area
- haircutting area
- design area
- basin services area.

### SIRXCOM001A Communicate in the workplace

**Customers** may include:
- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Store policy and procedures** may relate to:
- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- induction process.

**Verbal and non-verbal interaction** may occur with:
- external customers
- internal contacts, including management and other team members.

**Colleagues** may include:
- management
- other staff members
- full-time, part-time, casual or contract staff.
### SIRXCOM001A Communicate in the workplace

| Problem solving may be affected by: | • store policy and procedures  
| • resource implications. |
|---|---|
| Questioning may involve the following communication techniques: | • using open and inclusive language  
| • speaking clearly and concisely  
| • using appropriate language  
| • non-verbal communication. |
| Information may include: | • telephone  
| • written  
| • electronic media such as email  
| • verbal feedback  
| • observation. |
| Verbal and non-verbal communication may include: | • speaking and listening  
| • reading and writing  
| • body language  
| • facial expression. |
| Teams may include: | • small work teams  
| • store team  
| • corporate team. |
| Retail documents may include: | • stock sheets  
| • planograms  
| • timetables, staff record forms  
| • lay-by slips  
| • credit slips  
| • product return slips  
| • manufacturer instructions  
| • telephone message pads. |

### SIHHBAS201A Perform shampoo and basin services

| Service may include: | • pre-service shampoo and conditioning  
| • colour product removal  
| • bleach product removal  
| • removing foils. |
| Clients may include: | • women  
| • men  
| • children  
| people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities. |
| Unusual scalp conditions may include: | • dry, scaly areas  
| • oily crust  
| • sores and lesions  
| • swelling  
| • scabs. |
### SIHHBAS201A Perform shampoo and basin services

| Condition of hair may include: | • dry  
| • normal  
| • oily  
| • coloured or lightened  
| • chemically reformed  
| • chemically treated. |
| Supervising hairdresser may include: | • qualified hairdresser  
| • more experienced apprentice or trainee. |
| Salon procedures may include: | • methods for gowning clients for shampoo services  
| • ensuring client comfort and safety at the basin  
| • operator comfort and safety  
| • complying with state or territory and local government health regulations relevant to providing services at the basin  
| • environmental protection practices, such as:  
| • waste minimisation  
| • resource management  
| • recycling  
| • energy efficiency, e.g. gas or electricity saving practices  
| • water efficiency. |
| Towels may include: | • washable  
| • disposable. |
| Relevant health regulations may include: | • state or territory health regulations  
| • local council health regulations. |
| Enhancements may include: | • hair extensions  
| • hair ornaments. |
| Massage techniques may include: | • petrissage  
| • rotary  
| • scrubbing. |
| Processed products may include: | • tint  
| • bleach. |
| Shampoo and treatment products may include: | • shampoo products for:  
| • dry hair and scalp  
| • oily hair and scalp  
| • chemically treated hair  
| • conditioning products for:  
| • dry hair and scalp  
| • oily hair and scalp  
| • chemically damaged hair  
| • post-colour service treatments  
| • abnormal skin conditions, including:  
| • dry and oily dandruff  
| • psoriasis  
| • seborrhoea. |
**TASK 6 — BLOW-DRY SERVICE**

Perform a basic ‘dry hair to shape’ service, eg on base, volume, smooth on a suitable client/model/manikin.

Units related to this task are:

- SIHHDDS201A Dry hair to shape
- SIRXRPK002A Recommend hair, beauty and cosmetic products and services
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

This task must be under direct supervision.

<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe workplace health and safety at all times.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate effective communication and consultation skills with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>client/model to determine an agreed finished design and result.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design takes into consideration the client/model/manikin’s facial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>features.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably gown and protect the client/model/manikin.</td>
<td></td>
<td></td>
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<tr>
<td>Select and use the correct shampoo and amount where applicable.</td>
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<tr>
<td>Apply conditioner if required, massage and remove accordingly.</td>
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</tr>
<tr>
<td>Remove tangles correctly and towel-dry hair or dry for further</td>
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<td></td>
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<tr>
<td>service if appropriate.</td>
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<td></td>
</tr>
<tr>
<td>Mould the hair appropriate to the design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use clean sections and partings.</td>
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<td></td>
</tr>
<tr>
<td>Prepare the hair appropriately for the hair design service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and apply appropriate styling equipment/aids and technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to achieve the desired result.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wind the hair smoothly around the brush/roller with even tension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and no fishhooks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use correct roller/brush placement for desired result.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dry the hair adequately before combing up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform backcombing/brushing techniques correctly where appropriate.</td>
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</tr>
</tbody>
</table>

(continued over)
<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
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</thead>
<tbody>
<tr>
<td>Smooth backcombing appropriately to achieve a professional finish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate finishing techniques/product to complete the design (smoothing loose hairs etc).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a finish which shows controlled blending, correct shape, balance and proportion when viewed from all angles.</td>
<td></td>
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</tbody>
</table>
On successful completion of this task, please sign below and add comments for feedback.

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Please add comments for feedback and/or follow-up.

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COMPETENCY DETAILS – TASK 6 – BLOW-DRY SERVICE

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHHDS201A Dry hair to shape
- SIRXRPK002A Recommend hair, beauty and cosmetic products and services
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

You can use this information to structure and guide the student’s tasks.

<table>
<thead>
<tr>
<th>SIHHHDS201A Dry hair to shape</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired finishes may include:</strong></td>
</tr>
<tr>
<td>• smooth finishes</td>
</tr>
<tr>
<td>• textured finishes</td>
</tr>
<tr>
<td>• volume.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tools may include:</strong></th>
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</thead>
<tbody>
<tr>
<td>• brushes, such as:</td>
</tr>
<tr>
<td>• vent style</td>
</tr>
<tr>
<td>• Denman style</td>
</tr>
<tr>
<td>• round</td>
</tr>
<tr>
<td>• fingers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Equipment may include:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• blow dryers</td>
</tr>
<tr>
<td>• heat diffusers</td>
</tr>
<tr>
<td>• heat lamps.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Styling aids may include:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• mousses</td>
</tr>
<tr>
<td>• lotions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Predetermined finish may include:</strong></th>
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</thead>
<tbody>
<tr>
<td>• direction</td>
</tr>
<tr>
<td>• volume</td>
</tr>
<tr>
<td>• curl</td>
</tr>
<tr>
<td>• texture.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clients may include:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• women</td>
</tr>
<tr>
<td>• men</td>
</tr>
<tr>
<td>• children</td>
</tr>
<tr>
<td>• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Salon procedures may include:</strong></th>
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</thead>
<tbody>
<tr>
<td>• procedures that comply with state or territory and local government health regulations relevant to the service</td>
</tr>
<tr>
<td>• occupational health and safety</td>
</tr>
<tr>
<td>• environmental protection practices, such as waste disposal.</td>
</tr>
</tbody>
</table>
### SIHHHDS201A Dry hair to shape

**Finishing products may include:**
- waxes
- mousses
- sprays.

### SIRXRPK002A Recommend hair, beauty and cosmetic products and services

**Product knowledge may include:**
- brand options
- application procedures and techniques
- benefits and effects of various products
- method of production
- guarantees
- price
- ingredients
- elements of design such as:
  - line, direction, focal points, balance
  - camouflage of skin or hair faults.

**Sources of information may include:**
- store or supplier product leaflets and manuals
- fashion magazines
- manufacturer representatives
- product labels
- hair and beauty shows
- internet
- customer feedback
- designated staff members.

**Comparisons between products and services may relate to:**
- features and effects of products and services
- method of application
- price
- storage requirements and shelf life.

**Customer requirements may include:**
- occasion (e.g. casual, professional, day or evening)
- colour preferences and style
- durability, function and usage
- cost
- lifestyle
- physical characteristics, including allergic reactions
- product preferences, including desire to use natural products
- culture and ethnicity.

**Services may include:**
- product advice for home care treatments
- hair, skin and nail care advice
- hair, skin and nail care treatments
- colour coordination for hair and make-up products
- advice on current fashion trends and basic design elements.

**Follow-up may include:**
- contact by store representative
- return appointments for the customer.
### SIRXRPK002A Recommend hair, beauty and cosmetic products and services

**Product range may include:**
- hair products such as:
  - hair colour
  - shampoos and conditioners
  - styling aids such as mousses, gels and hairsprays
  - hair ornaments
  - brushes, combs
  - blow dryers
- beauty products such as:
  - skin care products for face and body
  - home care skin treatments
  - home care remedial products
  - sunscreen and tanning products
  - nail, hand and foot care products
- cosmetic products such as:
  - face and body make-up, pre-make-up products and stabilisers
  - brushes, sponges
  - applicators
  - pallets
  - lash curlers, artificial lashes, tweezers
  - magnifying mirrors
  - containers and trays, make-up boxes
  - pencil sharpeners.

**Customers may include:**
- people with routine or special requests
- people with special needs
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Staff members may include:**
- new or existing staff
- full-time, part-time or casual
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

**Legislative requirements may include:**
- consumer law
- environmental protection
- hazardous substances and dangerous goods
- Trade Practices and Fair Trading Acts
- Therapeutic Goods Act
- WHS
- industry codes of practice
- waste disposal
- pricing procedures, including GST requirements.

**Store policy and procedures in regard to:**
- selling hair, beauty and cosmetic products
- interacting with customers
- product demonstration.
### SIHIND201A Maintain and organise tools, equipment and work areas

#### Tools and equipment
May include:
- electrical equipment
- scissors
- clippers and guards
- neck brushes
- combs
- brushes
- sectioning clips
- rollers
- clips
- perm rods
- tint brushes
- bowls.

#### Salon procedures
May include:
- compliance with state or territory and local government health regulations and guidelines relevant to the service
- occupational health and safety procedures
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - re-use
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal including hazardous waste
  - resource management
  - water efficiency
  - health and hygiene
  - occupational health and safety
  - waste disposal
  - use and storage of cleaning chemicals
  - housekeeping
  - personal hygiene
  - maintenance and storage of cleaning equipment
  - safe storage of cleaned and disinfected tools and equipment.

#### Work areas
May include:
- counters
- floors
- benches
- sinks
- preparation areas
- personal service areas
- displays
- storage areas
- point of sale areas and point of sale terminals
- fixtures
- other working surfaces.

#### Clean linen
May include:
- towels
- wraps
- gowns.
### SIHIND201A Maintain and organise tools, equipment and work areas

**Scissors** may include:
- straight blades
- curved blades
- convex blades
- texturising shears
- thinning shears.

**Clippers** may include:
- cordless rechargeable clippers
- electric clippers with cords.

**Appropriate personnel** may include:
- manager
- senior operator
- team leader
- colleague.

**Unsafe areas** may include:
- spills
- wet areas
- sharp edges
- loose wiring
- floors (hair and water).

**Relevant legislative and regulatory requirements** may include:
- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of salon substances
- occupational health and safety with particular reference to:
  - manual handling
  - care and protection of operator when using cleaning products
  - salon hazards.

### SIHHOHS201A Apply salon safety procedures

**Unsafe working practices** may deal with but are not restricted to:
- sharp cutting tools and instruments
- electricity and water
- damaged packing material or containers
- toxic substances
- inflammable materials and fire hazards
- lifting practices
- spillages, waste and debris
- ladders
- trolleys
- broken or damaged equipment
- glue guns
- stress.
### SIHHOHS201A Apply salon safety procedures

| **Symptoms** may include: | • condition of the skin, including:  
| | • dry  
| | • flaking  
| | • split and cracked  
| | • itchy  
| | • blisters and welts on the skin  
| | • swelling of fingers, hands, wrists  
| | • runny nose, sneezing and asthma.  
| **Causes** may include: | • irritants, including:  
| | • frequent and ongoing exposure to water  
| | • shampoos and styling products  
| | • soaps and detergents  
| | • heat  
| | • hydrogen peroxide  
| | • chemical curling and straightening products  
| | • allergy to particular products, including:  
| | • hair dyes  
| | • chemical curling and straightening products  
| | • bleach products  
| | • latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.  
| **Common forms of occupational contact dermatitis** may include: | • irritant contact dermatitis  
| | • allergic contact dermatitis  
| | • contact urticaria.  
| **Hairdressing chemical services** may include: | • curling, volumising and straightening products including:  
| | • solutions  
| | • neutralisers  
| | • hair colouring products  
| | • hair lightening products.  
| **Preventative self-care routines** may include: | • using skin moisturisers:  
| | • regularly during the working day  
| | • at the end of the working day  
| | • before bed  
| | • wearing gloves that are:  
| | • specifically designed for hairdressers’ use  
| | • powder free, high quality latex  
| | • developing the habit of wearing gloves  
| | • throwing away disposable gloves after each use  
| | • wearing re-usable rubber gloves when cleaning in the salon  
| | • keeping the contaminated surface of re-usable rubber gloves on the outside  
| | • not wearing rings while working with moisture and chemicals.  

### SIHHOHS201A Apply salon safety procedures

#### Salon procedures may include:
- cash handling
- emergency, fire and accident procedures
- evacuation involving staff or customers
- handling dangerous goods
- hazard identification, e.g. workplace inspections
- issue resolution procedures
- manual handling
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace
- salon security
- stress management
- waste disposal.

#### Checking plant and equipment may include:
- guarding of machinery
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers.

#### Salon policy and procedures related to OHS may include:
- federal, state or territory and local OHS legislation
- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers and staff
- equipment and tools
- premises
- stock.

#### Safe manual handling practices may include:
- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.

#### Designated personnel may include:
- safety representative
- supervisor
- team leader
- manager.

#### Consultative processes may include:
- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

#### Emergency procedures may relate to:
- sickness
- accidents
- fire
- storms and cyclones
- salon evacuation
- armed holdup.
### SIHHCCS201A Greet and prepare clients for salon services

**Client** may include:
- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

**Salon procedures** may include:
- client greeting procedures
- offering hospitality
- pre-service consultation by a senior operator
- client preparation for different salon services.

**Service** may include:
- shampoo
- hair and scalp treatments
- haircutting
- hair design
- hair colouring
- hair lightening
- reformation services
- straightening and relaxing services.

**Beverages** may include:
- water
- tea
- coffee
- soft drinks.

**Service area** may include:
- colour and chemical services area
- haircutting area
- design area
- basin services area.

### SIRXCOM001A Communicate in the workplace

**Customers** may include:
- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Store policy and procedures** may relate to:
- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- induction process.

**Verbal and non-verbal interaction** may occur with:
- external customers
- internal contacts, including management and other team members.

**Colleagues** may include:
- management
- other staff members
- full-time, part-time, casual or contract staff.
### SIRXCOM001A Communicate in the workplace

**Questioning** may involve the following communication techniques:
- using open and inclusive language
- speaking clearly and concisely
- using appropriate language
- non-verbal communication.

**Information** may include:
- telephone
- written
- electronic media such as email
- verbal feedback
- observation.

**Verbal and non-verbal communication** may include:
- speaking and listening
- reading and writing
- body language
- facial expression.

**Teams** may include:
- small work teams
- store team
- corporate team.

**Problem solving** may be affected by:
- store policy and procedures
- resource implications.

**Retail documents** may include:
- stock sheets
- planograms
- timetables, staff record forms
- lay-by slips
- credit slips
- product return slips
- manufacturer instructions
- telephone message pads.

### SIHHBAS201A Perform shampoo and basin services

**Service** may include:
- pre-service shampoo and conditioning
- colour product removal
- bleach product removal
- removing foils.

**Clients** may include:
- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

**Supervising hairdresser** may include:
- qualified hairdresser
- more experienced apprentice or trainee.

**Massage techniques** may include:
- petrissage
- rotary
- scrubbing.
### SIHHBAS201A Perform shampoo and basin services

**Salon procedures** may include:
- methods for gowing clients for shampoo services
- ensuring client comfort and safety at the basin
- operator comfort and safety
- complying with state or territory and local government health regulations relevant to providing services at the basin
- environmental protection practices, such as:
  - waste minimisation
  - resource management
  - recycling
  - energy efficiency, e.g. gas or electricity saving practices
  - water efficiency.

**Towels** may include:
- washable
- disposable.

**Relevant health regulations** may include:
- state or territory health regulations
- local council health regulations.

**Condition** of hair may include:
- dry
- normal
- oily
- coloured or lightened
- chemically reformed
- chemically treated.

**Enhancements** may include:
- hair extensions
- hair ornaments.

**Unusual scalp conditions** may include:
- dry, scaly areas
- oily crust
- sores and lesions
- swelling
- scabs.

**Shampoo and treatment products** may include:
- shampoo products for:
  - dry hair and scalp
  - oily hair and scalp
  - chemically treated hair
- conditioning products for:
  - dry hair and scalp
  - oily hair and scalp
  - chemically damaged hair
  - post-colour service treatments
  - abnormal skin conditions, including:
    - dry and oily dandruff
    - psoriasis
    - seborrhoea.

**Processed products** may include:
- tint
- bleach.
TASK 7 — APPLY COLOUR SERVICE

Apply full or retouch hair colour products for a suitable client/model as directed by mentor/supervisor who consults and selects colour. Student is responsible for application only. Ranges can include temporary, semi, demi and tint colour products.

Units related to this task are:
- SIHHCLS201A Apply hair colour products
- SIHHOHS201A Apply salon safety procedures
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services
- SIHHHDS201A Dry hair to shape
- SIRXRPK002A Recommend hair, beauty and cosmetic products and services.

This task must be under direct supervision.

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<td>Observe workplace health and safety at all times.</td>
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<tr>
<td>Consult with the senior operator and discuss application process.</td>
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<tr>
<td>Discuss and confirm the planned course of action with the client/model.</td>
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<tr>
<td>Suitably gown and protect the client/model.</td>
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<tr>
<td>Suitably prepare the client/model’s hair.</td>
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<tr>
<td>Select and use the correct shampoo and amount where applicable.</td>
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<tr>
<td>Apply conditioner if required, massage and remove accordingly.</td>
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<tr>
<td>Remove tangles correctly and towel-dry hair or dry for further service if appropriate.</td>
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<tr>
<td>Perform an allergy/skin test.</td>
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<tr>
<td>Select and use the appropriate application technique, eg virgin head, regrowth application, according to the manufacturer’s instructions and the desired result.</td>
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<tr>
<td>Apply product(s) cleanly and evenly throughout the hair, avoiding contact with ears, eyes, face and neckline, according to the desired result.</td>
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<tr>
<td>Process/develop the product(s) according to the manufacturer’s instructions.</td>
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</table>

(continued over)
<table>
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<th>Mentor/Supervisor</th>
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</thead>
<tbody>
<tr>
<td>Remove the product(s) according to the manufacturer’s instructions and salon policy and occupational health and safety, eg gloves and apron.</td>
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</tr>
<tr>
<td>Complete the hair colour service, avoiding stains around the hairline.</td>
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<td></td>
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<tr>
<td>Apply and remove post-treatment as required.</td>
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<td></td>
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<tr>
<td>Achieve the desired result according to the analysis and pre-determined result.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply appropriate finishing techniques to meet the client’s/model’s requirements.</td>
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</tr>
<tr>
<td>Offer advice regarding home maintenance for the completed hair colour and recommend suitable after-care products where applicable.</td>
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</tr>
<tr>
<td>Confirm client’s/model’s satisfaction with the final result.</td>
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<tr>
<td>Record the service according to salon policy.</td>
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</tbody>
</table>
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<td></td>
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<tr>
<td>Mentor/Supervisor</td>
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<td></td>
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</tbody>
</table>

Please add comments for feedback and/or follow-up.
COMPETENCY DETAILS – TASK 7 – APPLY COLOUR SERVICE

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHCLS201A Apply hair colour products
- SIHHOHS201A Apply salon safety procedures
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services
- SIHHHDS201A Dry hair to shape
- SIRXRPK002A Recommend hair, beauty and cosmetic products and services.

You can use this information to structure and guide the student’s tasks.

<table>
<thead>
<tr>
<th>SIHHCLS201A Apply hair colour products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour products may include:</td>
</tr>
<tr>
<td>• the following types of colour products from the salon range:</td>
</tr>
<tr>
<td>• temporary colour products</td>
</tr>
<tr>
<td>• semi and demi-colour products</td>
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<tr>
<td>• tint-colour products.</td>
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<tr>
<td>Supervising hairdresser instructions must include:</td>
</tr>
<tr>
<td>• methods of preparation and application that reflect manufacturer product information and safety data sheets</td>
</tr>
<tr>
<td>• nominating colour type and product</td>
</tr>
<tr>
<td>• product proportions</td>
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<td>• volume of hydrogen peroxide in the case of tint products</td>
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<tr>
<td>• product preparation method</td>
</tr>
<tr>
<td>• technique and stages of application</td>
</tr>
<tr>
<td>• points at which the application and processing must be referred back to the supervising hairdresser for checking</td>
</tr>
<tr>
<td>• processing times for each stage.</td>
</tr>
<tr>
<td>Client may include:</td>
</tr>
<tr>
<td>• women</td>
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<tr>
<td>• men</td>
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<tr>
<td>• children</td>
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<tr>
<td>• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.</td>
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<tr>
<td>Salon procedures must include:</td>
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<tr>
<td>• gowning clients for colour services</td>
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<tr>
<td>• compliance with state or territory and local government health regulations relevant to the service</td>
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<tr>
<td>• occupational health and safety procedures</td>
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<tr>
<td>• environmental protection practices, such as:</td>
</tr>
<tr>
<td>• waste minimisation</td>
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<tr>
<td>• waste disposal</td>
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<tr>
<td>• water efficiency.</td>
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</tbody>
</table>
### SIHHCLS201A Apply hair colour products

**Client and operator comfort and safety must include:**
- application of gown and towels to protect client’s clothes
- application of anti-skin stain product on hairline and neckline areas
- application of colour stain removal product
- avoiding product contact with client’s or operator’s eyes
- avoiding inhalation of fumes whilst mixing product
- wearing operator protective gloves.

**Stages and methods of product application may include:**
- whole head
- regrowth
- mid lengths
- ends
- cross checking for even coverage
- sponge
- applicator bottle
- tint brush and comb.

**Personal precautions may include:**
- rubber gloves
- skin barrier creams.

### SIHHIND201A Maintain and organise tools, equipment and work areas

**Tools and equipment may include:**
- electrical equipment
- scissors
- clippers and guards
- neck brushes
- combs
- brushes
- sectioning clips
- rollers
- clips
- perm rods
- tint brushes
- bowls.

**Relevant legislative and regulatory requirements may include:**
- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of salon substances
- occupational health and safety with particular reference to:
  - manual handling
  - care and protection of operator when using cleaning products
  - salon hazards.
### SIHIND201A Maintain and organise tools, equipment and work areas

<table>
<thead>
<tr>
<th><strong>Salon procedures</strong> may include:</th>
<th><strong>Clean linen</strong> may include:</th>
<th><strong>Clippers</strong> may include:</th>
<th><strong>Scissors</strong> may include:</th>
<th><strong>Work areas</strong> may include:</th>
<th><strong>Appropriate personnel</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>compliance with state or territory and local government health regulations and guidelines relevant to the service</td>
<td>• towels</td>
<td>• cordless rechargeable clippers</td>
<td>• straight blades</td>
<td>• counters</td>
<td>• manager</td>
</tr>
<tr>
<td>occupational health and safety procedures</td>
<td>• wraps</td>
<td>• electric clippers with cords.</td>
<td>• curved blades</td>
<td>• floors</td>
<td>• senior operator</td>
</tr>
<tr>
<td>environmental protection practices, such as:</td>
<td>• gowns.</td>
<td>• convex blades</td>
<td>• convex blades</td>
<td>• benches</td>
<td>• team leader</td>
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<tr>
<td>• waste minimisation</td>
<td></td>
<td>• texturising shears</td>
<td>• thinning shears.</td>
<td>• sinks</td>
<td>• colleague.</td>
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<td>• recycling</td>
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<td>• preparation areas</td>
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<td>• re-use</td>
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<td>• personal service areas</td>
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<td>• energy efficiency, e.g. electricity saving devices and practices</td>
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<td></td>
<td>• displays</td>
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<td>• waste disposal including hazardous waste</td>
<td></td>
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<td>• storage areas</td>
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<td>• resource management</td>
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<td></td>
<td>• point of sale areas and point of sale terminals</td>
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<td>• water efficiency</td>
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<td>• fixtures</td>
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<td>• health and hygiene</td>
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<td>• occupational health and safety</td>
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<td>• waste disposal</td>
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<td>• use and storage of cleaning chemicals</td>
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<td>• housekeeping</td>
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<td>• personal hygiene</td>
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<tr>
<td>• maintenance and storage of cleaning equipment</td>
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<tr>
<td>• safe storage of cleaned and disinfected tools and equipment.</td>
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</tbody>
</table>
### SIHIND201A Maintain and organise tools, equipment and work areas

**Unsafe areas** may include:
- spills
- wet areas
- sharp edges
- loose wiring
- floors (hair and water).

### SIHHOHS201A Apply salon safety procedures

**Symptoms** may include:
- condition of the skin, including:
  - dry
  - flaking
  - split and cracked
  - itchy
- blisters and welts on the skin
- swelling of fingers, hands, wrists
- runny nose, sneezing and asthma.

**Causes** may include:
- irritants, including:
  - frequent and ongoing exposure to water
  - shampoos and styling products
  - soaps and detergents
  - heat
  - hydrogen peroxide
  - chemical curling and straightening products
- allergy to particular products, including:
  - hair dyes
  - chemical curling and straightening products
  - bleach products
  - latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.

**Common forms of occupational contact dermatitis** may include:
- irritant contact dermatitis
- allergic contact dermatitis
- contact urticaria.

**Preventative self-care routines** may include:
- using skin moisturisers:
  - regularly during the working day
  - at the end of the working day
  - before bed
- wearing gloves that are:
  - specifically designed for hairdressers’ use
  - powder free, high quality latex
- developing the habit of wearing gloves
- throwing away disposable gloves after each use
- wearing re-usable rubber gloves when cleaning in the salon
- keeping the contaminated surface of re-usable rubber gloves on the outside
- not wearing rings while working with moisture and chemicals.
### SIHHS201A Apply salon safety procedures

**Salon procedures** may include:

- cash handling
- emergency, fire and accident procedures
- evacuation involving staff or customers
- handling dangerous goods
- hazard identification, e.g. workplace inspections
- issue resolution procedures
- manual handling
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace
- salon security
- stress management
- waste disposal.

**Unsafe working practices** may deal with but are not restricted to:

- sharp cutting tools and instruments
- electricity and water
- damaged packing material or containers
- toxic substances
- inflammable materials and fire hazards
- lifting practices
- spillages, waste and debris
- ladders
- trolleys
- broken or damaged equipment
- glue guns
- stress.

**Checking plant and equipment** may include:

- guarding of machinery
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers.

**Salon policy and procedures** related to OHS may include:

- federal, state or territory and local OHS legislation
- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers and staff
- equipment and tools
- premises
- stock.

**Safe manual handling practices** may include:

- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.

**Consultative processes** may include:

- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.
### SIHHOH5201A Apply salon safety procedures

**Hairdressing chemical services** may include:
- curling, volumising and straightening products including:
  - solutions
  - neutralisers
  - hair colouring products
  - hair lightening products.

**Designated personnel** may include:
- safety representative
- supervisor
- team leader
- manager.

**Emergency procedures** may relate to:
- sickness
- accidents
- fire
- storms and cyclones
- salon evacuation
- armed holdup.

### SIHHCCS201A Greet and prepare clients for salon services

**Client** may include:
- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

**Salon procedures** may include:
- client greeting procedures
- offering hospitality
- pre-service consultation by a senior operator
- client preparation for different salon services.

**Service** may include:
- shampoo
- hair and scalp treatments
- haircutting
- hair design
- hair colouring
- hair lightening
- reformation services
- straightening and relaxing services.

**Beverages** may include:
- water
- tea
- coffee
- soft drinks.

**Service area** may include:
- colour and chemical services area
- haircutting area
- design area
- basin services area.
## SIRXCOM001A Communicate in the workplace

| **Customers** may include: | • new or repeat contacts  
• internal and external contacts  
• customers with routine or special requests  
• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities. |
| **Store policy and procedures** may relate to: | • contact with customers  
• job descriptions and responsibilities  
• interaction with other team members  
• interaction with supervision and management  
• induction process. |
| **Verbal and non-verbal interaction** may occur with: | • external customers  
• internal contacts, including management and other team members. |
| **Questioning** may involve the following communication techniques: | • using open and inclusive language  
• speaking clearly and concisely  
• using appropriate language  
• non-verbal communication. |
| **Information** may include: | • telephone  
• written  
• electronic media such as email  
• verbal feedback  
• observation. |
| **Colleagues** may include: | • management  
• other staff members  
• full-time, part-time, casual or contract staff. |
| **Verbal and non-verbal communication** may include: | • speaking and listening  
• reading and writing  
• body language  
• facial expression. |
| **Teams** may include: | • small work teams  
• store team  
• corporate team. |
| **Problem solving** may be affected by: | • store policy and procedures  
• resource implications. |
| **Retail documents** may include: | • stock sheets  
• planograms  
• timetables, staff record forms  
• lay-by slips  
• credit slips  
• product return slips  
• manufacturer instructions  
• telephone message pads. |
### SIHHBAS201A Perform shampoo and basin services

| **Service** may include: | • pre-service shampoo and conditioning  
• colour product removal  
• bleach product removal  
• removing foils. |
| **Clients** may include: | • women  
• men  
• children  
• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities. |
| **Supervising hairdresser** may include: | • qualified hairdresser  
• more experienced apprentice or trainee. |
| **Salon procedures** may include: | • methods for gowning clients for shampoo services  
• ensuring client comfort and safety at the basin  
• operator comfort and safety  
• complying with state or territory and local government health regulations relevant to providing services at the basin  
• environmental protection practices, such as:  
  • waste minimisation  
  • resource management  
  • recycling  
  • energy efficiency, e.g. gas or electricity saving practices  
  • water efficiency. |
| **Towels** may include: | • washable  
• disposable. |
| **Relevant health regulations** may include: | • state or territory health regulations  
• local council health regulations. |
| **Unusual scalp conditions** may include: | • dry, scaly areas  
• oily crust  
• sores and lesions  
• swelling  
• scabs. |
| **Condition of hair** may include: | • dry  
• normal  
• oily  
• coloured or lightened  
• chemically reformed  
• chemically treated. |
| **Enhancements** may include: | • hair extensions  
• hair ornaments. |
| **Massage techniques** may include: | • petrissage  
• rotary  
• scrubbing. |
### SIHHBA201A Perform shampoo and basin services

| **Shampoo and treatment products** may include: | • shampoo products for:  
• dry hair and scalp  
• oily hair and scalp  
• chemically treated hair  
• conditioning products for:  
• dry hair and scalp  
• oily hair and scalp  
• chemically damaged hair  
• post-colour service treatments  
• abnormal skin conditions, including:  
  • dry and oily dandruff  
  • psoriasis  
  • seborrhoea. |
| • shampoo products for:  
• dry hair and scalp  
• oily hair and scalp  
• chemically treated hair  
• conditioning products for:  
• dry hair and scalp  
• oily hair and scalp  
• chemically damaged hair  
• post-colour service treatments  
• abnormal skin conditions, including:  
  • dry and oily dandruff  
  • psoriasis  
  • seborrhoea. |
| **Processed products** may include: | • tint  
• bleach. |

### SIHHHDS201A Dry hair to shape

| **Desired finishes** may include: | • smooth finishes  
• textured finishes  
• volume. |
| **Tools** may include: | • brushes, such as:  
• vent style  
• Denman style  
• round  
• fingers. |
| **Equipment** may include: | • blow dryers  
• heat diffusers  
• heat lamps. |
| **Styling aids** may include: | • mousses  
• lotions. |
| **Predetermined finish** may include: | • direction  
• volume  
• curl  
• texture. |
| **Clients** may include: | • women  
• men  
• children  
• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities. |
| **Finishing products** may include: | • waxes  
• mousses  
• sprays. |
**SIHHHDS201A Dry hair to shape**

*Salon procedures* may include:
- procedures that comply with state or territory and local government health regulations relevant to the service
- occupational health and safety
- environmental protection practices, such as waste disposal.

**SIRXRPK002A Recommend hair, beauty and cosmetic products and services**

*Product knowledge* may include:
- brand options
- application procedures and techniques
- benefits and effects of various products
- method of production
- guarantees
- price
- ingredients
- elements of design such as:
  - line, direction, focal points, balance
  - camouflage of skin or hair faults.

*Sources of information* may include:
- store or supplier product leaflets and manuals
- fashion magazines
- manufacturer representatives
- product labels
- hair and beauty shows
- internet
- customer feedback
- designated staff members.

*Comparisons between products and services* may relate to:
- features and effects of products and services
- method of application
- price
- storage requirements and shelf life.

*Customers* may include:
- people with routine or special requests
- people with special needs
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

*Legislative requirements* may include:
- consumer law
- environmental protection
- hazardous substances and dangerous goods
- Trade Practices and Fair Trading Acts
- Therapeutic Goods Act
- WHS
- industry codes of practice
- waste disposal
- pricing procedures, including GST requirements.
**SIRXRPK002A Recommend hair, beauty and cosmetic products and services**

**Product range** may include:
- hair products such as:
  - hair colour
  - shampoos and conditioners
  - styling aids such as mousses, gels and hairsprays
  - hair ornaments
  - brushes, combs
  - blow dryers
- beauty products such as:
  - skin care products for face and body
  - home care skin treatments
  - home care remedial products
  - sunscreen and tanning products
  - nail, hand and foot care products
- cosmetic products such as:
  - face and body make-up, pre-make-up products and stabilisers
  - brushes, sponges
  - applicators
  - pallets
  - lash curlers, artificial lashes, tweezers
  - magnifying mirrors
  - containers and trays, make-up boxes
  - pencil sharpeners.

**Staff members** may include:
- new or existing staff
- full-time, part-time or casual
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

**Customer requirements** may include:
- occasion (e.g. casual, professional, day or evening)
- colour preferences and style
- durability, function and usage
- cost
- lifestyle
- physical characteristics, including allergic reactions
- product preferences, including desire to use natural products
- culture and ethnicity.

**Services** may include:
- product advice for home care treatments
- hair, skin and nail care advice
- hair, skin and nail care treatments
- colour coordination for hair and make-up products
- advice on current fashion trends and basic design elements.

**Store policy and procedures** in regard to:
- selling hair, beauty and cosmetic products
- interacting with customers
- product demonstration.

**Follow-up** may include:
- contact by store representative
- return appointments for the customer.
TASK 8 — RINSE AND NEUTRALISE CHEMICAL REFORMATION SERVICE

Perform rinsing and neutralising of a perm or chemical straightening service on a suitable client/model/manikin.

Units related to this task are:

- SIHHRS201A Rinse and neutralise chemically restructured hair
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

This task must be under direct supervision.

<table>
<thead>
<tr>
<th>Knowledge, skills and abilities</th>
<th>Student</th>
<th>Mentor/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe workplace health and safety at all times.</td>
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<tr>
<td>Set up basin area in a safe and organised manner for rinsing and neutralising service.</td>
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<tr>
<td>Communicate effectively with the client/model and protect the client/model/manikin with capes and towels.</td>
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<tr>
<td>Ensure the client’s/model’s/manikin’s comfort and safety throughout the entire process.</td>
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<tr>
<td>Take personal precautions to prevent operator skin reactions when neutralising by wearing gloves.</td>
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<tr>
<td>Controlled water temperature and flow during rinsing process.</td>
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<tr>
<td>Rinse hair gently and evenly to remove all residual product, following manufacturer’s instructions for timing.</td>
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<tr>
<td>Gently and evenly blot excess water from hair without disturbing hair or rods.</td>
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<tr>
<td>Select correct neutraliser to match solution applied.</td>
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<tr>
<td>Demonstrate ability to measure, apply and process neutralising chemicals and mentor’s/supervisor’s advice and direction.</td>
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<tr>
<td>Use products according to manufacturer’s instructions.</td>
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<tr>
<td>Demonstrate removal of rods in a manner that does not apply undue stretch on the newly reformed hair.</td>
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<tr>
<td>Demonstrate removal of all residual neutralising chemicals from the hair.</td>
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<tr>
<td>Demonstrate application of conditioning product after neutralising.</td>
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<tr>
<td>Relocate client/model/manikin to the finishing station at completion of process.</td>
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</tbody>
</table>
On successful completion of this task, please sign below and add comments for feedback.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
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<tr>
<td>Mentor/Supervisor</td>
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Please add comments for feedback and/or follow-up.

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COMPETENCY DETAILS – TASK 8 – RINSE AND NEUTRALISE CHEMICAL REFORMATION SERVICE

The following guide highlights the aspects and requirements of the competencies in the units that relate to this task:

- SIHHHRS201A Rinse and neutralise chemically restructured hair
- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures
- SIHHCCS201A Greet and prepare clients for salon services
- SIRXCOM001A Communicate in the workplace
- SIHHBAS201A Perform shampoo and basin services.

You can use this information to structure and guide the student’s tasks.

<table>
<thead>
<tr>
<th>SIHHHRS201A Rinse and neutralise chemically restructured hair</th>
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<tbody>
<tr>
<td><strong>Clients may include:</strong></td>
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<td>• women</td>
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<tr>
<td>• men</td>
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<tr>
<td>• children</td>
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<tr>
<td>• people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.</td>
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<tr>
<td><strong>Neutralising products may include:</strong></td>
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<tr>
<td>• liquids and creams for nozzle application</td>
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<tr>
<td>• foaming neutralisers.</td>
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<tr>
<td><strong>Personal precautions may include:</strong></td>
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<tr>
<td>• rubber gloves</td>
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<tr>
<td>• skin barrier creams.</td>
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<tr>
<td><strong>Client comfort and safety may include:</strong></td>
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<tr>
<td>• protection of client’s clothes and skin</td>
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<tr>
<td>• provision of clean and dry wraps and towels</td>
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<tr>
<td>• protection of client’s face and eyes</td>
</tr>
<tr>
<td>• position of client’s head and neck at the basin.</td>
</tr>
<tr>
<td><strong>Salon procedures must include:</strong></td>
</tr>
<tr>
<td>• client comfort and safety</td>
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<tr>
<td>• operator safety</td>
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<tr>
<td>• procedures that comply with state or territory and local government health regulations relevant to the service</td>
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<td>• environmental protection practices, such as:</td>
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<td>• waste minimisation</td>
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<td>• waste disposal</td>
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<tr>
<td>• water efficiency</td>
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<tr>
<td><strong>Conditioning products may include:</strong></td>
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<tr>
<td>• recommended products from the manufacturer’s range</td>
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<tr>
<td>• products from the salon range, as directed by a supervising hairdresser.</td>
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<tr>
<td><strong>Waste may include:</strong></td>
</tr>
<tr>
<td>• residual neutralising chemicals</td>
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<tr>
<td>• end papers.</td>
</tr>
</tbody>
</table>
### SIHHIND201A Maintain and organise tools, equipment and work areas

#### Tools and equipment
May include:
- electrical equipment
- scissors
- clippers and guards
- neck brushes
- combs
- brushes
- sectioning clips
- rollers
- clips
- perm rods
- tint brushes
- bowls.

#### Salon procedures
May include:
- compliance with state or territory and local government health regulations and guidelines relevant to the service
- occupational health and safety procedures
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - re-use
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal including hazardous waste
  - resource management
  - water efficiency
  - health and hygiene
  - occupational health and safety
  - waste disposal
- use and storage of cleaning chemicals
- housekeeping
- personal hygiene
- maintenance and storage of cleaning equipment
- safe storage of cleaned and disinfected tools and equipment.

#### Work areas
May include:
- counters
- floors
- benches
- sinks
- preparation areas
- personal service areas
- displays
- storage areas
- point of sale areas and point of sale terminals
- fixtures
- other working surfaces.

#### Appropriate personnel
May include:
- manager
- senior operator
- team leader
- colleague.
### SIHHIND201A Maintain and organise tools, equipment and work areas

#### Clean linen may include:
- towels
- wraps
- gowns.

#### Scissors may include:
- straight blades
- curved blades
- convex blades
- texturising shears
- thinning shears.

#### Clippers may include:
- cordless rechargeable clippers
- electric clippers with cords.

#### Relevant legislative and regulatory requirements may include:
- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labeling of salon substances
- occupational health and safety with particular reference to:
  - manual handling
  - care and protection of operator when using cleaning products
  - salon hazards.

#### Unsafe areas may include:
- spills
- wet areas
- sharp edges
- loose wiring
- floors (hair and water).

### SIHHOHS201A Apply salon safety procedures

#### Hairdressing chemical services may include:
- curling, volumising and straightening products including:
  - solutions
  - neutralisers
  - hair colouring products
  - hair lightening products.

#### Salon policy and procedures related to OHS may include:
- federal, state or territory and local OHS legislation
- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers and staff
- equipment and tools
- premises
- stock.
### SIHHOHS201A Apply salon safety procedures

#### Designated personnel may include:
- safety representative
- supervisor
- team leader
- manager.

#### Checking plant and equipment may include:
- guarding of machinery
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers.

#### Safe manual handling practices may include:
- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.

#### Salon procedures may include:
- cash handling
- emergency, fire and accident procedures
- evacuation involving staff or customers
- handling dangerous goods
- hazard identification, e.g. workplace inspections
- issue resolution procedures
- manual handling
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace
- salon security
- stress management
- waste disposal.

#### Causes may include:
- irritants, including:
  - frequent and ongoing exposure to water
  - shampoos and styling products
  - soaps and detergents
  - heat
  - hydrogen peroxide
  - chemical curling and straightening products
- allergy to particular products, including:
  - hair dyes
  - chemical curling and straightening products
  - bleach products
  - latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.

#### Salon policy and procedures related to OHS may include:
- federal, state or territory and local OHS legislation
- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers and staff
- equipment and tools
- premises
- stock.
### SIHHOHS201A  Apply salon safety procedures

#### Symptoms may include:
- condition of the skin, including:
  - dry
  - flaking
  - split and cracked
  - itchy
- blisters and welts on the skin
- swelling of fingers, hands, wrists
- runny nose, sneezing and asthma.

#### Common forms of occupational contact dermatitis may include:
- irritant contact dermatitis
- allergic contact dermatitis
- contact urticaria.

#### Preventative self-care routines may include:
- using skin moisturisers:
  - regularly during the working day
  - at the end of the working day
  - before bed
- wearing gloves that are:
  - specifically designed for hairdressers’ use
  - powder free, high quality latex
- developing the habit of wearing gloves
- throwing away disposable gloves after each use
- wearing re-usable rubber gloves when cleaning in the salon
- keeping the contaminated surface of re-usable rubber gloves on the outside
- not wearing rings while working with moisture and chemicals.

#### Unsafe working practices may deal with but are not restricted to:
- sharp cutting tools and instruments
- electricity and water
- damaged packing material or containers
- toxic substances
- inflammable materials and fire hazards
- lifting practices
- spillages, waste and debris
- ladders
- trolleys
- broken or damaged equipment
- glue guns
- stress.

#### Consultative processes may include:
- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

#### Emergency procedures may relate to:
- sickness
- accidents
- fire
- storms and cyclones
- salon evacuation
- armed holdup.
<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Activity Details</th>
</tr>
</thead>
</table>
| **SIHHCCS201A Greet and prepare clients for salon services**  | **Client** may include:  
- women  
- men  
- children  
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.  

**Salon procedures** may include:  
- client greeting procedures  
- offering hospitality  
- pre-service consultation by a senior operator  
- client preparation for different salon services.  

**Service** may include:  
- shampoo  
- hair and scalp treatments  
- haircutting  
- hair design  
- hair colouring  
- hair lightening  
- reformation services  
- straightening and relaxing services.  

**Beverages** may include:  
- water  
- tea  
- coffee  
- soft drinks.  

**Service area** may include:  
- colour and chemical services area  
- haircutting area  
- design area  
- basin services area. |

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Activity Details</th>
</tr>
</thead>
</table>
| **SIRXCOM001A Communicate in the workplace**  | **Customers** may include:  
- new or repeat contacts  
- internal and external contacts  
- customers with routine or special requests  
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.  

**Store policy and procedures** may relate to:  
- contact with customers  
- job descriptions and responsibilities  
- interaction with other team members  
- interaction with supervision and management  
- induction process.  

**Verbal and non-verbal interaction** may occur with:  
- external customers  
- internal contacts, including management and other team members.  

**Problem solving** may be affected by:  
- store policy and procedures  
- resource implications. |
### SIRXCOM001A Communicate in the workplace

| Colleagues may include: | ・ management  
・ other staff members  
・ full-time, part-time, casual or contract staff. |
|------------------------|--------------------------------------------------|
| Questioning may involve the following communication techniques: | ・ using open and inclusive language  
・ speaking clearly and concisely  
・ using appropriate language  
・ non-verbal communication. |
| Information may include: | ・ telephone  
・ written  
・ electronic media such as email  
・ verbal feedback  
・ observation. |
| Verbal and non-verbal communication may include: | ・ speaking and listening  
・ reading and writing  
・ body language  
・ facial expression. |
| Teams may include: | ・ small work teams  
・ store team  
・ corporate team. |
| Retail documents may include: | ・ stock sheets  
・ planograms  
・ timetables, staff record forms  
・ lay-by slips  
・ credit slips  
・ product return slips  
・ manufacturer instructions  
・ telephone message pads. |

### SIHHBAS201A Perform shampoo and basin services

| Service may include: | ・ pre-service shampoo and conditioning  
・ colour product removal  
・ bleach product removal  
・ removing foils. |
|----------------------|--------------------------------------------------|
| Clients may include: | ・ women  
・ men  
・ children  
・ people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities. |
| Supervising hairdresser may include: | ・ qualified hairdresser  
・ more experienced apprentice or trainee. |
| Towels may include: | ・ washable  
・ disposable. |
**SIHHBAS201A Perform shampoo and basin services**

| **Salon procedures** may include: | • methods for gowning clients for shampoo services  
• ensuring client comfort and safety at the basin  
• operator comfort and safety  
• complying with state or territory and local government health regulations relevant to providing services at the basin  
• complying with environmental protection practices, such as:  
  • waste minimisation  
  • resource management  
  • recycling  
  • energy efficiency, e.g. gas or electricity saving practices  
  • water efficiency. |
|---|---|
| **Relevant health regulations** may include: | • state or territory health regulations  
• local council health regulations. |
| **Condition of hair may include:** | • dry  
• normal  
• oily  
• coloured or lightened  
• chemically reformed  
• chemically treated. |
| **Enhancements** may include: | • hair extensions  
• hair ornaments. |
| **Unusual scalp conditions** may include: | • dry, scaly areas  
• oily crust  
• sores and lesions  
• swelling  
• scabs. |
| **Shampoo and treatment products** may include: | • shampoo products for:  
  • dry hair and scalp  
  • oily hair and scalp  
  • chemically treated hair  
• conditioning products for:  
  • dry hair and scalp  
  • oily hair and scalp  
  • chemically damaged hair  
  • post-colour service treatments  
  • abnormal skin conditions, including:  
    • dry and oily dandruff  
    • psoriasis  
    • seborrhoea. |
| **Massage techniques** may include: | • petrissage  
• rotary  
• scrubbing. |
| **Processed products** may include: | • tint  
• bleach. |
ANNEX B

DAILY JOURNAL
DAILY ATTENDANCE SUMMARY

Date/day: ______________________________ Attendance time: ______________________________

Salon: ____________________________________________

Tasks and activities completed: ______________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

EQUIPMENT USED

____________________________________________________________________________________

____________________________________________________________________________________

THINGS I LEARNED

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

CHALLENGES

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

WHAT TO FOCUS ON FOR NEXT TIME

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

ACTIONS TO BE FOLLOWED UP

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
ANNEX C

WORK PLACEMENT EVALUATION
WORK PLACEMENT EVALUATION — INDUSTRY MENTOR’S FEEDBACK

(INDUSTRY MENTOR TO COMPLETE)

When you have completed your duties as industry mentor, we encourage you to provide constructive feedback to the student. This feedback might consist of comments on their attendance, attitude to work, work or task performance, level of skills attained, suitability for the industry, etc.

On the final day of the work placement, you should arrange a suitable meeting time to discuss this feedback with your student. Your feedback can provide the student with a valuable insight into their performance and help them make decisions about their future career path.

<table>
<thead>
<tr>
<th>Mentor/salon: __________________________</th>
<th>Signature: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ______________________________</td>
<td>Date(s): __________________________</td>
</tr>
</tbody>
</table>

Please comment on the performance of the student while at the workplace.

If appropriate, tick more than one square in each of the following groups.

**Attitude to the job**
- [ ] Enthusiastic
- [ ] Interested
- [ ] Appears indifferent

**Appearance and dress**
- [ ] Appropriate
- [ ] Well groomed, neatly dressed
- [ ] Inappropriate

**Ability to work with others**
- [ ] Shows flexibility
- [ ] Works well in a team environment
- [ ] Prefers to work alone

**Ability to work unsupervised**
- [ ] Shows initiative
- [ ] Readily seeks further advice
- [ ] Needs encouragement
- [ ] Waits to be told what to do
- [ ] Not applicable to this position

**Adjustment to the work environment**
- [ ] Settled immediately
- [ ] Settled in well after a while
- [ ] Experienced difficulty

**Client service**
- [ ] Excellent
- [ ] Good
- [ ] Needs development

**Persistence with tasks given**
- [ ] Highly motivated
- [ ] Persistent
- [ ] Needs encouragement

**Punctuality**
- [ ] Always on time
- [ ] Satisfactory
- [ ] Unsatisfactory

**Ability to communicate**
- [ ] Outstanding communication skills
- [ ] Communicates well
- [ ] Has difficulty

**Ability to follow instructions**
- [ ] Shows good understanding
- [ ] Willing to seek clarification
- [ ] Needs close supervision

**Attention to safety**
- [ ] Excellent
- [ ] Adequate
- [ ] Could take more care

**Hairdressing general tasks**
- [ ] Very skilled
- [ ] Adequate
- [ ] Needs further development
Please use this page to comment on specific areas of the student’s skills and knowledge in relation to basic hairdressing tasks such as shampooing, blowdrying, braiding, using tools and equipment, colouring, etc (as appropriate to level).

__________________________________________________________________________

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WORK PLACEMENT PROGRAM EVALUATION — INDUSTRY MENTORS FEEDBACK
(INDUSTRY MENTOR TO COMPLETE)

Period of work placement: ____________________________________________

Mentor/Workplace: _________________________________________________

Contact: __________________________________________________________

What were the most positive aspects of being involved in the work placement program?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

What were the least positive aspects (if any)?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Did the program fulfil the outcomes you thought it would?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Would you recommend being involved in the work placement program to other businesses?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Do you have any suggestions for improving the work placement program?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Any other comments or suggestions?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
WORK PLACEMENT EVALUATION – STUDENT FEEDBACK
(STUDENT TO COMPLETE)

When you have finished your work placement, please complete this self-evaluation. This will help you to clarify what you have gained (or not gained) from the experience, and how you believe the work placement program could be improved for others who enrol in this course.

Once you have completed the evaluation, please pass a copy onto your trainer/course coordinator so that your recommendations can be considered for future participants. Your feedback and comments will be kept confidential.

| Name: _____________________________ | Signature: _____________________________ |
| Mentor/salon: _____________________________ | Date: _____________________________ |

What were the most enjoyable aspects of your period of work placement?

________________________________________

________________________________________

What were the least enjoyable aspects (if any)?

________________________________________

________________________________________

Did the work placement fulfil the outcomes you thought it would?  Yes/No

If no, why not?

________________________________________

________________________________________

Would you recommend this work placement program to other students?  Yes/No

If no, why not?

________________________________________

________________________________________

Do you have any suggestions for improving the work placement program?

________________________________________

________________________________________

Any other comments or suggestions?

________________________________________

________________________________________
WORK PLACEMENT GUIDE FOR INDUSTRY MENTORS  
CERTIFICATE II IN HAIRDRESSING  
(Pre-apprenticeship)  
SIH20111

DESCRIPTION
The information in this guide is to support industry mentors during the work placement component of the Certificate II in Hairdressing Pre-apprenticeship (SIH20111) course. It is designed to assist and support mentors to ensure that the work placement is a positive experience for the student as well as for their own salon, staff and clients.

In addition to general information and helpful guidelines about the program and the work placement, the guide contains eight structured tasks that are aligned to the 15 units in the Certificate II course. The tasks include:

• maintaining tools and equipment
• greeting and preparing clients
• undertaking shampoo and/or basin duties
• carrying out head, neck and shoulder massage
• drying hair to shape, braiding, and applying colour products
• rinsing and neutralising clients’ hair.

Elements of planning, organising and completing daily work activities are also incorporated into the tasks, and a mapping guide is provided.

EDITION
Edition 1, 2013

TRAINING PACKAGE
• HAIRDRESSING

COURSE / QUALIFICATION
• SIH20111

UNITS OF COMPETENCY

RELATED PRODUCTS
• HC2070 WORK PLACEMENT GUIDE FOR STUDENTS

Government of Western Australia  
Department of Training and Workforce Development

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