VTCT Skills Level 2 Diploma in Barbering

Accreditation start date: ..... 1 August 2010
Credit value: 53
Total Qualification Time (TQT): 530
Guided Learning Hours (GLH): 466
Qualification number: 500/9040/9

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV20483				
UV20484				
UV20386				
UV20488				
UHB340				
UV20505				
UHB343				
Optional units				

Qualification

Introduction

The VTCT Skills Level 2 Diploma in Barbering is a qualification that has been specifically designed to develop your practical skills in; the creative art of cutting hair, the specialist work of cutting facial hair, how to provide effective shampooing and conditioning or styling services and how to offer a good consultation service for clients.

To further enhance your practical skills you will have the opportunity to choose from the following practical units; perm and neutralise hair, relax Afro-textured hair, scalp massage services, create an effective hair and beauty image, promote products and services to clients, colouring and lightening hair, wig services, plait and twist hair, salon reception, promoting products and services.

Underpinning this qualification you will develop a sound knowledge of health and safety and what it is like to work in the hairdressing industry. You will also develop an underpinning knowledge and understanding of the practical skills learned throughout this qualification. The purpose of this qualification is to develop your practical skills to a high level of occupational ability to enable you to perform your own salon services.

The legislations referred to within this qualification apply to UK learners. For learners outside of the UK, you should familiarise yourself with legislations that may apply to you.

Prerequisite

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

Progression

When you have successfully completed this qualification you will have the opportunity to progress to the following VTCT Skills qualifications:

- Level 2 NVQ Diploma in Hairdressing
- Level 3 NVQ Diploma in Barbering

Apprenticeships:

- VTCT Skills Level 2 Diploma for Hair Professionals (Hairdressing)
- VTCT Skills Level 2 Diploma for Hair Professionals (Barbering)
- VTCT Skills Level 3 Diploma in Advanced and Creative Hairdressing

Progression opportunities also exist in the form of specialist VTCT Skills vocationally related qualifications:

- Level 2 Diploma in Hair and Media Make-up
- Level 2 Certificate in Cutting Hair
- Level 2 Award in Preventing Contact Dermatitis
- Level 3 Diploma in Barbering
- Level 3 Certificate in Barbering

This qualification may lead directly into employment in the barbering industry as a junior barber or to work as an independent barber.

Qualification structure

Total credits required - 53

All mandatory units must be completed.

Mandatory units - 26 credits				
VTCT Skills unit code	**Ofqual unit reference**	**Unit title**	**Credit value**	**GLH**
UV20483	R/600/8763	Follow health and safety practice in the salon	3	22
UV20484	M/600/8611	Working in the hair industry	4	35
UV20386	A/600/9065	Client consultation for hair services	3	30
UV20488	H/600/8539	Shampoo and condition the hair and scalp	3	29
UHB340	A/650/8080	Cut hair using barbering techniques	6	53
UV20505	T/600/9064	Cut facial hair	4	32
UHB343	H/650/8083	Style hair using barbering techniques	3	30

Optional units - Minimum of 27 credits				
VTCT Skills unit code	**Ofqual unit reference**	**Unit title**	**Credit value**	**GLH**
UV20489	A/600/8773	Salon reception duties	3	24
UV20499	J/600/8632	Create an image based on a theme within the hair and beauty sector	7	60
UV20513	L/600/8535	Provide scalp massage services	4	33
UV20492	T/600/8769	Promote products and services to clients in a salon	3	28
UV20486	A/600/8630	Colour and lighten hair	10	91
UV20512	Y/600/8537	Perm and neutralise hair	7	60
UV20503	A/601/5366	Wig services	5	40
UV10480	R/600/4874	Colour hair using temporary colour*	3	30
UV10478	H/600/6323	Working with others in the hair and beauty sector	2	19
UV20490	J/600/8761	Display stock to promote sales in a salon	3	24
UV20494	T/600/8626	The art of colouring hair*	7	60
UHB346	K/650/8085	Relax Afro-textured hair	5	44
UV30342	Y/502/3805	Plaiting and twisting hair	3	30

*These units cannot both be selected as part of the same qualification.

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT Skills will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment
(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT Skills external quality assurers.

External assessment
(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT Skills. Externally assessed hard-copy question papers will be set by VTCT Skills, marked by centre staff and sampled by VTCT Skills external quality assurers.

Assessment explained

VTCT Skills qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.

Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20483	Follow health and safety practice in the salon	1	✓	✓
UV20484	Working in the hair industry	0	×	✓
UV20386	Client consultation for hair services	1	✓	✓
UV20488	Shampoo and condition the hair and scalp	1	✓	✓
UHB340	Cut hair using barbering techniques	1	✓	✓
UV20505	Cut facial hair	1	✓	✓
UHB343	Style hair using barbering techniques	0	✓	✓

Optional units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20489	Salon reception duties	0	✓	✓
UV20499	Create an image based on a theme within the hair and beauty sector	0	✓	✓
UV20513	Provide scalp massage services	1	✓	✓
UV20492	Promote products and services to clients in a salon	0	✓	✓
UV20486	Colour and lighten hair	1	✓	✓
UV20512	Perm and neutralise hair	1	✓	✓
UV20503	Wig services	1	✓	✓
UV10480	Colour hair using temporary colour*	1	✓	✓
UV10478	Working with others in the hair and beauty sector	0	✓	✓
UV20490	Display stock to promote sales in a salon	0	✓	✓
UV20494	The art of colouring hair*	1	✓	✓
UHB346	Relax Afro-textured hair	1	✓	✓
UV30342	Plaiting and twisting hair	0	✓	✓

Unit glossary

	Description
VTCT Skills product code	All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided Learning Hours (GLH)	The activity of a learner in being taught or instructed or otherwise participating in education or training under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total Qualification Time (TQT)	The number of hours an awarding organisation has assigned to a qualification for guided learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed. However unilke Guided Learning Hours, TQT is not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Maximum service times	The maximum time in which a particular service or practical element must be completed.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

UV20483

Follow health and safety practice in the salon

The aim of this unit is to increase your understanding of health and safety and its importance in the salon in which you work. You will develop the ability to carry out a simple risk analysis, recognise a hazard, responsibly deal with the hazards you have found and follow safe and hygienic working practices. You will also need to be able to locate firefighting equipment, first aid resources and have an awareness of fire, emergency and evacuation procedures.

This unit applies to salons or barbershops.

For the purposes of this unit the generic term of practitioner has been used to incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up, Massage therapist, Nail technician. The term salon is used to incorporate the fixed business locations where services provided by the above practitioners may take place.

Level
2
Credit value
3
GLH
22
Observation(s)
3
External paper(s)
1

Follow health and safety practice in the salon

Learning outcomes

On completion of this unit you will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

Evidence requirements

1. **Environment**
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
   Simulation is not allowed in this unit.
3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.
6. **External paper**
   Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

There is no range section that applies to this unit.

Observations

Learning outcome 1

Be able to maintain health, safety and security practices

You can:

a. Conduct yourself in the workplace to meet with health and safety practices and salon policy
b. Deal with hazards within your own area of responsibility following salon policy
c. Maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements
d. Follow salon policy for security
e. Make sure tools, equipment, materials, and work areas meet hygiene requirements
f. Use required personal protective equipment
g. Position yourself and the client safely
h. Handle, use, and store products, materials, tools, and equipment safely to meet with manufacturers' instructions
i. Dispose of all types of salon waste safely and to meet with legal and salon requirements

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Learning outcome 2

Be able to follow emergency procedures

You can:

a. Follow emergency procedures
b. Follow accident reporting procedures which meet with salon policy
c. Locate fire fighting equipment

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		

Knowledge

Learning outcome 1

Be able to maintain health, safety and security practices

You can:	Portfolio reference/ Assessor initials*
j. Explain the difference between legislation, codes of practice and workplace policies	
k. Outline the main provisions of health and safety legislation	
l. State the employer's and employee's health and safety responsibilities	
m. State the difference between a 'hazard' and a 'risk	
n. Describe hazards that may occur in a salon	
o. State the hazards which need to be referred	
p. State the purpose of personal protective equipment used in a salon during different services	
q. State the importance of personal presentation, hygiene, and conduct in maintaining health and safety in the salon	
r. State the importance of maintaining the security of belongings	
s. Outline the principles of hygiene and infection control	
t. Describe the methods used in the salon to ensure hygiene	
u. Describe the effectiveness and limitations of different infection control techniques	
v. Describe how to dispose of different types of salon waste	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2

Be able to follow emergency procedures

You can:	Portfolio reference/ Assessor initials*
d. Identify named emergency personnel	
e. Describe procedures for dealing with emergencies	
f. Outline the correct use of firefighting equipment for different types of fire	
g. State the dangers of the incorrect use of firefighting equipment on different types of fires	
h. State the importance for reporting and recording accidents	
i. Describe the procedure for reporting and recording accidents	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to maintain health, safety and security practices

Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Salon hazards: Require immediate action – refer to job description, level of responsibility, report, duty to recognise/deal with hazards, training on dealing with hazards, deal with hazards without endangering self/others, if in doubt call for assistance, nominated personnel, duty to recognise/deal with hazards.

Environmental – wet/slippery floor, cluttered passage/corridors, rearrange furniture, blocked passageway/entrance/ exit.

Equipment – broken, worn, faulty, incorrect use.

Chemicals – leaking, damaged packaging.

Security (cash) – unattended reception/till, money in transit, cash left in till overnight.

Security (people) – staff, clients, visitors, children, personal belongings, disregard of systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to treatment/service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise practitioners' hands before, during and after treatments/services.

Learning outcome 1: Be able to maintain health, safety and security practices (continued)

Salon policy for security:

Cash – staff training, point of sale, regular banking, in transit.

People – staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

Belongings – client to retain personal belongings where possible, empty pockets prior to hanging coat, staff belongings to remain in staff room, avoid personal items in salon.

Security breaches – inform salon/barbershop owner/lecturer/teacher, review records (stock levels/control, monitor takings, inventory of equipment, manual and computerised records), take statements, eye witness accounts, review findings, call in police, notify data protection registry/clients of breach, maintain confidentiality, could result in loss of employment.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Maintenance of tools and equipment: Equipment and tools cleaned, washed, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces), heat or chemical methods, visual check, remove and label broken tools and equipment, store correctly.

Preparation of work area: Work station/bed/chair/trolley, equipment cleaned, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces, large work areas, floors and work surfaces), heat or chemical methods, bactericides, fungicides, viricides, full access around work area, safe professional presentation tools and equipment, visual check on large/ small equipment, portable appliance tested, bed/seat/basin (select height).

How to follow safe and hygienic working practices:

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Learning outcome 1: Be able to maintain health, safety and security practices (continued)

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use, PPE.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and ability.

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a treatment/service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

Position yourself and the client appropriately:

Practitioner – position self safely, when you sit or stand ensure good posture (straight back, stand upright, even weight distribution, maintain balance, remain relaxed, don't overstretch), poor posture will result in fatigue, uneven service, back/shoulder injury.

Client – seated/laid comfortably (adjust height of chair, adjust back rest of bed), if seated keep feet flat on floor, legs uncrossed, back supported, regular comfort breaks.

Learning outcome 1: Be able to maintain health, safety and security practices (continued)

The difference between health and safety legislation, regulations and code of conduct:

Legislation and regulations – government led, implemented, monitored.

Code of practice and policies – salon/barbershop led, implemented, monitored.

Employer responsibility for safety of staff/employees/clients: Hold current/valid liability insurance, display health and safety rules covering staff/employees/clients/fire evacuation, provide regular training, accurate record keeping, monitoring, consult experts.

Liability insurance: Employers, public, professional indemnity.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene- handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees', water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists, energy uses reduction, green energy, reduce carbon footprint.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, chemical, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 2: Be able to follow emergency procedures

Emergency procedures:

Accidents – call ambulance, nominated first aider, follow the organisations policy, maintain and update records.

First aid – call nominated first aider, follow the organisations policy, ensure accurate records.

First aid equipment – first aid box(es), list of equipment, general advice leaflet, individually wrapped sterile plasters in assorted sizes, sterile eye pads, individually wrapped triangular bandages, safety pins, large and medium sterile dressings, disposable gloves, eyewash.

Fire evacuation – nominated assembly point, fire wardens, regular simulation/ drills.

Incidents – call security, emergency external numbers 999 (UK) or 112 (EU), follow the organisations policy.

Position of firefighting equipment – induction process.

How to use firefighting equipment – designated personnel, initial/ongoing training.

Records and documentation – initial/ ongoing training, up-to-date, accurate.

Safety drills – induction process, initial/ ongoing training person, regular simulation/ drills.

Staff responsible for safety – overall safety; nominated health and safety officer (internal/external). All staff are responsible for day to day.

Firefighting equipment: Location, extinguishers (water, foam, powder, CO2 gas), sand bucket, fire blanket, alarm.

Incorrect use of firefighting equipment: Fire could escalate or become uncontrollable, injury to staff/clients, risk to life, damage to belongings/property.

UV20484

Working in the hair industry

Through this unit you will develop a sound knowledge of how the hairdressing industry works. You will research the types of services, roles and responsibilities of staff, available career opportunities, legislation that governs the hair industry, good working practices, employment rights and responsibilities of staff. This unit is suitable for both hairdressers and barbers.

Level

2

Credit value

4

GLH

35

Observation(s)

0

External paper(s)

0

Working in the hair industry

Learning outcomes

On completion of this unit you will:

1. Be able to describe the key characteristics of the hair industry
2. Be able to describe working practices in the hair industry

Evidence requirements

1. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.
3. **External paper**
   There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Knowledge

Learning outcome 1

Be able to describe the key characteristics of the hair industry

You can:	Portfolio reference/ Assessor initials*
a. Access sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry	
b. Outline the types of organisations within the hair industry	
c. Outline the main services offered by the hair industry	
d. Describe occupational roles within the hair industry	
e. State the employment characteristics of working in the hair industry	
f. State career patterns within the hair industry	
g. Outline the education and training opportunities within the hair industry	
h. Outline opportunities to transfer to other sectors or industries	

*Assessor initials to be inserted if orally questioned.

Learning outcome 2

Be able to describe working practices in the hair industry

You can:	Portfolio reference/ Assessor initials*
a. Outline good working practices in the salon	
b. State the importance of personal presentation in reflecting the professional image of the hair industry	
c. Outline opportunities for developing and promoting own professional image within the hair industry	
d. State the basic employee employment rights and responsibilities	
e. Outline the main legislation that affects working in the hair industry	

*Assessor initials to be inserted if orally questioned.

Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to describe the key characteristics of the hair industry

Sources of information can be accessed through: Websites, social media platforms, publications, magazines, journals, career advisors, job centres, course leaflets, exhibitions/shows, prospectus, career conventions, open days/evenings, newspaper/TV/radio advertisements, word of mouth, work experience.

Types of organisations involved in training: Colleges, schools, independent training providers, in-house salon/barbershop training, wholesalers, spa and health resorts.

Hairdressing – consultation, cutting, setting, blow-drying, hair up, colouring, perming.

Barbering – consultation, cutting, fading, detailing, blow-drying, facial hair cutting, hot towel shaving, colouring, perming.

Occupational roles: Salon/barbershop junior, salon/barbershop apprentice, junior hairdresser/barber, senior hairdresser/barber, receptionist, salon/barbershop manager, salon/barbershop owner, trainer, liaison officer, work-based or in-house assessor, internal/external verifier, tutor, course team leader, company representative.

Educational opportunities: College (full/part-time), in-salon training, university, school, apprenticeships, scholarship, prison, government, tier progression, independent training providers, hairdressing manufacturers, wholesalers, awarding body.

Training opportunities: Short/long course, specialist, award, certificate, VRQ/NVQ, qualifications, awarding bodies, certificate of attendance/competence, record of achievement, foundation learning tier.

Employment characteristics: Good customer service, reliable, friendly, well presented, approachable, keen, enthusiastic, motivated, communication skills, good personal hygiene, client care, enjoys working with others, passion for hair, creative, up to date with current and emerging fashion trends.

Career patterns: Hairdressing/barbering are building block careers (Salon/barbershop junior, salon/barbershop apprentice, junior hairdresser/barber, senior hairdresser/barber, receptionist, salon/barbershop manager, salon/barbershop owner, trainer/assessor, tutor/lecturer, freelance hairdresser/barber (self-employed)), spas, health resorts, on cruise liners, abroad or holiday theme parks.

Career progression: Personal development plan/appraisal (meet targets, motivation, enthusiasm), competitions, job applications, recommendations, head hunted, career change, Continual Professional Development (CPD).

Opportunities to transfer to other sectors/industries: Beauty therapy, spa industries, hairdressing/barbering product manufacturer, hairdressing/barbering wholesaler, hairdressing/barbering awarding body, animal grooming, technical writing for hair industry, hairdressing/barbering author.

Learning outcome 2: Be able to describe working practices in the hair industry

How to follow safe and hygienic working practices:

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene- handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, log accidents.

Control of substances hazardous to health: Store, handle, use, dispose, replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, use manufacturers' instructions for use.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Product storage: Check end date/packaging, store away from heat/damp/direct sunlight, empties, avoid theft.

Importance of personal presentation: Promotes you as a person, promotes the salon, increases business, takings and commission, shows your enthusiasm and motivation, boosts self-esteem, increases client trust and confidence.

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Learning outcome 2: Be able to describe working practices in the hair industry (continued)

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Hairdresser/Barber health and wellbeing: Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Opportunity for self-development: Strengths and weaknesses, personal development plan, feedback, individual learning plan, targets, reading trade magazines, attending seminars, courses, training sessions.

Opportunities to promote the professional image of the salon: Build/ increase clientele, take part in competition/ exhibition work, organise hair/fashion shows, charity work, share good practice within the team/workplace, demonstration, advertise/gain publicity (including newspapers, magazines, websites, e-mails, social media platforms, liaise with others within the organisation (salon/ barbershop owners/managers), company representatives, awarding bodies, college tutors/lecturers.

Employee rights and responsibilities: Contract of employment, job role/ responsibilities, days and hours of work, rest breaks, overtime, holiday entitlement, salary, sick/maternity/paternity/adoption leave and pay, redundancy pay, pension scheme.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.

Learning outcome 2: Be able to describe working practices in the hair industry (continued)

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.

Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Liability insurance: Employers, public, professional indemnity.

Notes

Use this area for notes and diagrams.

UV20386

Client consultation for hair services

Through this unit you will develop the ability to provide an effective consultation and advisory service for your clients. Being able to identify the capability of your clients' hair will allow you to make recommendations based on questioning, observation and test results.

You will learn how to deal with influencing factors like the client's previous history of their hair, contra-indications, skin and scalp disorders, their lifestyle, and commitment to the service and cost involved, which all impact on the services you suggest.

This unit is suitable for both hairdressers and barbers.

Level
2
Credit value
3
GLH
30
Observation(s)
3
External paper(s)
1

Client consultation for hair services

Learning outcomes

On completion of this unit you will:

1. Be able to consult and advise clients
2. Know the characteristics of the hair

Evidence requirements

1. **Environment**
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
   At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
   Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Observations

Learning outcome 1

Be able to consult and advise clients

You can:

a. Communicate in a manner that creates confidence and trust, and maintains goodwill

b. Establish client requirements for products and services, using appropriate communication techniques

c. Consult and complete client records

d. Identify factors that may limit or prevent the choice of services or products*

e. Advise the client on any factors which may limit, prevent or affect their choice of service or product*

f. Provide the client with clear recommendations for referral when required*

g. Recommend and agree a service or product

h. Follow safe and hygienic working practices

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Range

*You must practically demonstrate that you have:

Provided an effective consultation for all types of client	Portfolio reference
New	
Regular	

Used all consultation techniques	Portfolio reference
Questioning	
Observation	
Testing	

Considered all influencing factors	Portfolio reference
Adverse hair, skin and scalp conditions	
Incompatibility of previous services and products used	
Lifestyle	

Dealt with all problems	Portfolio reference
Suspected infections	
Suspected infestations	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		

Knowledge

Learning outcome 1

Be able to consult and advise clients

You can:	Portfolio reference/ Assessor initials*
i. Explain how to communicate effectively	
j. Outline communication techniques used during client consultation	
k. State the importance of consulting client records	
l. Describe the tests carried out for different services	
m. State the importance of following manufacturers' instructions, salon policies and legal requirements	
n. State the importance of identifying factors that may limit, prevent or affect the service	
o. State the importance of identifying and recording contra-indications	
p. State who to refer to for different contra-indications	
q. State the importance of not naming referable contra-indications	
r. Describe the information that should be on a record card	
s. Describe how client records should be held and maintained	
t. State the importance of client confidentiality	
u. Outline legislation that affects how information is used during client consultation	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2

Know the characteristics of the hair

You can:	Portfolio reference/ Assessor initials*
a. Describe visual signs of suspected infections, infestations, and disorders visible to the naked eye	
b. Describe the basic structure of the skin and hair	
c. Describe the characteristics of the hair structure and the different hair types	
d. Describe the hair growth cycle	
e. State the average hair growth rate	
f. Describe the general factors that contribute to healthy hair	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to consult and advise clients

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Questioning – open, closed, probing.

Language – appropriate level for client, use of technical/non-technical language.

Client expectations/needs – listen, clarify, advise, plan.

History of hair – hair tests, previous services/treatments, touch, feel, look of hair.

Advice – what will work, what will not work.

Use visual aids – shade charts, digital media, style book, portfolio, collection of pictures.

Learning outcome 1: Be able to consult and advise clients (continued)

Services needing a consultation:

Shampooing and conditioning – treating hair/scalp conditions, cleansing, adding moisture, protein-building.

Blow-drying – finger dry, curling, straightening and smoothing, volume, enhancing natural movement.

Setting – brick, directional, wet, dry, finger waves, pin-curls.

Hair up – plaiting, rolls, pleat.

Cutting – uniform layer, one length, short graduation, long graduation, fringe.

Shaving and beard-cutting – trim, re-shape, moustache, beard, shaving.

Colouring – full-head colour (semi/quasi/demi-permanent,) re-growth permanent, full-head permanent, highlights/lowlights (woven, slices, pulled through).

Perming – brick, directional, basic.

Aftercare advice – how to maintain hair condition, products, styling/finishing products, dressing techniques, use of styling equipment, interval (between services-cuts, colour and perms).

Advise clients on product use:

Shampoos – normal (balanced), dry, oily, chemically treated, damaged, dandruff, hair curl classifications.

Conditioners – surface, penetrating, scalp treatments, leave in.

Styling products – lotions, mousse, gel, moisturiser/oil, texturising spray, heat protector.

Finishing products – dressing cream, wax, pomade, serum, gel, spray, oil.

Facial hair products – pre/post-shaving lotions, creams, moisturisers.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, medical history, contra indications, sport/hobbies, recent activities, service history, allergies/hypersensitivity, test results, service requirements, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Why you should consult record cards: Professional image, legal implications, future reference, maintain high standard of service, correct use of products, equipment and tools, avoid mistakes, successful results.

Confidentiality: Compliance by all staff, authorisation for use (consent/permission), client relations (maintain goodwill), infringement or breach can result in prosecution.

Learning outcome 1: Be able to consult and advise clients (continued)

Assessing the potential of the hair: Clarify the condition of hair, previous chemical services, benefit to client, identify influencing factors, test hair, compatible with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

Factors that influence services: Previous chemical services, percentage of white, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

Hair curl classification – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

State of hair – non-chemically treated hair, partially chemically treated hair, chemically treated hair.

Hair condition – dry (chemical/physical/environmental damage), oily, normal (balanced).

Hair cut/style – uniform layer, one length, short graduation, long graduation.

Temperature – body heat, salon temperature, added heat.

Hair characteristics – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

Length – short, medium, long.

Skin tone – warm, cool

Skin classification – Fitzpatrick scale

Face shape – oval, round, square, oblong, heart, pear.

Head size – large, medium, small.

Lifestyle – job, family, financial, hobbies, time.

Test results – expected outcomes, positive, caution, negative.

Contra-indications:

Absolute contra-indication – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of absolute contra-indications – contagious hair and skin disorders:

Bacterial – impetigo (blisters, weep, yellow crust), folliculitis (yellow pustules), sycosis (yellow, spot, follicle), furunculosis (pus filled spot).

Viral – warts (raised, rough skin, brown), herpes (blisters).

Fungal – tinea capitis/ringworm (patches, pink/grey, scaly, broken hair).

Animal parasites – pediculosis capitis/head lice (parasite, 6 legs, suck blood), scabies (parasites, mites).

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptions are required.

Examples of relative contra-indications:

Medication/treatment – prescription medication, radiotherapy

Medical condition/pre-existing condition – high blood pressure, cancer, pregnancy

Allergies – latex, nut, plasters, perfume, oil.

History of allergic reaction – positive reaction to skin test, colour service.

Skin and scalp conditions – non-contagious:

Psoriasis – over-production of skin cells, dry, silvery, scales.

Eczema/dermatitis – allergic reaction to detergent, red, irritation, swollen, weeping.

Dandruff – itchy, white, skin cells.

Seborrhoea – overactive sebaceous glands/ excessive oil.

Sebaceous cyst – sebum-filled lump. Acne – raised bumps and spots.

Androgenic alopecia (male and female pattern baldness) – hair recedes at hairline, hair loss at crown, diffuse hair loss.

Cicatricial alopecia – scar.

Alopecia totalis – complete hair loss.

Traction alopecia – excessive pulling, brushing, curling and straightening.

Alopecia areata – stress, bald patches.

Hair conditions:

Fragilitas crinium – split, dry, ends.

Monilethrix – beaded hair.

Trichorrhexis nodosa – rough, swollen, broken shaft.

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-treatment/service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

In the case of unexpected/adverse reactions – discontinue treatment/service, take remedial action, record unexpected/ adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

Possible expected reactions – redness of the skin, scalp sensitivity.

Possible unexpected/adverse reactions – skin reaction, allergy, allergic reaction to products.

Recommendations to client: Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.

Health care professional/specialists: General practitioner, trichologist, dermatologist, pharmacist.

Referring contra-indications: The hairdresser/barber is a non-medical professional and could provide an incorrect diagnosis, cause embarrassment, show lack of goodwill, dampen reputation, cause legal implications and a decline in business.

Learning outcome 1: Be able to consult and advise clients (continued)

Hair tests: Use manufacturers' instructions, salon guidelines, before, during and after service.

Elasticity test – elasticity test is used to assess the strength of the hair's cortex.

Porosity test – porosity test is used to assess the condition of/damage to the hair's cuticle.

Strand test/test cutting – strand test/test cutting can also be referred to as a colour test and is carried out prior to the service to test the chemical reaction on the hair and to show the potential colour outcome.

Incompatibility test – incompatibility test is used to assess the presence of metallic salts in the hair.

Development test – development test is the removal of product during the service to check and reaffirm the development time.

Skin/allergy alert test – skin/allergy alert test is used to assess a client's sensitivity.

Pull test – pull test is used to assess the severity of hair loss.

Pre-perm test curl – pre-perm test curl is carried out prior to the service to test the chemical reaction on the hair for the desired outcomes.

Perming development test curl – perming development test curl is the partial unwinding of a perm rod during the service to check and reaffirm an 'S' or 'C' shape/pattern has been achieved.

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Liability insurance: Employers, public, professional indemnity

Learning outcome 1: Be able to consult and advise clients (continued)

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Product storage: Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

Learning outcome 2: Know the characteristics of the hair

The formation of hair structure:

Cuticle – colourless cells, protective surface.

Cortex – polypeptide chains, protein (keratin, amino acids, flexible), spiral chains/fibres (strength, curl, thickness), cross-links (disulphide bonds/sulphur bonds (strong, hydrogen bonds), salt links (weak, allows stretch), pigment (melanin, natural colour).

Medulla – no known function.

The formation of the skin structure:

Follicle – growth space for hair.

Epidermis – external skin layer, layers cell tissue.

Dermis – papilla, blood vessels, nerve endings, germinal matrix (formation of hair cells), arrector pili muscle (holds hair in place, goose bumps), sebaceous gland (sebum, natural oil), sweat gland (sweat), sweat pore (prevents overheating).

Basic anatomical structure of the head, neck and shoulders:

Bones of the head and neck:

Frontal – front of skull.

Parietal – top of head/crown.

Occipital – back of head.

Temporal – temple area.

Sphenoid – front of temple area.

Ethmoid – lower eye socket.

Zygomatic – cheekbone.

Nasal – bridge of the nose.

Maxilla – upper jaw containing the upper/top teeth.

Mandible – lower jaw containing the lower/bottom teeth.

Cervical vertebrae – 7 bones that support the weight of the head.

Clavicle – collar bone.

Scapular – shoulder blade.

Position of the muscles in the head and neck:

Frontalis – top of the head from the forehead to the occipital bone.

Temporalis – side of head, temple area.

Corrugator – pair of muscles between the eyebrows.

Nasalis – across the nose.

Masseter – cheeks.

Orbicularis oris – around the lips.

Depressor anguli oris – corners of the mouth to the chin.

Risorius – corners of the mouth to the cheeks.

Zygomaticus – alongside the nose, between the eyes and the mouth.

Sternocleidomastoid – from the base of the skull to the sternum each side of the neck.

Platysma – from the jaw to lower neck, upper chest, each side of the neck.

Trapezius – shoulder blade areas on each side of the back.

Deltoid – shoulder, top part of arm.

Learning outcome 2: Know the characteristics of the hair (continued)

Alpha and Beta keratin states:

Alpha keratin state – natural state of hair, straight, wavy or curly.

Beta keratin state – changed, stretched, new formation, when set or blow dried, temporary state, will revert to alpha keratin status.

Description of hair types:

Asian hair – round shaped, straight, up to 12 layers of cuticle scales, coarse, resistant to chemicals.

Caucasian/European hair – oval shaped, can be straight, wavy or curly, 4 to 7 layers of cuticle scales, can be fine, medium or coarse.

African/Afro-textured hair – kidney-shaped, very tightly curled, 7 to 11 layers of cuticle scales, fragile.

The pH scale explained:

Acid – closes cuticle, 0-6.9.

Neutral – 7.

Alkaline – opens cuticle, 7.1-14.

pH of hair – 4.5-5.5.

Restoring the hair to its natural pH using conditioner: Stops oxidisation process (colouring/perming), prevents damage, returns hair to its natural state (slightly acidic), closes cuticles.

Hair growth cycle: Anagen, Catagen, Telogen (ACT), repeating cycle, client variation in hair length (long, medium, short).

Anagen – active growth, growing period between 1.5-7 years.

Catagen – changing stage, 2 weeks.

Telogen – resting stage, average 4 months.

Hair growth: 0.5 inch, 1.25cm, 12mm per month.

How to maintain healthy hair:
General health, blood circulation, exercise, balanced diet, minimal chemical treatments, regular haircuts, conditioning treatments, protection, styling/finishing products, minimal use of finishing equipment (straightening irons, tongs, wand, heated rollers, hairdryer).

Notes

Use this area for notes and diagrams.

UV20488

Shampoo and condition the hair and scalp

The aim of this unit is to develop your skills in shampooing, conditioning and treating the hair and scalp using a variety of products and massage techniques. Being able to identify the condition of your client's hair, skin and scalp will determine which products and massage techniques to use. You will develop a sound knowledge of shampooing and conditioning products which will enable you to balance your client's hair and scalp and provide good aftercare advice.

This unit is suitable for hairdressers and barbers.

Level
2
Credit value
3
GLH
29
Observation(s)
3
External paper(s)
1

Shampoo and condition the hair and scalp

Learning outcomes

On completion of this unit you will:

1. Be able to prepare to shampoo and condition the hair and scalp
2. Be able to shampoo and condition the hair and scalp

Evidence requirements

1. **Environment**
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
   At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
   Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Maximum service times

The following maximum service times apply to this unit:

Shampoo, condition/treat – 10 minutes (above shoulders – excluding development time)

Shampoo, condition/treat – 15 minutes (below shoulders – excluding development time)

Observations

Learning outcome 1

Be able to prepare to shampoo and condition the hair and scalp

You can:

a. Prepare yourself, the client and work area for shampoo and conditioning services

b. Identify the condition of the hair and scalp using suitable consultation techniques

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Learning outcome 2

Be able to shampoo and condition the hair and scalp

You can:

a. Communicate and behave in a professional manner

b. Select and use products, tools and equipment suitable for the client's hair and scalp condition

c. Use and adapt massage techniques to meet the needs of the client

d. Adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, leaving hair clean and free of products

e. Disentangle hair without causing damage to hair or scalp

f. Follow safe and hygienic working practices

g. Provide suitable aftercare advice

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Notes

Use this area for notes and diagrams.

Range

*You must practically demonstrate that you have:

Treated a minimum of 3 hair conditions	Portfolio reference
Chemically damaged	
Heat damaged	
Environmentally damaged	
Product build-up	
Normal/Non-chemically treated	

Treated a minimum of 3 scalp conditions	Portfolio reference
Dandruff affected	
Oily	
Dry	
Product build-up	
Normal (balanced)	

Used all massage techniques	Portfolio reference
Effleurage	
Rotary	
Petrissage	

Treated both hair lengths	Portfolio reference
Above shoulders • Shampoo, condition/treat (excluding development time) • Maximum service time 10 minutes	
Below shoulders • Shampoo, condition/treat (excluding development time) • Maximum service time 15 minutes	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must practically demonstrate that you have:

Considered all contra-indications	Portfolio reference
Skin and scalp disorders and diseases	
Cuts and abrasions	
Product allergies	
Recent scar tissue	
Recent injuries to the treatment area	

Used all conditioning products	Portfolio reference
Surface	
Penetrating	
Scalp treatment/tonic	

Given all types of advice	Portfolio reference
Correct combing and brushing techniques	
Frequency of use of shampoos and conditioning products	
Suitability of shampoos and conditioning products and how to use them	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		

Knowledge

Learning outcome 1

Be able to prepare to shampoo and condition the hair and scalp

You can:	Portfolio reference/ Assessor initials*
c. Describe the salon's requirements for preparation of yourself, the client and work area	
d. Describe the different consultation techniques used	
e. Describe hair and scalp conditions and their causes	
f. Describe different ranges of shampooing and conditioning products and equipment	
g. Explain the importance of following manufacturers' instructions	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2

Be able to shampoo and condition the hair and scalp

You can:	Portfolio reference/ Assessor initials*
h. Describe when and how to use products and equipment to treat different hair and scalp conditions	
i. Explain how the pH value of shampoo and conditioning products used affects the hair structure	
j. Describe the possible consequences of using incorrect shampooing and conditioning products	
k. Describe the effects of massage techniques when shampooing and conditioning different lengths and densities of hair	
l. Describe how shampoo and water act together to cleanse the hair	
m. Describe how water temperature affects the hair structure	
n. Explain the importance of thoroughly rinsing hair to remove shampoo and conditioning products	
o. Explain the direction in which the hair cuticle lies and its importance when disentangling wet hair	
p. Outline safe and hygienic working practices	
q. Describe the aftercare advice that should be provided	
r. State how to communicate and behave within a salon environment	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed-in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a treatment/service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single use items, record product usage, paper-free appointment systems and pricelists.

Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp (continued)

Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Liability insurance: Employers, public, professional indemnity.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Questioning – open, closed, probing.

Language – appropriate level for client, use of technical/non-technical language.

Client expectations/needs – listen, clarify, advise, plan.

History of hair – previous treatment/services.

Advice – what will work, what will not.

Assessing the potential of the hair: Clarify the condition of the hair, previous chemical services and benefit to client, identify influencing factors, results of hair test, ensure compatibility with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

Hair and scalp conditions and causes:

State of hair – non-chemically treated, partially chemically treated, chemically treated.

Hair condition – dry, oily, normal (balanced), non-chemically treated, chemically treated.

Causes – dry (chemical/physical/environmental damage), oily (overactive sebaceous gland/excessive product), chemically treated (porous/damage to internal structure), normal (good elasticity and porosity), non-chemically treated (no previous chemical services).

Scalp conditions – dry, oily, normal (balanced), dandruff.

Causes – dry (moisture imbalance/irritation from environment/chemical treatments/products), oily (overactive sebaceous gland), normal (balanced scalp), dandruff (fungal or yeast infection/stress/irritants).

Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp (continued)

Contra-indications:

Absolute contra-indication – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies),

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptions are required.

Examples of contra-indications that may restrict treatment (relative contra-indications) – cancer, product allergies, pregnancy. Skin and scalp conditions – psoriasis, eczema, dandruff, seborrhoea, sebaceous cyst, acne, uneven skin surface, broken skin, androgenic alopecia (male and female pattern baldness), cicatricial alopecia, alopecia totalis, traction alopecia, alopecia areata. Hair conditions – fragilitas crinium, trichorrhexis nodosa, monilethrix.

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-treatment/service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

In the case of unexpected/adverse reactions – discontinue treatment/service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

Possible expected reactions – redness of the skin, scalp sensitivity.

Possible unexpected/adverse reactions – skin reaction, allergy, allergic reaction to products.

Recommendations to the client:
Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.

Learning outcome 1: Be able to prepare to shampoo and condition the hair and scalp (continued)

Shampoo products: Protein-based, clarifying/purifying, medicated, gently moisturising.

Methods of use – wet hair, apply chosen product, use appropriate massage techniques, rinse the hair and repeat if necessary.

Conditioning products: Surface, penetrating, scalp treatments/tonics

Methods of use

Surface – (rinse-off) – moisturising – pre-shampoo, apply (effleurage), massage scalp (petrissage), detangle ends to roots, rinse, (leave-in) – pre-shampoo, towel dry, apply using effleurage, detangle ends to roots.

Penetrating – intensive mask, reconstructors – pre-shampoo, towel dry, section the hair in to four (quarters), using a bowl and brush apply from roots to ends, detangle with a wide tooth comb/ detangling wet brush, use petrissage massage techniques, apply heat.

Scalp treatment/tonic – (dry, dandruff, oily), pre-shampoo, towel dry, take small sections and apply directly to the scalp, ensure complete coverage.

Following manufacturers' instructions: On bottle, packaging, leaflet, colour chart, ensures successful service, storage (temperature, location, light), handling (correct mixing), use (application, removal), dispose of (dilution-products, recycle empties), prevents legal action.

Learning outcome 2: Be able to shampoo and condition the hair and scalp

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

Behave professionally in a salon environment: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Products, tools and equipment:
Chair – adjustable, trolley, apron, gloves, gown, towels, waterproof cape, processing cap, cotton wool, a waste bin with a lid and a liner, steamer, bowl and brush, wide tooth comb/detangling wet brush, sectioning clips/clamps. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

Hairdresser/barber health and wellbeing:
Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Learning outcome 2: Be able to shampoo and condition the hair and scalp (continued)

Client: Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 2: Be able to shampoo and condition the hair and scalp (continued)

Product storage: Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

Massage techniques: Effleurage – smooth, soothing, stroking action (application of products). Rotary – pads of fingers, circular movement stimulates, removes dirt/oil. Petrissage – on scalp, fingertips, gentle/ firm/even pressure, rotate, rhythmic.

Adapt massage techniques for hair and scalp types: Repeated confirmation of client comfort. Long hair – effleurage, rotary on scalp, avoid tangles. Density of hair – firm rotary (thick), light rotary (fine). Damaged hair – effleurage, caution, avoid further damage. Oily scalp – light rotary, effleurage, avoid stimulating sebaceous gland. Dry scalp – firm rotary, stimulate sebaceous gland.

Adapting water temperature and flow: Test temperature on wrist, vary to client comfort, check repeatedly throughout, flow (direct away face), regulate pressure, avoid splashing. Hot water will burn scalp and hair, warm water opens cuticle, cool water closes cuticle, cold water causes discomfort.

Leave hair free from product: Ensures correct preparation for further services, emulsify, avoid scalp irritation, dandruff, dull hair.

Disentangle hair: Wide tooth comb/ detangling wet brush, ends-to-roots, section hair, avoid damage to cuticle/ tugging/pain/further knots.

Provide suitable aftercare advice: Important part of service, avoid technical language, maintain eye contact, suggest/ advise/recommend, provide information.

Maintenance – frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

How acid and alkaline products affect the hair structure: Alkaline products – swell cuticle, enable product penetration. Acid products – close cuticles, restore natural pH, lock in moisture, smooth, soft.

pH scale – acid: 0-6.9 (closes cuticle), neutral: 7, alkaline: 7.1-14 (opens cuticle), pH of hair: 4.5-5.5.

pH of shampoo and conditioner – shampoos (alkaline), conditioners (acid), pH balanced product (pH of hair = 4.5-5.5).

Consequences of using incorrect products: Incorrect preparation/barrier to following service, difficult to manage/style, brittle (break), flyaway (floating upwards), static (electricity in hair), oily, dry (lack moisture).

The action of shampoo and water to cleanse the hair: Shampoo is a detergent (cleaning fluid) and wetting agent (spreads water), molecule has two magnetic ends (hydrophilic attracted to water, hydrophobic repels water, attracts oil), emulsion oil suspended in water), rinsing (removes dirt, oil, detergent).

The cuticle layer: Protective surface of hair, colourless cells, lie flat root-to-ends, avoid combing from roots-to-ends (delicate, easily damaged).

UHB340

Cut hair using barbering techniques

Through this unit the you will learn how to create a variety of basic barbering looks using club cutting, freehand, scissor and clipper over-comb techniques.

Using these cutting techniques you will demonstrate that you can produce a variety of graduated and layered haircuts, with and without fringes and partings. You must also demonstrate that you can work on a variety of hair curl classification types.

Part of this service is to provide your client with good aftercare advice.

Level
2
Credit value
6
GLH
53
Observation(s)
8
External paper(s)
1

Cut hair using barbering techniques

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for a cutting service
2. Be able to provide a cutting service

Evidence requirements

1. **Environment**
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
   At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated on at **least eight occasions**.
4. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
   Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Maximum service times

Maximum service time for haircutting is 45 minutes.

Observations

Learning outcome 1

Be able to prepare for a cutting service

You can:

a. Prepare yourself, the client and work area for cutting service

b. Use suitable consultation techniques to identify service objectives

c. Assess the potential of the hair to achieve the desired look by identifying the influencing factors

*May be assessed through oral questioning.

Observation	1	2	3	4	5
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Observation	6	7	8	Optional	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Learning outcome 2

Be able to provide a cutting service

You can:

a. Communicate and behave in a professional manner

b. Select and use cutting tools and equipment to achieve the desired look

c. Establish and follow guidelines to accurately achieve the required look

d. Use cutting techniques that take into account the identified factors

e. Create neckline shapes that are accurate and take account of the natural hairline

f. Position yourself and the client appropriately throughout the service to ensure the accuracy of the cut

g. Cross check the haircut to ensure even balance and weight distribution

h. Remove unwanted hair outside the desired outline shape*

i. Create balanced and shaped sideburns that suit the required look*

j. Create a finished cut that is to the satisfaction of the client

k. Provide suitable aftercare advice

l. Follow safe and hygienic working practices

*May be assessed through oral questioning.

Observation	1	2	3	4	5
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Observation	6	7	8	Optional	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Range

*You must practically demonstrate that you have:

Used all tools and equipment	Portfolio reference
Scissors	
Clippers	
Trimmers	
Detailers	
Foils	
Razors	

Considered all influencing factors	Portfolio reference
Hair density	
Hair texture	
Head and face shape	
Hair growth patterns	
Hair elasticity	
Hair porosity	
Piercings	

Worked on a minimum of 1 hair states	Portfolio reference
Non-chemically treated	
Partly chemically treated	
Chemically treated	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must practically demonstrate that you have:

Worked on a minimum of 3 hair curl classifications	Portfolio reference
Straight	
Wavy	
Curly	
Tight curls	
Combination	

Created all looks	Portfolio reference
Layered	
Graduated	
With a fringe	
Without a fringe	
With a parting	
Without a parting	
Around the ear outline	
With a fade	

Used all techniques	Portfolio reference
Club cutting	
Scissors over-comb	
Clippers over-comb	
Freehand	
Texturising	
Fading	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must practically demonstrate that you have:

Created all neckline shapes	Portfolio reference
Tapered	
Squared	
Rounded (Full neck line)	

Created all outline shapes	Portfolio reference
Natural	
Created	
Tapered	

Provided all types of advice to clients	Portfolio reference
Time interval between cuts	
Use of styling products	
Potential for style change	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		

Knowledge

Learning outcome 1

Be able to prepare for a cutting service

You can:	Portfolio reference/ Assessor initials*
d. Explain the safety considerations that must be taken into account when cutting hair	
e. Describe the factors that need to be considered when cutting hair	
f. Describe the typical patterns of alopecia	
g. State the effects created by different sized clipper blades and attachments	
h. State the risk of in-growing hair from continual close cutting on dark skin	
i. Describe the different consultation techniques to identify service objectives	
j. Describe the salon's requirement for client preparation, preparing yourself and the work area	
k. Describe a range of looks	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2

Be able to provide a cutting service

You can:	Portfolio reference/ Assessor initials*
m. State how to communicate and behave within a barbershop environment	
n. Describe the correct use, and routine maintenance of cutting tools and equipment	
o. Describe the effect of different cutting techniques	
p. State the effect cutting hair at different angles has on the finished look	
q. State the importance of applying the correct degree of tension to the hair when cutting	
r. State the importance of cutting to the natural hairline in barbering	
s. Explain how to ensure that sideburns are cut level	
t. State the importance of cross checking the cut	
u. Describe the aftercare advice clients should be given	
v. Outline safe and hygienic working practices when cutting hair	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for a cutting service

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.

Learning outcome 1: Be able to prepare for a cutting service (continued)

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Questioning – open, closed, probing.

Language – appropriate level for client, use of technical/non-technical language.

Client expectations/needs – listen, clarify, advise, plan.

History of hair – previous services/ treatments.

Advice – what will work, what will not?

Assessing the potential of the hair: Clarify the condition of hair, previous chemical services, benefit to client, identify influencing factors, test hair, compatible with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

Factors that influence services: Previous chemical services, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

Hair condition – dry, oily, normal (balanced), elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

State of hair – non-chemically treated hair, partially chemically treated hair, chemically treated hair

Hair cut/style – uniform layer, one length, short graduation, long graduation.

Temperature – body heat, salon temperature, added heat.

Hair characteristics – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

Length – short, medium, long.

Face shape – oval, round, square, oblong, heart, pear.

Head size – large, medium, small.

Hair curl classification – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

Lifestyle – job, family, financial, hobbies, time.

Test results – expected outcomes, positive, caution, negative.

Learning outcome 1: Be able to prepare for a cutting service (continued)

Contra-indications:

Absolute contra-indication – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies).

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptions are required.

Examples of contra-indications that may restrict treatment (relative contra-indications) – cancer, product allergies, pregnancy. Skin and scalp conditions – psoriasis, eczema, dandruff, seborrhoea, sebaceous cyst, acne, uneven skin surface, broken skin, androgenic alopecia (male and female pattern baldness), cicatricial alopecia, alopecia totalis, traction alopecia, alopecia areata. Hair conditions – fragilitas crinium, trichorrhexis nodosa, monilethrix.

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-treatment after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

In the case of unexpected/adverse reactions – discontinue treatment, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

Possible expected reactions – redness of the skin, scalp sensitivity.

Possible unexpected/adverse reactions – skin reaction, allergy, allergic reaction to products.

Hair tests: Use manufacturers' instructions, salon guidelines, before during and after service.

Elasticity test – elasticity test is used to assess the strength of the hair's cortex.

Porosity test – porosity test is used to assess the condition of/damage to the hair's cuticle.

Pull test – pull test is used to assess the severity of hair loss.

Skin/allergy alert test – skin/allergy alert test is used to assess a client's sensitivity.

Learning outcome 1: Be able to prepare for a cutting service (continued)

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, medical history, contra indications, sport/hobbies, recent activities, service history, allergies/hypersensitivity, test results, service requirements, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Recommendations to the client: Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.

Safety Considerations: Consultation, check for contra-indications, hair tests, wear personal protective equipment, remove hair cuttings immediately, client comfort/safety, posture of self/client maintained to minimise fatigue/injury, identify hazards (trailing flexes, spillages, obstacles/obstructions), check electrical equipment prior to use (do not use with wet hands, follow manufacturers' instructions, store correctly), handle/store scissors correctly, dispose of sharps safely.

Alopecia:

Androgenic alopecia – hair lost in defined pattern, starting above temples, hair-line, thinning on crown, heredity condition (genetics, chromosomes).

Alopecia areata – hair loss in round patches (areas). The skin is smooth. Often as a result of an auto-immune response.

Alopecia universalis – complete loss.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Products, tools and equipment: Barber's chair – adjustable, trolley, cutting chair/stool – adjustable, gown, towels, waterproof cape, cotton wool, a waste bin with a lid and a liner. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

Cutting: Neck strips, sectioning clips/clamps (where appropriate), cutting collar/cape, wide-tooth comb/detangling wet brush, cutting comb, scissors, thinning/texturising scissors, clippers, clipper attachment/grades – different sizes, trimmers, outliners/detailers, razors, foils, rotary razor; open blade razors with disposable blades, styling razor, disposable blades, sharps container, fade brush, neck brush, back mirror, hairdryer, round brushes, curl sponge, flat/paddle brush, vent brush/rake brush.

Learning outcome 1: Be able to prepare for a cutting service (continued)

Using hair clippers to cut hair: Electric or rechargeable, only used on dry hair.

Effects achieved using clippers: Creates short graduation, short in nape progressing longer towards crown, club cutting (blunt end), removes unwanted hair, clippers remove exact amount of hair consistently.

Clipper blades: Inner blade remains still, outer blade moves back and forth at speed cutting hair, used for neck work, fading, pattern work, and sculpting.

Clipper attachments: Interchangeable attachments (vary in depth, 8 grades).

Grade 8 – (largest) leaves hair 25mm in length.

Grade 7 – leaves hair 22mm long.

Grade 6 – leaves hair 19mm long.

Grade 5 – leaves hair 16mm long.

Grade 4 – leaves hair 13mm long.

Grade 3 – leaves hair 9-10mm long.

Grade 2 – leaves hair 6mm long.

Grade 1 – (smallest) leaves hair 3mm in length.

Continual close cutting: Short graduation/ fading techniques using clippers, clippers removing hair growth directly from skin, cut the top off the follicle, can cause ingrowing hair resulting in small lumps forming which can become infected, causing irritation and swelling.

Ingrowing hair: Hair grows under the skin, follicle blocked, common with hair curl classification types 3 – curly and 4 – tight curls.

Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Liability insurance: Employers, public, professional indemnity.

Range of barbering looks: Source through high profile celebrities/footballers, books, magazine, internet, stylebooks, portfolio of own work.

Traditional looks – layered, graduated graduation.

Current fashion – Mohican, avant-guard, asymmetric, patterns.

Learning outcome 2: Be able to provide a cutting service

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Following cutting guidelines to accurately achieve the required look: First section cut, a guide that is followed throughout a haircut to ensure accuracy, all subsequent sections follow first section, ensures evenness, takes guess work out of cutting hair, working in a methodical manner, section hair cleanly and accurately, sections approx ½ inch/1 cm width – adapted to meet the clients hair curl classification and characteristics, follow identified sectioning pattern, use guide to ensure desired shape/length.

How to adapt a haircut to taking into account identified factors: Combine and adapt techniques, be innovative/creative, remedial action to resolve any problems, work with natural fall of hair, ensure style suits curly/wavy/straight hair type.

Hair growth patterns – use them, lose them, cut short, retain length, may limit style availability.

Face shapes:

Round – less volume at sides.

Square – volume at sides, soften corners.

Long – less height more volume.

Oval – suits all styles.

Learning outcome 2: Be able to provide a cutting service (continued)

Cutting techniques:

Club cutting – to create blunt end to hair, precision cut, retain weight.

Texturising – break up hard lines, soften edges, remove weight.

Razoring – remove length and weight, create soft broken edges and texture, removing weight increases curl.

Thinning – removes weight not length.

Scissor/clipper over-comb – cut into nape, shorten less then finger depth, cut to head shape, short styles.

How to create a natural hairline: Avoid cutting a straight base line above natural hair growth, work with growth patterns, natural fall of hair, natural movement, fade hair into hairline, round, square, tapered, straight, concave, converse, client requirement/wishes.

Barber health and wellbeing: Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing/seated posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue.

Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Client: Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

Cross check the haircut to ensure even balance and weight distribution: Working opposite direction to which hair was originally cut, across sections, check cut is even/balanced, maintain angle, methodical working method, checks made by look and feel, ensure even weight/balance/length distribution.

Unwanted hair outside outline shape: If hair is not faded into nape/hair line remove unwanted hair using clippers, scissors, razor.

Creating sideburns: Hair that appears in front of the ears and below temple, can be different in colour/texture to head hair, client requirements (long/short, close cut/ retain length, faded straight/angled towards/ away from face, same length), ensure level cutting is achieved (use mirror for balance, look, feel).

Creating a finished cut: Confirmation of style, creative flair, professional judgement on chosen technique, what tools and equipment to use, consider influencing factors, precision working, adapt and amend if necessary.

Learning outcome 2: Be able to provide a cutting service (continued)

Methods of confirming client satisfaction: Body language, facial expressions, verbal/written feedback, surveys/questionnaires, repeat booking, recommendation. Important part of service, avoid technical language, maintain eye contact, suggest/advise/recommend, provide information.

Maintenance – frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 2: Be able to provide a cutting service (continued)

Product storage: Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

Maintenance of tools and equipment: Equipment and tools cleaned, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), disinfection, heat or chemical methods, remove broken tools and equipment, use of trolley, safe professional presentation of tools and equipment, only use for intended purpose, store correctly, electrical equipment checked, portable appliance testing, visual check on both large and small equipment.

The effect cutting hair at different angles has on the finished look: Angle determines effect achieved, weight line and degree of graduation.

One length – held at 0˚ angle = no graduation, heavy base line.

Square layer – held at 90˚ increasing to 180˚angle = weight line below where first layer sits.

Short graduation – held at 45˚angle = weight line below where first layer sits.

Fade – the hair is blended evenly and seamlessly from the skin (hair line/nape) to the point of graduation; high, medium and low.

Uniform layer – held at 90˚angle = no weight line.

Long graduation – held at 145˚angle = weight line below where first layer sits.

Fringe – cutting existing to desired length, introduce to suit desired requirements (heavy, fine, straight, angled/sweeping).

The importance of tension when cutting:

Tension – gently pull hair until resistance is reached, more tension to achieve more precise cut – stretches the hair, less tension for curly hair to allow it to curl and bounce up, no tension for free hand or if style requires, maintain even tension for accurate cut.

Considerations for cutting hair wet:

Advantages of wet cutting – clean hair, cleaner sections, accuracy, control, see if curl present, airborne hair is reduced as clippings drop to the floor.

Disadvantages of wet cutting – slower, unable to see weight lines, hair growth patterns less obvious.

Considerations for cutting hair dry:

Advantages of dry cutting – quick, can see hair movement and fall, achieve required length.

Disadvantages of dry cutting – hair is not clean has product/oil build up, inaccurate sections, less control, static, hard to comb, inaccurate cut, more hair clippings are airborne.

UV20505

Cut facial hair

Through this unit you will learn how to create a variety of facial looks using a variety of techniques.

Using these cutting techniques you will demonstrate that you can produce a variety of beard and moustache looks, to suit your clients. You must also demonstrate that you can work on a variety of hair curl classification types and take into consideration all influencing factors.

Part of this service is to provide their client with good aftercare advice.

Level

2

Credit value

4

GLH

32

Observation(s)

4

External paper(s)

1

Cut facial hair

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for cutting facial hair services
2. Be able to provide a cutting service

Evidence requirements

1. **Environment**
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
   At least 75% of 'Observation' outcomes must be on real clients.
3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated on at **least four occasions**.
4. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
   Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Maximum service times

The following maximum service times apply to this unit:

Tapered beard line – 15 minutes

Full beard outline – 15 minutes

Moustache only – 5 minutes

Observations

Learning outcome 1

Be able to prepare for cutting facial hair services

You can:

a. Prepare yourself, the client and work area for cutting facial hair services

b. Use suitable consultation techniques to identify service objectives

c. Assess the potential of the hair to achieve the desired look by identifying the influencing factors

*May be assessed through oral questioning.

Observation	1	2	3	4	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Learning outcome 2

Be able to provide a cutting service

You can:

a. Communicate and behave in a professional manner

b. Select and use cutting equipment to achieve the desired look

c. Establish and accurately follow guidelines to achieve the required look

d. Use cutting techniques that take into account the identified factors

e. Position yourself and the client appropriately throughout the service

f. Check the cut regularly to ensure accurate distribution of balance, weight and shape

g. Remove any unwanted hair outside the outline shape

h. Create a finished look that is to the satisfaction of the client

i. Follow safe and hygienic working practices

j. Provide suitable aftercare advice

*May be assessed through oral questioning.

Observation	1	2	3	4	Optional
Date achieved					
Criteria questioned orally					
Portfolio reference					
Assessor initials					
Learner signature					

Notes

Use this area for notes and diagrams.

Range

*You must practically demonstrate that you have:

Used all types of tools and equipment	Portfolio reference
Scissors	
Clippers	
Trimmers	
Foils	

Considered all influencing factors	Portfolio reference
Head size and face shape	
Facial hair growth patterns	
Facial hairstyle	
Adverse skin conditions	
Hair characteristics	
Hair classifications	
Facial piercing	
Skin elasticity	
Facial contours	

Worked on a minimum of 3 facial hair curl classifications	Portfolio reference
Straight	
Wavy	
Curly	
Tight curls	
Combination	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must practically demonstrate that you have:

Created all looks	Portfolio reference
Tapered beard	
Full beard outlines	
Moustache only	
Eyebrow shape	

Used all cutting techniques	Portfolio reference
Scissor-over-comb	
Clipper with attachment	
Clipper-over-comb	
Freehand	

Provided all types of advice	Portfolio reference
Time interval between cuts	
Maintenance of beard and moustache shape	
Suitable home care products and equipment	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		

Knowledge

Learning outcome 1

Be able to prepare for cutting facial hair services

You can:	Portfolio reference/ Assessor initials*
d. Describe a range of basic facial hair shapes and looks	
e. Describe the factors that need to be considered when cutting facial hair	
f. Explain how the factors may influence the way the hair is cut	
g. Describe the effects created by different sized clipper blades and attachments	
h. State the effects of continual close cutting on dark skin	
i. Describe the potential risk of ingrowing hair	
j. Describe the different consultation techniques used to identify service objectives	
k. Describe the salon's requirement for preparing yourself, the client and work area	
l. Explain how to maximise the potential of the client's facial hair taking into account identified factors	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2

Be able to provide a cutting service

You can:	Portfolio reference/ Assessor initials*
k. Describe the correct use and routine maintenance of cutting tools and equipment	
l. Describe the effect of cutting techniques used when cutting facial hair	
m. Explain the cutting technique to use for different facial hair shapes and looks	
n. State the importance of checking the cut	
o. Describe how to check and balance the cut	
p. State the importance of cutting to the natural facial hairline on full beards	
q. Describe the aftercare advice that should be provided	
r. Outline safe and hygienic working practices	
s. State how to communicate and behave in a salon environment	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for cutting facial hair services

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Learning outcome 1: Be able to prepare for cutting facial hair services (continued)

Questioning – open, closed, probing.

Language – appropriate level for client, use of technical/non-technical language.

Client expectations/needs – listen, clarify, advise, plan.

History of hair – previous services/ treatments.

History of face and neck area – previous services/treatments.

Advice – what will work, what will not?

Service objectives – shortening, removing, changing shape, re-shaping, tidy, pattern work incorporated.

Range of facial hair shapes: Full beards, partial beards (along jaw line), moustaches short/long and goatees, outline shapes – natural, tapered, created, use pen/pencil for outline, other services (eyebrows, ear hair).

Assessing the potential of the hair: Clarify the condition of hair, previous chemical services, benefit to client, identify influencing factors, test hair, compatible with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

Factors that influence services: Previous chemical services, percentage of white, client requirements, facial piercings, tools and equipment, maintenance of style suitability.

Hair condition – dry, oily, normal (balanced), elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

State of hair – non-chemically treated hair, partially chemically treated hair, chemically treated hair.

Haircut/style – Layered, graduated.

Hair characteristics – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

Length – short, medium, long.

Face shape – oval, round, square, oblong, heart, pear.

Head size – large, medium, small.

Facial hair curl classification – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

Lifestyle – job, family, financial, hobbies, time.

Test results – expected outcomes, positive, caution, negative.

Learning outcome 1: Be able to prepare for cutting facial hair services (continued)

Contra-indications:

Absolute contra-indication – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies).

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptions are required.

Examples of contra-indications that may restrict treatment (relative contra-indications) – cancer, product allergies, pregnancy. Skin and scalp conditions – psoriasis, eczema, dandruff, seborrhoea, sebaceous cyst, acne, uneven skin surface, broken skin, androgenic alopecia (male and female pattern baldness), cicatricial alopecia, alopecia totalis, traction alopecia, alopecia areata. Hair conditions – fragilitas crinium, trichorrhexis nodosa, monilethrix.

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions –provide immediate post-service after care and advice for homecare, for example increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

In the case of unexpected/adverse reactions – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

Possible expected reactions – redness of the skin, scalp sensitivity.

Possible unexpected/adverse reactions – skin reaction, allergy, allergic reaction to products.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, medical history, contra indications, sport/hobbies, recent activities, service history, allergies/hypersensitivity, test results, service requirements, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Recommendations to the client: Pre-service instructions on service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further service and fees, adaptations and modifications, post-service advice/aftercare.

How to adapt the service because of influencing factors:

Inconsistent facial hair growth – adapt beard shape to accommodate.

Inconsistent curl in facial hair – close cut.

Prominent nose – large moustache.

Long, narrow nose – narrow thin moustache.

Large facial features – heavy moustache.

Extra large mouth – pyramid shaped moustache.

Wide mouth with prominent upper lip – heavy handlebar moustache/large divided moustache.

Square face with prominent features – heavy linear moustache with ends curling.

Small regular features – small, triangular shaped moustache.

Round face with regular features – semi-square moustache.

Cutting techniques:

Club cutting – to create blunt end to hair, precision cut, retain bulk and weight.

Texturising – break up hard lines, soften edges, remove bulk.

Razoring – remove length and bulk, create soft broken edges and texture, removing weight increases curl.

Thinning – removes bulk not length.

Scissor/clipper-over-comb – cut into nape, shorten less then finger depth, cut to head shape, short styles.

Safety considerations: Consultation – use of products, personal protective equipment, client comfort/safety, posture of self/client maintained to minimise fatigue and injury.

Using hair clippers to cut hair: Electric or rechargeable, only used on dry hair.

Effects achieved using clippers: Creates short graduation, short progressing longer towards crown, club cutting (blunt end), removes unwanted hair, clippers remove exact amount of hair consistently.

Clipper blades: Inner blade remains still, outer blade moves back and forth at speed cutting hair, used for neck work, fading, pattern work and sculpting.

Clipper attachments: Interchangeable attachments – vary in depth, 8 grades.

Grade 8 – (largest) leaves hair 25mm in length.

Grade 7 – leaves hair 22mm long.

Grade 6 – leaves hair 19mm long.

Grade 5 – leaves hair 16mm long.

Grade 4 – leaves hair 13mm long.

Grade 3 – leaves hair 9-10mm long.

Grade 2 – leaves hair 6mm long.

Grade 1 – (smallest) leaves hair 3mm in length.

Learning outcome 1: Be able to prepare for cutting facial hair services (continued)

Continual close cutting on skin: Short graduation/fading techniques using clippers, clippers removing hair growth directly from skin – cut the top off the follicle, can cause ingrowing hair resulting in small lumps forming which can become infected, causing irritation and swelling.

Ingrowing hair: Hair grows under the skin, follicle blocked, common in Afro-textured/curly hair.

Barbershop health and safety: Consultation, check for contra-indications, hair tests, wear personal protective equipment, remove hair cuttings immediately, client comfort/safety, posture of self/client maintained to minimise fatigue/injury, identify hazards (trailing flexes, spillages, obstacles/obstructions), check electrical equipment prior to use (do not use with wet hands, follow manufacturers' instructions, store correctly), handle/store scissors correctly, dispose of sharps safely.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Learning outcome 2: Be able to provide a cutting service

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Products, tools and equipment: Barber's chair – adjustable, trolley, cutting chair/stool – adjustable, gown, towels, waterproof cape, cotton wool, a waste bin with a lid and a liner. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

Cutting: Neck strips, sectioning clips/clamps (where appropriate), cutting collar/cape, wide-tooth comb/detangling wet brush, cutting comb, scissors, clippers, clipper attachment/grades – different sizes, trimmers, outliners/detailers, razors, foils, rotary razor; open blade razors with disposable blades, styling razor, disposable blades, sharps container, fade brush, neck brush, back mirror, hairdryer, round brushes, curl sponge, flat/paddle brush, vent brush/rake brush.

Following cutting guidelines to accurately achieve the required look: First section cut, a guide that is followed throughout to ensure accuracy, all subsequent sections follow first section, these sections may be visual and create a systematic pattern around the face, ensures evenness, takes guess work out of cutting hair, working in a methodical manner, sections approx ½ inch/1 cm width adapted to meet the clients hair curl classification and characteristics, follow identified sectioning pattern, use guide to ensure desired shape/length.

Learning outcome 2: Be able to provide a cutting service (continued)

Barber health and wellbeing: Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing/seated posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue.

Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Client: Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

Cross-check the haircut to ensure even balance and weight distribution: Working opposite direction to which hair was originally cut, across sections, check cut is even/balanced, maintain angle, methodical working method, checks made by – look, feel, ensure even weight/balance/length distribution.

How to create a natural facial hairline: Fade hair into hairline, work with growth patterns, natural fall of hair, natural movement.

Unwanted hair outside outline shape: If hair is not faded into nape line remove unwanted hair using clippers, scissors, detailer, foil, razor.

How to follow safe and hygienic working practices: Maintaining a safe Barbershop – clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/sterilise/disinfect (tools, equipment, work surfaces), no smoking, eating, drinking or drugs in the Barbershop, professional personal hygiene.

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Learning outcome 2: Be able to provide a cutting service (continued)

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Product storage: Check end date/packaging, store away from heat/damp/direct sunlight, empties, avoid theft.

Maintenance of tools and equipment: Equipment and tools cleaned, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), disinfection, heat or chemical methods, remove broken tools and equipment, use of trolley, safe professional presentation tools and equipment, only use for intended purpose, store correctly, electrical equipment checked, portable appliance testing, visual check on both large and small equipment.

Methods of confirming client satisfaction: Body language, facial expressions, verbal/written feedback, surveys/questionnaires, repeat booking, recommendation.

Provide suitable aftercare advice: Important part of service, avoid technical language, maintain eye contact, suggest/advise/recommend, provide information.

Maintenance – frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

Notes

Use this area for notes and diagrams.

UHB343

Style hair using barbering techniques

Through this unit you will learn the basic skills of blow-drying and styling hair. You will work under the direction of a barber who will help you to identify the capability of your client's hair so that you can choose from a range of products, tools and equipment to complete the look. You will need to demonstrate the ability to use heated styling equipment to finish the service. Part of this service is to provide your client with good aftercare advice.

Level
1
Credit value
3
GLH
30
Observation(s)
3
External paper(s)
0

Style hair using barbering techniques

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for styling hair
2. Be able to style hair

Evidence requirements

1. **Environment**
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
   Simulation is allowed for 'Observation' outcomes in this unit.
3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
   There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Observations

Learning outcome 1

Be able to prepare for styling hair

You can:

a. Prepare for styling hair

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Learning outcome 2

Be able to style hair

You can:

a. Select appropriate products, tools and equipment

b. Style hair using basic styling techniques

c. Follow safe and hygienic working practices

d. Communicate and behave in a professional manner

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Range

*You must practically demonstrate that you have:

Used a minimum of 4 blow-drying and finishing techniques	Portfolio reference
On face	
Off face	
Straightening	
Smoothing	
Curling	
Finger drying	
Application of product	
Finishing	

Used a minimum of 3 products	Portfolio reference
Mousse	
Gel	
Lotion	
Spray	
Oil	
Wax	
Pomade	
Cream	
Heat protector	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must practically demonstrate that you have:

Used all types of equipment	Portfolio reference
Combs	
Brushes	
Dryers	
Electrical equipment	

Considered all factors	Portfolio reference
Hair curl classifications	
Hair characteristics	
State of hair	
Face shape	
Scalp and hair conditions	
Test results	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Knowledge

Learning outcome 1

Be able to prepare for styling hair

You can:	Portfolio reference/ Assessor initials*
b. Identify basic styling techniques for hair	
c. State the factors that influence the choice of hair styling techniques	
d. State the importance of the preparation procedures for styling hair	

*Assessor initials to be inserted if orally questioned.

Learning outcome 2

Be able to style hair

You can:	Portfolio reference/ Assessor initials*
e. State the purpose of hair styling and finishing products, tools and equipment	

*Assessor initials to be inserted if orally questioned.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for styling hair

Professional appearance:
Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a treatment taking into account any specific requirements and diverse needs the client may have, working in accordance with current equality legislation.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

Infection Prevention: Prevention of cross-infection, for example, hand hygiene – hand-washing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, cleaning, sanitisation, disinfection, sterilisation, waste disposal.

Factors that influence services:
Previous chemical services, percentage of white, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

Hair curl classification – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

State of hair – non-chemically treated hair, partially chemically treated hair, chemically treated hair.

Hair characteristics – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

Hair length – short, medium, long.

Hair/scalp condition – dry, oily, normal (balanced), non-/partially/chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

Learning outcome 1: Be able to prepare for styling hair (continued)

Face shape – oval, round, square, oblong, heart, pear.

Lifestyle – job, family, financial, hobbies, time.

Temperature – body heat, salon temperature, added heat.

Test results – expected outcomes, positive, caution, negative.

Hair tests: Use manufacturers' instructions, salon guidelines, before during and after service.

Elasticity test – elasticity test is used to assess the strength of the hair's cortex.

Porosity test – porosity test is used to assess the condition of/damage to the hair's cuticle.

Learning outcome 2: Be able to style hair

Products, tools and equipment: Correct tools/equipment/styling/finishing products means hair is easier to control, hair protected, style lasts longer, defines style.

Equipment: Follow organisational/ manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Products, tools and equipment: Chair – adjustable, trolley, cutting chair/stool – adjustable, gown, towels, waterproof cape, processing cap, cotton wool, a waste bin with a lid and a liner. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

Styling: Round/radial brushes – different sizes, bristle brush, vent brush/rake brush, paddle brush/flat brush, wide-tooth comb/ detangling wet brush, dressing comb, tail comb, sectioning clips/clamps, hairdryer, diffuser, nozzle, curl sponge, heated styling equipment for example, straightening irons.

Tools and equipment and the effects achieved:

Round brushes (various diameters) – gives curl (smaller diameter = tighter curl), body, movement, volume.

Flat/paddle brushes – gives smooth, straight finish.

Vent/rake brush – produces a soft causal broken up effect, ideal on short hair.

Dressing comb – backcomb/tease the hair into style.

Straightening irons – smooths/flattens the cuticles, straightens hair.

Curling tongs/wands – various sizes, produces lift, waves, curl.

Hand dryer – removes moisture from the hair.

Diffuser – diffuses the flow of air, allowing hair to dry naturally, increases natural curl, adds volume, movement, body.

Styling products and when to use them: Used prior to styling, give hold, volume, body, shine, lustre, reduces frizz and static, smooths and straightens, provides a protective barrier, prevents moisture penetrating hair, aids longevity of style.

Gel – wet look, ideal for spiky textured styles, apply to wet hair.

Mousse – gives hold/body, various hold strengths, apply to wet hair.

Lotion – protects hair from heat/humidity, apply to wet hair.

Oil – conditioning, adds moisture, adds shine, use on wet/dry hair.

Heat protector – coats hair, protective layer, gives shine/definition, apply prior to the use of all heated equipment.

Serum – gives shine, adds moisture, ideal on chemically treated hair, can use on wet or dry hair.

Pomade – adds medium/firm support, definition, texture and movement, use on dry hair.

Wax – add support and hold, ideal for short hair, use on dry hair.

Learning outcome 2: Be able to style hair (continued)

Style hair using basic styling techniques: Blow-drying (flat, root lift, movement), straightening, smoothing, curling (waves, curls), finger drying (natural look, spiky/textured effect).

Finger drying – use fingers/diffuser/nozzle, low power, lift section of hair to dry, circulate air, direct airflow in direction hair to be worn.

Finishing – vent brush to create lift, brush/comb to flatten style, fingers to define style, apply finishing product appropriate to style.

Straightening – section hair, work methodically, direct airflow away from root, stretch hair, round brush, smooth cuticle, no root lift, fully dry each section, allow to fix in new shape.

Smoothing – section hair, work methodically, direct airflow away from root, smooth cuticle, flat/radial brush, no root lift, fully dry each section.

Curling – section hair, work methodically, round brush to create curl, large diameter = large curl, small diameter = small curl, direct airflow away from root, smooth cuticle, allow to fix in new shape.

Barber health and wellbeing: Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Client: Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

Learning outcome 2: Be able to style hair (continued)

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Product storage: Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and ability.