

# VTCT Level 3 Diploma in Barbering

Accreditation start date: **1 June 2011**  
Credit value: **52**  
Total Qualification Time (TQT): **520**  
Guided learning hours (GLH): **431 - 493**  
Qualification number: **600/1484/2**

## 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 |                                       |                   |                   |                            |
| UV30491         |                                       |                   |                   |                            |
| UV30506         |                                       |                   |                   |                            |
| UV30507         |                                       |                   |                   |                            |
| UV30508         |                                       |                   |                   |                            |
| UV30435         |                                       |                   |                   |                            |
| Optional units  | Please insert optional units achieved |                   |                   |                            |
|                 |                                       |                   |                   |                            |
|                 |                                       |                   |                   |                            |
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|                 |                                       |                   |                   |                            |

# The qualification

## Introduction

The VTCT Level 3 Diploma in Barbering is a qualification that has been specifically designed to develop your practical skills to an advanced level through a variety of techniques in the following units; the art of creatively cutting men's hair and the intricate specialist work of cutting facial hair, the artistic skill of colouring, the purpose behind maintaining personal health and wellbeing and how to provide effective consultation support for colleagues.

To develop your skills further you will also be given the opportunity to choose from the following practical units; the creative skill of hairdressing design, to form movement and curls through the perming techniques and how to develop your human resource management skills.

Underpinning this qualification you will develop a sound knowledge of monitoring health and safety whilst working in the barbering industry. You will also develop a 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 and support others.

## Prerequisite

Learners who wish to undertake this qualification must also achieve the VTCT (ITEC) Level 2 Award in Infection Prevention (COVID-19) for Hairdressing and Barbering Services qualification or a regulated equivalent.

## 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.

This qualification is approved and supported by the Hairdressing and Beauty Industry Authority (HABIA), the standard setting body for hair, beauty, nails and spa qualifications.



## Progression

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

- Level 2 NVQ Diploma in Hairdressing
- Level 2 NVQ Diploma in Hairdressing (Combined Hair Types)
- Level 2 NVQ Diploma in Chemically Treated African Type Hair
- Level 2 NVQ Diploma in Treating Natural African Type Hair
- Level 3 NVQ Diploma in Hairdressing

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

- Level 2 Diploma in Hair and Media Make-Up
- Level 2 Diploma in Women's Hairdressing
- Level 2 Diploma in African Caribbean Hairdressing
- Level 2 Certificate in Cutting Hair
- Level 2 Certificate in African Caribbean Hairdressing
- Level 2 Award in Emergency First Aid at Work
- Level 2 Award in Preventing Contact Dermatitis
- Level 3 Diploma in Women's Hairdressing
- Level 3 Certificate in Perming Hair
- Level 3 Award in Cutting Women's Hair
- Level 4 Certificate in Hair Colour Correction
- Level 4 Certificate in Specialist Hair and Scalp Services

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

# Qualification structure

## Total credits required - 52 (minimum)

All mandatory units must be completed.

### Mandatory units - 20 credits

| VTCT unit code | Ofqual unit reference | Unit title   | Credit value | GLH |
|----------------|-----------------------|--|--------------|-----|
| UV30491        | R/600/8780            | Monitor and maintain health and safety practice in the salon | 4            | 29  |
| UV30506        | H/600/9061            | Hairdressing consultation support for colleagues             | 3            | 30  |
| UV30507        | K/600/9062            | Cut men's hair to create a variety of looks                  | 5            | 44  |
| UV30508        | D/600/9060            | Cut facial hair to create a variety of looks                 | 4            | 32  |
| UV30435        | J/601/5337            | Promote and sell products and services to clients            | 4            | 34  |



### Optional units - 32 (minimum) credits

| VTCT unit code | Ofqual unit reference | Unit title   | Credit value | GLH |
|----------------|-----------------------|--|--------------|-----|
| UV30516        | F/600/8533            | Perm hair to create a variety of looks                           | 7            | 60  |
| UV30497        | D/600/8636            | Colour hair to create a variety of looks                         | 11           | 90  |
| UV30493        | D/600/8779            | Maintaining personal health and wellbeing                        | 7            | 60  |
| UV30498        | H/600/8637            | Creative hairdressing design skills                              | 8            | 60  |
| UV30518        | D/600/8538            | Relaxing services for African type hair                          | 5            | 44  |
| UV30517        | A/600/8532            | Style and finish African type hair using a variety of techniques | 5            | 41  |
| UV30452        | R/601/5342            | Research in the hair and beauty sector                           | 7            | 44  |
| UV30459        | A/601/4461            | IT and data handling in the hair and beauty sector               | 5            | 41  |
| UV30460        | J/601/4463            | Marketing in the hair and beauty sector                          | 6            | 32  |
| UV30509        | M/601/2481            | Human resource management within the hair and beauty sector      | 7            | 60  |
| UV40502        | J/601/4348            | Manage the creation of a hair style collection                   | 10           | 72  |
| UV40501        | F/601/4347            | Hair colour correction   | 12           | 112 |
| UV40519        | D/601/5344            | Hair and scalp specialist services                               | 9            | 72  |

# 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 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 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.

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

## Assessment explained

VTCT 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 and regulatory requirements.

An external quality assurer, appointed by VTCT, 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:

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

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 unit code  | Unit title   | Question paper(s) | Observation(s) | Assignment(s) |
| UV30491         | Monitor and maintain health and safety practice in the salon | 0                 | ✓              | ✓             |
| UV30506         | Hairdressing consultation support for colleagues             | 1                 | ✓              | ✓             |
| UV30507         | Cut men's hair to create a variety of looks                  | 1                 | ✓              | ✓             |
| UV30508         | Cut facial hair to create a variety of looks                 | 0                 | ✓              | ✓             |
| UV30435         | Promote and sell products and services to clients            | 0                 | ✓              | ✓             |



# Unit assessment methods

| Optional units |  |                   |                |               |
|----------------|--|-------------------|----------------|---------------|
|                |  | External          | Internal       |               |
| VTCT unit code | Unit title   | Question paper(s) | Observation(s) | Assignment(s) |
| UV30516        | Perm hair to create a variety of looks                           | 0                 | ✓              | ✓             |
| UV30497        | Colour hair to create a variety of looks                         | 1                 | ✓              | ✓             |
| UV30493        | Maintaining personal health and wellbeing                        | 1                 | ✗              | ✓             |
| UV30498        | Creative hairdressing design skills                              | 0                 | ✓              | ✓             |
| UV30518        | Relaxing services for African type hair                          | 0                 | ✓              | ✓             |
| UV30517        | Style and finish African type hair using a variety of techniques | 0                 | ✓              | ✓             |
| UV30452        | Research in the hair and beauty sector                           | 0                 | ✓              | ✓             |
| UV30459        | IT and data handling in the hair and beauty sector               | 0                 | ✓              | ✓             |
| UV30460        | Marketing in the hair and beauty sector                          | 0                 | ✓              | ✓             |
| UV30509        | Human resource management within the hair and beauty sector      | 0                 | ✓              | ✓             |
| UV40502        | Manage the creation of a hair style collection                   | 0                 | ✓              | ✓             |
| UV40501        | Hair colour correction   | 1                 | ✓              | ✓             |
| UV40519        | Hair and scalp specialist services                               | 0                 | ✓              | ✓             |

# Unit glossary

|  | Description  |
|--|--|
| <b>VTCT product code</b>                     | All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.  |
| <b>Unit title</b>                            | The title clearly indicates the focus of the unit.   |
| <b>National Occupational Standards (NOS)</b> | NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.  |
| <b>Level</b>                                 | 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.   |
| <b>Credit value</b>                          | 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.  |
| <b>Guiding Learning hours (GLH)</b>          | The activity of a learner in being taught or instructed by - 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.  |
| <b>Total qualification time (TQT)</b>        | 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 - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training. |
| <b>Observations</b>                          | This indicates the minimum number of observations required to achieve the unit.  |
| <b>Learning outcomes</b>                     | The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.   |
| <b>Evidence requirements</b>                 | This section provides guidelines on how evidence must be gathered.   |
| <b>Maximum service times</b>                 | The maximum time in which a particular service or practical element must be completed.   |
| <b>Observation outcome</b>                   | An observation outcome details the practical tasks that must be completed to achieve the unit.   |
| <b>Knowledge outcome</b>                     | 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.   |
| <b>Assessment criteria</b>                   | 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.  |
| <b>Range</b>                                 | The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.  |

# UV30491

## Monitor and maintain health and safety practice in the salon

Through this unit you will develop your skills in a supervisory role focusing on health and safety within your salon.

You will recognise salon hazards, carry out risk assessments and then implement the necessary actions. You will monitor and support your colleagues to ensure your salon complies with health and safety requirements. You will implement and supervise salon procedures for all aspects of salon safety and security including the need for insurance.

Level

**3**

Credit value

**4**

GLH

**29**

Observation(s)

**2**

External paper(s)

**0**



# Monitor and maintain health and safety practice in the salon

## Learning outcomes

On completion of this unit you will:

1. Be able to carry out a risk assessment
2. Be able to monitor health and safety in the salon

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit. All 'Observation' outcomes must be on real clients.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least two 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. All outcomes must be achieved.
6. *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.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

There are no range statements that apply to this unit.



# Observations

## Outcome 1

### Be able to carry out a risk assessment

You can:

- a. Carry out risk assessments and take necessary actions

*\* May be assessed through oral questioning.*

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



## Outcome 2

### Be able to monitor health and safety in the salon

You can:

- a. Monitor and support the work of others to ensure compliance with health and safety requirements

\* May be assessed through oral questioning.

|                            |   |   |                 |
|----------------------------|---|---|-----------------|
| Observation                | 1 | 2 | <i>Optional</i> |
| 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:

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to carry out a risk assessment

| You can:   | Portfolio reference / Assessor initials* |
|--|--|
| b. State the reason for carrying out risk assessments            |  |
| c. Describe the procedures for carrying out a risk assessment    |  |
| d. Describe when risk assessments should be carried out          |  |
| e. Outline necessary actions to take following a risk assessment |  |

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



## Outcome 2

### Be able to monitor health and safety in the salon

| You can:  | Portfolio reference / Assessor initials* |
|---|--|
| b. Outline the health and safety support that should be provided to staff   |  |
| c. Outline procedures for dealing with different types of security breaches |  |
| d. Explain the need for insurance   |  |

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white 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.

## Outcome 1: Be able to carry out a risk assessment

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

**Reasons for risk assessment:** Legal requirement, provide a safe environment for staff/visitor/clients, identification of hazards, minimising hazards and risks, emergency procedures, staff training, implication of more than five members of staff, new staff in the workplace, new equipment and products, review systems, amendments and modifications to existing assessments, update records.

**Salon procedure for risk assessments:** Identify hazard, judgement of salon hazards, nominated risk assessment person/team, who/what, determine the level of risk, preventative measures, reduce a potentially harmful situation, notify staff, interpret results, conclusions, record findings, regular reviews.

**Potential salon hazards requiring regular risk assessment:**

**Space** – utilisation, working area, heating, lighting, ventilation, layout and design of the salon.

**Chemicals** – procedures, storage, handling, safe usage, safe disposal, records.

**Equipment** – selection, safe usage, handling, lifting, repairs, maintenance.

**Security (stock)** – control systems, procedures, ordering, handling, storage.

**Security (cash)** – staff training, point of sale, in transit.

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

**Buildings** – maintenance of internal and external security, commercially available systems.

**Emergency procedures** – accidents, first aid, fire evacuation, incidents, personnel, records.



## Outcome 2: Be able to monitor health and safety in the salon

**Salon health and safety legislation and regulations:** Health and safety at work, control of substances hazardous to health, reporting of injuries diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employers liability (compulsory insurance), occupiers liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.

**Monitor and support others to ensure compliance of health and safety:**

Accurate records, update processes and procedures, regular staff training (simulation), spot checks, monitoring changes in law, take external advice.

**Providing support for staff:** Up-to-date leaflets and posters, ongoing training, open door policy, suggestion box, current roles and responsibilities for staff.

**Security breaches:**

**Inform** - salon owner, management, head of school.

**Review records** - stock levels/control, monitor takings, inventory of equipment, manual and computerised records.

**Actions** - 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.

**Importance of insurance:** Accidents, emergencies, legal claim, protect business, prevent fraudulent claim.

# Notes

Use this area for making notes and drawing diagrams



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# UV30506

## Hairdressing consultation support for colleagues

The aim of this unit is to develop your skills in supporting colleagues through client analysis. You will learn how to recognise the level of support required by both experienced and inexperienced colleagues.

You will use your personal client consultation skills to assist in the following areas: the use of effective communication techniques, how to recognise hair, skin and scalp disorders, when to use a range of hair tests, knowing when to refer conditions to professionals and how to maintain up-to-date client records whilst maintaining client confidentiality.

This unit is suitable for hairdressers and barbers.

Level

**3**

Credit value

**3**

GLH

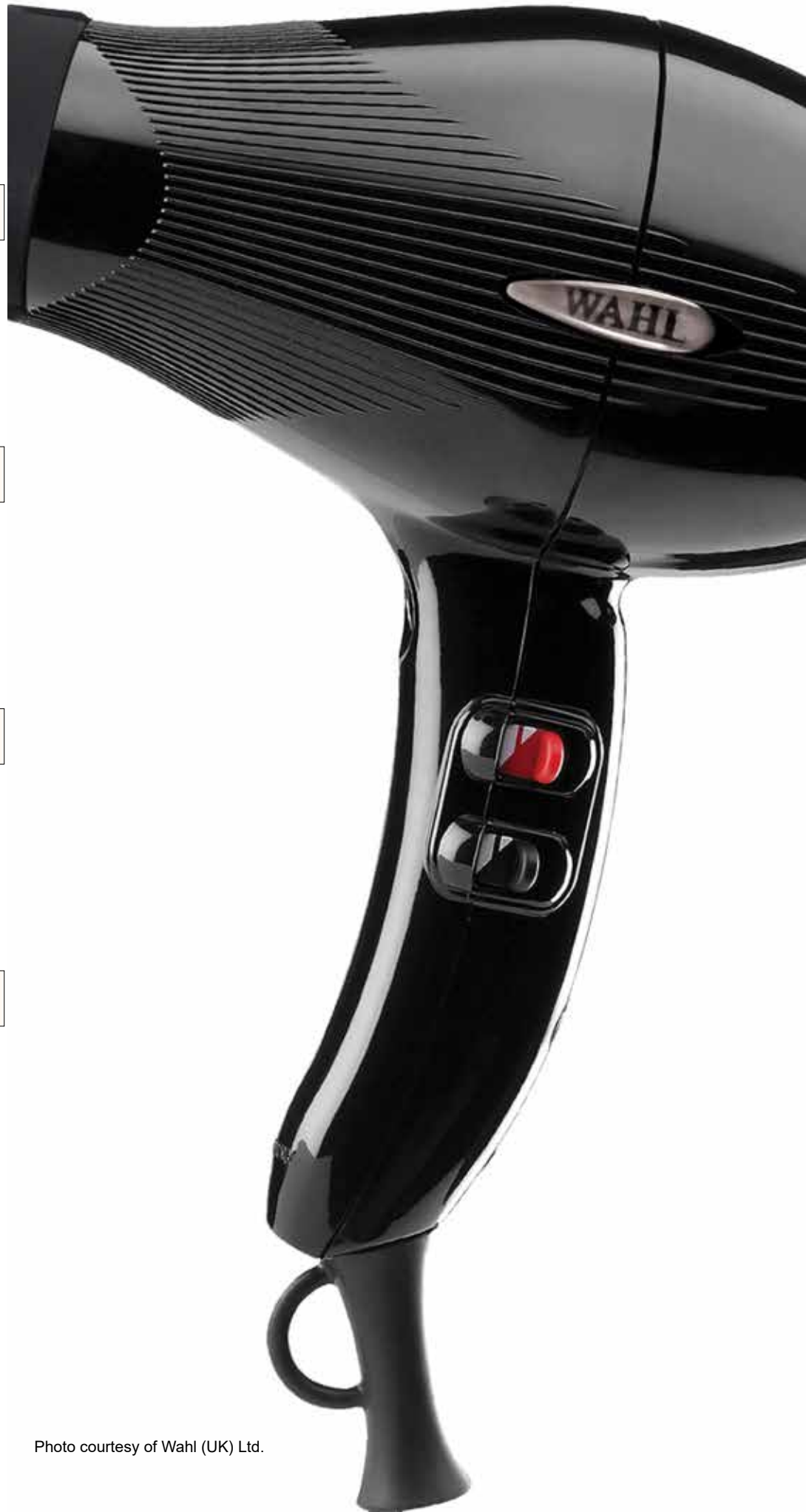
**30**

Observation(s)

**3**

External paper(s)

**1**





# Hairdressing consultation support for colleagues

## Learning outcomes

On completion of this unit you will:

1. Be able to provide consultation support for colleagues

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit. All 'Observation' outcomes must be on real clients.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor 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. The criteria that make up this paper are highlighted in white throughout this unit. **There is one external paper that must be achieved.**

# 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.

## Maximum service times

There are no maximum service times that apply to this unit.

## 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

## Outcome 1

### Be able to provide consultation support for colleagues

You can:

- a. Communicate effectively with colleagues and your clients in a manner that maintains client goodwill, trust and confidentiality
- b. Deal with analysis problems reported by colleagues promptly
- c. Make sure client records are accurately completed
- d. Balance client requirements with salon resources
- e. Provide the type of support required for the reported analysis problems
- f. Provide clear recommendations based on client requirements and the outcome of analysis on the hair, skin and scalp

*\* May be assessed through oral questioning.*

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



# Range

\*You must practically demonstrate that you have:

|  |                     |
|--|---------------------|
| <b>Worked with <b>all</b> types of colleagues</b>          | Portfolio reference |
| Junior stylist   |                     |
| Experienced stylist  |                     |
| <b>Used <b>all</b> consultation methods</b>                | Portfolio reference |
| Questioning  |                     |
| Observation  |                     |
| Testing  |                     |
| <b>Considered <b>all</b> influencing factors</b>           | Portfolio reference |
| Adverse hair, skin and scalp conditions                    |                     |
| Incompatibility of previous services and products used     |                     |
| Lifestyle  |                     |
| <b>Made a <b>minimum of 2</b> referrals</b>                | Portfolio reference |
| Referral to a pharmacist                                   |                     |
| Referral to a general practitioner                         |                     |
| Referral to a general trichologist                         |                     |
| Referral to another salon in line with your salon's policy |                     |
| <b>Given <b>all</b> types of advice</b>                    | Portfolio reference |
| Limitations to other services                              |                     |
| Changes to existing hair care regime                       |                     |
| Cost and frequency of maintenance                          |                     |

\*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:

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria 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



## Outcome 1

### Be able to provide consultation support for colleagues

| You can:  | Portfolio reference / Assessor initials* |
|---|--|
| g. Explain how and why tests are carried out for different services   |  |
| h. State the likely causes of adverse hair, skin and scalp conditions   |  |
| i. State which adverse hair, skin and scalp conditions should be referred to other specialists                    |  |
| j. Explain the salon's policy for referring clients to other specialists when requested services are not offered  |  |
| k. Describe how to take part in group discussions in a way that will maintain client goodwill and confidentiality |  |
| l. State the importance of recording client responses to questions about contra-indications                       |  |

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white 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.

## Outcome 1: Be able to provide consultation support for colleagues

### **Professional communication in a salon**

**environment:** Try to avoid technical language, always respond, consider client confidentiality.

**Verbal** – speaking (tone of voice, the language you use, how quickly and clearly), questioning (open, closed, probing).

**Non-verbal** – body language, positive attitude (your posture, facial expressions, hand gestures, the distance you stand), listening (be patient, try to be understanding).

**Written** – visual aids, magazines, client records.

### **Behave professionally in a salon**

**environment:** Follow health and safety practice and procedure, salon code of conduct, respect others, value client(s), co operate with others (be sympathetic, fair, not aggressive), use appropriate language, avoid gossip, maintain confidentiality, polite/cheerful and friendly manner (friendly facial expressions, open body language, positive attitude, eye contact), sensible behaviour, team work, take pride in work, be punctual, employer and client loyalty.

**Confidentiality:** Data protection, data protection registrar, confidentiality (privacy), authorisation for use (consent/permission), code of practice, security (locked cabinet, security protected electronic), time controlled (appropriate to salon), disposal (sensitive waste), infringement/breach, prosecution.

### **Colleague analysis problems:**

Encouragement, professional, level of support (dependant on experience of colleague), if necessary take control, help with clarification, test colleague knowledge/understanding, provide clear recommendations.

**Identifying analysis problems** – objective (influencing factors, contra-indications, visual, testing, questioning), prompt action avoids dissatisfied client.

**Information on record cards:** Up-to-date and accurate, essential information, future reference, professional image, legal implications, private and personal client information (name, address, phone number, medication), details (influencing factors, contra-indications, results of hair tests, service, products, timings, quantities of product used), application of heat (climazone, infra-red lamp, hood drier), result of service, price, advice (maintenance, care, products, frequency of visits).

**Influencing factors:** Previous chemical services, percentage of grey, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

**Hair condition** – dry, greasy, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

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



## Outcome 1: Be able to provide consultation support for colleagues (continued)

**Temperature** – body heat, salon temperature, added heat.

**Texture** – fine, medium, coarse.

**Length** – short, medium, long.

**Density** – fine, medium, thick.

**Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness.

**Skin tone** – fair, medium, olive, dark.

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

**Head size** – large, medium, small.

**Existing curl** – tight, soft, wave.

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

**Test results** – good, bad, caution, positive, negative.

**Hair and scalp contra-indications:** Can prevent/alter service, product, technique.

**Type of conditions** – skin disorders (disease, infestation, infection, defect, bacteria, virus, fungi, parasites).

**Skin sensitivities** – reaction.

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

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

**Incompatible products** – metallic salts, previous chemical treatments.

**Medication** – prescription medication.

**Medical condition** – high blood pressure, pregnancy, radiotherapy, cancer.

**Hair condition** – chemical, heat damage, environmental.

**Hair disorder** – contagious/

non-contagious.

**Skin disorder** – contagious/non-contagious, cross infection (stylist to client, client to stylist).

### Contagious:

**Bacterial** – impetigo (blisters, weep, yellow crust), folliculitis (yellow pustules), sycosis (yellow, spot, follicle), furunculosis (pus-filled spot), sebaceous cyst (lump on top or under skin).

**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).

### Non-contagious:

**Psoriasis** – overproductive skin cells, dry, silvery, scales.

**Cicatricial alopecia** – scarring.

**Alopecia totalis** – complete hair loss.

**Male pattern baldness** – hair recedes at hairline or loss at crown.

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

**Alopecia areata** – stress, bald patches, seborrhea (excessive oil).

**Dandruff** – itchy, white, skin cells.

**Dry scalp** – white, powdery.

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

**Acne** – raised bumps and spots.





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## Outcome 1: Be able to provide consultation support for colleagues (continued)

### Defects of the hair:

**Fragilitas crinium** – split, dry ends.

**Monilethrix** – beaded hair.

**Trichorrhhexis nodosa** – rough, swollen, broken shaft.

**Sebaceous cyst** – sebum filled lump.

**Damaged cuticle** – dull hair.

**Client's needs:** Client satisfaction, value for money, achievable service, time controlled, longevity of service, maintenance advice.

**Salon resources:** Staff, products, stock, tools, equipment, viability of service covers overheads, length of time, price, attainable staff targets/commission, maintaining productivity, sufficient salon resources to be productive.

### Level of support for colleagues:

**Inexperienced colleagues** – high level of support (control, recommend, advise, plan, record) use combination of open/closed questioning.

**Experience colleagues** – clarification of own analysis/thoughts, provide notification of action, confidence building (encourage, recommendations, knowledge to promote confidence/skill), use open questioning techniques, clarify problem, make recommendations.

**Recommendations to the client:** Based on client requirements, test results, identified influencing factors, achievability, desirability, how realistic, previous history of hair, proposed hair style/cut, client commitment.

**Hair tests:** Use manufacturers' instructions, salon guidelines (before,

during and after service).

### What each test checks for:

**Elasticity test** – tensile strength, internal strength of hair.

**Porosity test** – ability to absorb product, moisture loss from hair.

**Skin test** – allergic reaction to chemicals.

**Pre-perm test curl** – suitability for service, size and shape of curl.

**Incompatibility test** – check for presence of metallic salts, suitability of further chemical services.

**Development test curl** – monitor the development of the perm.

**Test cutting** – check suitability of colour choice.

**Referable conditions:** All contagious conditions, hair defects, scalp conditions.

### Health care professional/specialists:

General practitioner, trichologist, dermatologist, pharmacist.

**Referring contra-indications:** A hair stylist is a non-medical professional, incorrect diagnosis, embarrassment, lack of goodwill, reputation, legal implications, decline in business.

**Recording client responses to contra-indications:** Record card up-to-date and accurate, essential information, for future reference, professional image, legal implications, build client rapport, ensure clarity, guarantee correct service, product, technique, advice, referral, successful results, future reference (return visit, future services).



## Outcome 1: Be able to provide consultation support for colleagues (continued)

**Group discussions (experienced stylist, stylist, client):** Professionalism, client consent, appropriate time/place, maintain control, listen to all points of view, stick to subject, build on information given, recommendations, clarify decisions, abide by legislation (data protection, confidentiality).

**The importance of recording client responses:** Professional image, legal implications, future reference, maintain high standard of service, correct use of products/equipment/tools, avoid mistakes, successful results.

# UV30507

## Cut men's hair to create a variety of looks

The aim of this unit is to develop your cutting skills to an advanced level so you can create personalised and individual looks for your clients. You must also demonstrate that you can work on wet, dry, curly and straight hair using a variety of advanced cutting and texturising techniques to enhance your clients' personal image.

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

Level

**3**

Credit value

**5**

GLH

**44**

Observation(s)

**6**

External paper(s)

**1**



# Cut men's hair to create a variety of looks

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit. All 'Observation' outcomes must be on real clients.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least six 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. The criteria that make up this paper are highlighted in white throughout this unit. **There is one external paper that must be achieved.**

# 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.

## Maximum service times

There are no maximum service times that apply to this unit.

## 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

## Outcome 1

### Be able to prepare for cutting services

You can:

- a. Prepare yourself, the client and work area for cutting services
- b. Use suitable consultation techniques to identify service objectives and any contra-indications
- c. Evaluate the potential of the hair to achieve the desired look by identifying influencing factors
- d. Provide clear recommendations to the client based on factors

*\*May be assessed through oral questioning.*

|                            |   |   |   |
|----------------------------|---|---|---|
| Observation                | 1 | 2 | 3 |
| Date achieved              |   |   |   |
| Criteria questioned orally |   |   |   |
| Portfolio reference        |   |   |   |
| Assessor initials          |   |   |   |
| Learner signature          |   |   |   |
| Observation                | 4 | 5 | 6 |
| Date achieved              |   |   |   |
| Criteria questioned orally |   |   |   |
| Portfolio reference        |   |   |   |
| Assessor initials          |   |   |   |
| Learner signature          |   |   |   |



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## 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 required to achieve the desired look
- c. Establish and follow guidelines where required to achieve the desired look
- d. Combine and personalise cutting techniques to take into account the identified factors and the desired look
- e. Position yourself and the client appropriately throughout the service
- f. Check the finished cut to ensure the required balance, weight distribution and shape is met
- g. Remove any unwanted hair outside the desired outline shape\*
- h. Create balanced and shaped sideburns that suit the required look
- i. Create a finished cut that is to the satisfaction of the client
- j. Provide suitable aftercare advice
- k. Follow safe and hygienic working practices

\*May be assessed through oral questioning.

|                            |   |   |   |
|----------------------------|---|---|---|
| Observation                | 1 | 2 | 3 |
| Date achieved              |   |   |   |
| Criteria questioned orally |   |   |   |
| Portfolio reference        |   |   |   |
| Assessor initials          |   |   |   |
| Learner signature          |   |   |   |
| Observation                | 4 | 5 | 6 |
| Date achieved              |   |   |   |
| Criteria questioned orally |   |   |   |
| Portfolio reference        |   |   |   |
| Assessor initials          |   |   |   |
| Learner signature          |   |   |   |





# Range

\*You must practically demonstrate that you have:

| Used <b>all</b> cutting tools             | Portfolio reference |
|---|---------------------|
| Scissors                                  |                     |
| Clippers                                  |                     |
| Razors                                    |                     |
| Considered <b>all</b> influencing factors | Portfolio reference |
| Head and face shape                       |                     |
| Hair growth patterns                      |                     |
| Hair density                              |                     |
| Hair length                               |                     |
| Hair texture                              |                     |
| Hair elasticity                           |                     |
| Presence of male pattern baldness         |                     |
| Presence of added hair                    |                     |
| Client's lifestyle                        |                     |
| Client requirements                       |                     |
| Worked on <b>all</b> types of hair        | Portfolio reference |
| Wet                                       |                     |
| Dry                                       |                     |
| Curly                                     |                     |
| Straight                                  |                     |

\*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.



Photo courtesy of Wahl (UK) Ltd.

**\*You must practically demonstrate that you have:**

| Used a <b>minimum of 10</b> cutting techniques | Portfolio reference |
|--|---------------------|
| Club cutting                                   |                     |
| Scissors over comb                             |                     |
| Clipper over comb                              |                     |
| Freehand                                       |                     |
| Thinning                                       |                     |
| Texturising                                    |                     |
| Disconnecting                                  |                     |
| Razor cutting                                  |                     |
| Graduating                                     |                     |
| Layering                                       |                     |
| Tapering                                       |                     |
| Fading   |                     |
| Created <b>all</b> necklines                   | Portfolio reference |
| Tapered  |                     |
| Squared  |                     |
| Rounded  |                     |
| Used <b>all</b> types of finishing techniques  | Portfolio reference |
| Styling  |                     |
| Product application                            |                     |
| Given <b>all</b> types of advice               | Portfolio reference |
| Suitable products and their use                |                     |
| How to maintain the look                       |                     |
| The time interval between cuts                 |                     |

\*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:

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria 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



## Outcome 1

### Be able to prepare for cutting services

| You can:   | Portfolio reference / Assessor initials* |
|--|--|
| e. Describe the range of looks for men   |  |
| f. Explain how to achieve looks for men using a combination of cutting techniques                    |  |
| g. Explain the safety considerations that must be taken into account                                 |  |
| h. Describe the factors that need to be considered when cutting hair                                 |  |
| i. Explain how to maximise the potential of the client's hair taking into account identified factors |  |
| j. State the causes of male pattern baldness   |  |
| k. Describe the typical patterns of male pattern baldness  |  |
| l. State the importance of cutting to the natural hairline in barbering                              |  |
| m. State the effects created by different sized clipper blades and attachments                       |  |
| n. State the risk of ingrowing hair from continual close cutting on dark skin                        |  |
| o. Describe the different consultation techniques used to identify service objectives                |  |
| p. Describe the salon's requirements for preparing yourself, the client, and work area               |  |

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



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## Outcome 2

### Be able to provide a cutting service

| You can:   | Portfolio reference / Assessor initials* |
|--|--|
| l. Outline safe and hygienic working practices   |  |
| m. Describe the correct use and routine maintenance of cutting tools and equipment         |  |
| n. Explain the effect cutting hair at different angles has on the finished look            |  |
| o. State the importance of applying the correct degree of tension to the hair when cutting |  |
| p. State the importance of checking the cut  |  |
| q. Explain how to make sure that sideburns are cut level                                   |  |
| r. Describe the aftercare advice that should be provided                                   |  |
| s. State how to communicate and behave in a salon environment                              |  |

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white 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.

## Outcome 1: Be able to prepare for cutting services

**Preparation of self:** Clothes (salon requirements for uniform, clean/ironed, non restrictive, closed in low heel shoes), hair (clean, healthy, manageable, off face), personal hygiene (clean body, teeth, workable length clean nails, deodorant, no overpowering perfume/aftershave), personal protective equipment (gloves, apron, prevent dermatitis), minimal jewellery, positive attitude, ready to greet.

**Preparation of client:** Remove client's outer clothing (protect against damage), ensure client is relaxed and comfortable (posture, aids service), remove excessive jewellery (avoid damage to jewellery and skin), gown, towel, plastic cape, barrier cream, record card.

**Preparation of work area:** Chair, trolley, work station, clean equipment, 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 – using heat or chemical methods), safe professional presentation of tools and equipment, visual check on large and small equipment, check electrical equipment (portable appliance test), select height of chair/basin.

**Consultation techniques:** Use a variety of methods to ensure suitability of service, product and technique.

**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, touch, feel, look of hair.

**Advice** – what will work, what will not?

**Visual aids** – shade charts, style book, portfolio, collection of pictures.

**Service objectives** – shortening, removing, changing shape, reshaping, tidy, pattern work incorporated.

**Assessing the potential of the hair:**

Clarify the condition of hair (previous chemical services), understand benefit to client, identify influencing factors, test hair, ensure compatibility 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 grey, client requirements, tools and equipment, presence of added hair, maintenance of style suitability.

**Hair condition** – dry, greasy, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

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

**Temperature** – body heat, salon temperature, added heat.

**Texture** – fine, medium, coarse.



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## Outcome 1: Be able to prepare for cutting services (continued)

**Length** – short, medium, long.

**Density** – fine, medium, thick.

**Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness.

**Skin tone** – fair, medium, olive, dark.

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

**Head size** – large, medium, small.

**Existing curl** – tight, soft, wave.

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

**Test results** – good, bad, caution, positive, negative.

**Hair and scalp contra-indications:** Can prevent/alter service, product, technique.

**Type of conditions** – skin disorders (disease, infestation, infection, defect, bacteria, virus, fungi, parasites).

**Skin sensitivities** – reaction.

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

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

**Incompatible products** – metallic salts, previous chemical treatments.

**Medication** – prescription medication.

**Medical condition** – high blood pressure, pregnancy, radiotherapy, cancer.

**Hair condition** – chemical, heat damage, environmental.

**Hair disorder** – contagious/  
non-contagious.

**Skin disorder** – contagious/  
non-contagious, cross-infection (stylist to client, client to stylist).

### Contagious:

**Bacterial** – impetigo (blisters, weep, yellow crust), folliculitis (yellow pustules), sycosis (yellow, spot, follicle), furunculosis (pus filled spot), sebaceous cyst (lump on top or under skin).

**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).

### Non-contagious:

**Psoriasis** – overproductive skin cells, dry, silvery, scales.

**Cicatrical alopecia** – scarring.

**Alopecia totalis** – complete hair loss.

**Male pattern baldness** – hair recedes at hairline or loss at crown.

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

**Alopecia areata** – stress, bald patches, seborrhea (excessive oil).

**Dandruff** – itchy, white, skin cells.

**Dry scalp** – white, powdery.

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

**Acne** – raised bumps and spots.

### Defects of the hair:

**Fragilitas crinium** – split, dry ends.

**Monilethrix** – beaded hair.

**Trichorrhesis nodosa** – rough, swollen, broken shaft.



Photo courtesy of Wahl (UK) Ltd.

## Outcome 1: Be able to prepare for cutting services (continued)

**Sebaceous cyst** – sebum filled lump.

**Damaged cuticle** – dull hair.

**Recommendations to the client:** Based on client requirements, test results, identified influencing factors, achievable, desirable, realistic, previous history of hair, hair style/cut, client commitment.

**Range of looks for men:** Sourced through high profile celebrities/footballers, books, magazine, internet, stylebooks, portfolio of own work.

### **Traditional:**

**Uniform layer** – to suit both long/short hair. All hair cut to the same length (classic round layer), short hair (in preparation for setting, blow drying and tonging), longer length hair (to suit modern layering technique).

**Short graduation** – shorter perimeter length, longer internal layers, hair cut into nape increasing length towards crown (short to long, building weight line), to incorporate scissor over comb technique (very short), classic graduation, classic graduated bob.

**Current fashion** – mohican.

**Avant-guard** – asymmetric, patterns.

### **Cutting techniques:**

**Club cutting** – to create blunt end to hair, precision cut, retain bulk and weight, for both curly and straight hair types.

**Free hand** – when no tension is required, achieve desired length.

**Texturising** – break up hard lines, soften edges, shattered edges, remove bulk, create texture, seamless layers, (point, chipping, slicing, channel).

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

**Thinning** – removes bulk not length, blend weight lines.

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

### **Creative finishing cutting techniques**

– complement the cut, ensure style complements client's features and enhances personal image, confirm client satisfaction, agree on amount of weight/bulk removed, length and texture.

**Safety considerations:** Consultation, check for infections/infestations, hair tests, personal protective equipment, remove hair cuttings immediately, ensure client comfort/safety, maintain posture of self/client to minimise fatigue/injury, identify hazards (trailing flexes, spillages, obstacles/obstructions), check electrical equipment prior to use (do not use with wet hands), follow manufacturer's instructions, store correctly, handle/store scissors correctly, dispose of sharps safely.

### **Causes of male pattern baldness:**

Heredity condition (genetics, chromosomes), activity in the dermal papilla stops.

### **Male pattern baldness:**

**Androgenic alopecia** – hair lost in defined pattern, starting above temples, hairline, thinning on crown, heredity condition, genetics, chromosomes.

**Alopecia areata** – receding hairline.

**Alopecia universalis** – complete loss.





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## Outcome 1: Be able to prepare for cutting services (continued)

**Cutting to natural hairline:** Work with natural fall/growth of hair, creates a natural look, style retains shape longer, avoids close cutting/ingrowing hair.

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

**Effects achieved using clippers:** Create 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, sculpting).

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

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

**Grade 2** – leaves hair 6mm long.

**Grade 3** – leaves hair 10mm long.

**Grade 4** – leaves hair 13mm long.

**Grade 5** – leaves hair 16mm long.

**Grade 6** – leaves hair 19mm long.

**Grade 7** – leaves hair 22mm long.

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

**Continual close cutting on dark 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, irritated, or cause swelling.

**Ingrowing hair:** Hair grows under the skin, follicle blocked, common in African type or

curly hair.

**Dark skin:** Asian, African and Mediterranean skin types.

**Salon health and safety legislation and regulations:** Health and safety at work, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employers' liability (compulsory insurance), occupiers' liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.



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## Outcome 2: Be able to provide a cutting service

**Professional communication in a salon environment:** Try to avoid technical language, always respond, consider client confidentiality.

**Verbal** – speaking (tone of voice, the language you use, how quickly and clearly), questioning (open, closed, probing).

**Non-verbal** – body language, positive attitude (your posture, facial expressions, hand gestures, the distance you stand), listening (be patient, try to be understanding).

**Written** – visual aids, magazines, client records.

**Behave professionally in a salon environment:** Follow health and safety practice and procedure, salon code of conduct, respect others, value client(s), cooperate with others (be sympathetic, fair, not aggressive), use appropriate language, avoid gossip, maintain confidentiality, polite/cheerful and friendly manner (friendly facial expressions, open body language, positive attitude, eye contact), sensible behaviour, team work, take pride in work, be punctual, employer and client loyalty.

**Suitability of tools and equipment:** Analysis of influencing factors/ contra-indications, proposal, plan, clarity, decisions, style required, hair condition, hair texture, growth patterns.

**Tools and equipment used to cut men's hair:** Combs, scissors, thinning scissors, razor, clippers, attachments, towels, cutting collar, cotton wool strips, selection of brushes, water spray, neck brush, hair dryer.

**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, follow identified sectioning pattern), use guide to ensure desired shape/length.

**Position yourself and the client appropriately throughout the service:**

Ensure correct posture of self and client to minimise fatigue and injury.

**Self** – back straight, distribute weight evenly, feet slightly apart, use cutting stool (if required), no over stretching or bending.

**Client** – position to achieve accurate cut, comfort and minimise risk of fatigue or injury, sat upright, back straight and supported, two feet on floor.

**Cross-check the haircut to ensure even balance and weight distribution:** Work in 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, ensuring even weight/balance/length distribution.

**Unwanted hair outside outline shape:**

If hair is not faded into nape line remove unwanted hair using clippers, scissors, razor.

**Natural hairline:** Growth patterns, natural fall of hair, natural movement.

**Neckline/outline/perimeter shapes:**

Round, square, tapered, straight/concave/converse, client requirements/wishes.



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## Outcome 2: Be able to provide a cutting service (continued)

**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, straight/angled towards/away from face, same length), to 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, tools and equipment, influencing factors, precision working, adapt and amend if necessary.

**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.

**How to follow safe and hygienic working practices:**

**Maintaining a safe salon** – 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 and work surfaces, no smoking, eating, drinking or drugs in the salon, maintain professional personal hygiene.

**Personal protective equipment** – wear protective equipment, avoid latex, powdered gloves, apron.

**Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling** – moving stock safely, lifting, working heights, unpacking.

**Towels** – wash regularly, clean for every client, place dirty towels in covered bin.

**Reporting of injuries, diseases and dangerous occurrences** – accident book, reporting diseases, log accidents.

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

**Disposal of waste** – sharps box, closed top bin, dilute chemicals with running water, environmental protection, salon policies for hazardous waste, single use items, empties, recycle.

**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, make use of trolley, safe professional presentation tools and equipment, only use for intended purpose, store correctly, check electrical equipment (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.



Photo courtesy of Wahl (UK) Ltd.

## Outcome 2: Be able to provide a cutting service (continued)

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

**Square layer** – held at 180° angle = weight line below where 1st layer sits.

**Short graduation** – held at 45° angle = weight line below where 1st layer sits.

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

**Long graduation** – held at 145° angle = weight line below where 1st layer sits.

### The importance of tension when cutting:

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

### Considerations for cutting wet hair:

**Advantages of wet cutting** – clean hair, cleaner sections, accuracy, control, see if curl present.

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

### Considerations for cutting dry hair:

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

**Disadvantages of dry cutting** – hair dirty, inaccurate sections, less control, static, hard to comb, inaccurate cut.

# UV30508

## Cut facial hair to create a variety of looks

The aim of this unit is to develop your facial hair cutting skills to an advanced level so you can create personalised and individual looks for your clients.

You must demonstrate that you can work on both curly and straight hair, and use a variety of tools and equipment to achieve a range of facial hair shapes and looks.

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

Level

**3**

Credit value

**4**

GLH

**32**

Observation(s)

**4**

External paper(s)

**1**



# Cut facial hair to create a variety of looks

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit. All 'Observation' outcomes must be on real clients.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor 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. The criteria that make up this paper are highlighted in white throughout this unit. **There is one external paper that must be achieved.**

# 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.

## Maximum service times

There are no maximum service times that apply to this unit.

## 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

## Outcome 1

### Be able to prepare for facial hair cutting 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. Evaluate the client's existing facial hair shape and its potential to achieve the desired look by identifying influencing factors
- d. Provide clear recommendations to the client based on factors

*\* May be assessed through oral questioning.*

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



Photo courtesy of Wahl (UK) Ltd.

## Outcome 2

### Be able to provide a facial hair cutting service

You can:

- a. Communicate and behave in a professional manner
- b. Select and use tools and equipment required to achieve the desired look
- c. Establish and follow guidelines where required to achieve the required look
- d. Adapt and personalise cutting techniques to take into account the identified factors and the desired look
- e. Position yourself and the client appropriately throughout the service
- f. Check the cut to ensure the required balance, weight distribution and shape are met
- g. Create clear, defined and accurate facial hair outlines to achieve the desired look
- h. Remove any unwanted hair outside the outline shape\*
- i. Create a new facial hair finished look that is to the satisfaction of the client
- j. Follow safe and hygienic working practices
- k. Provide suitable aftercare advice

\*May be assessed through oral questioning.

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



# Range

\*You must practically demonstrate that you have:

|   |                            |
|---|----------------------------|
| <b>Used all types of cutting tools</b>    | <b>Portfolio reference</b> |
| Scissors                                  |                            |
| Clippers                                  |                            |
| <b>Considered all influencing factors</b> | <b>Portfolio reference</b> |
| Head size and face shape                  |                            |
| Hair growth patterns                      |                            |
| Hair style                                |                            |
| Adverse skin conditions                   |                            |
| Hair density                              |                            |
| Facial piercing                           |                            |
| Facial contours                           |                            |
| Client's wishes                           |                            |
| Lifestyle                                 |                            |
| <b>Created all looks</b>                  | <b>Portfolio reference</b> |
| Moustache only                            |                            |
| Partial beard and moustache               |                            |
| Full beard and moustache                  |                            |
| <b>Used all cutting techniques</b>        | <b>Portfolio reference</b> |
| Scissor over comb                         |                            |
| Clipper over comb                         |                            |
| Freehand                                  |                            |
| <b>Given all types of advice</b>          | <b>Portfolio reference</b> |
| Time between cuts                         |                            |
| Maintenance of beard shape                |                            |
| Suitable home care products and equipment |                            |
| 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:

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria 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



## Outcome 1

### Be able to prepare for facial hair cutting services

| You can:  | Portfolio reference / Assessor initials* |
|---|--|
| e. Describe the range of looks for facial hair shapes   |  |
| f. Explain how to achieve different looks for facial hair using a combination of cutting techniques         |  |
| g. Explain the safety considerations that must be taken into account when cutting facial hair               |  |
| h. Describe the factors that need to be considered when cutting facial hair                                 |  |
| i. Explain how to maximise the potential of the client's facial hair taking into account identified factors |  |
| j. State the effects created by different sized clipper blades and attachments                              |  |
| k. Describe how to remedy the types of problems that can occur when cutting facial hair                     |  |
| l. State the effects of continual close cutting on dark skin  |  |
| m. Describe the potential risk of ingrowing hair  |  |
| n. Describe the different consultation techniques used to identify service objectives                       |  |
| o. Describe the salon's requirement for preparation of yourself, the client and work area                   |  |

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



Photo courtesy of Wahl (UK) Ltd.

## Outcome 2

### Be able to provide a facial hair cutting service

| You can:  | Portfolio reference / Assessor initials* |
|---|--|
| l. Describe the correct use and routine maintenance of cutting tools and equipment                  |  |
| m. State how to follow and establish guidelines for a new look                                      |  |
| n. State the importance of checking the cut   |  |
| o. State the importance of considering weight distribution and working with natural growth patterns |  |
| p. Describe the aftercare advice that should be provided  |  |
| q. Outline safe and hygienic working practices  |  |
| r. State how to communicate and behave in a salon environment                                       |  |

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white 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.

## Outcome 1: Be able to prepare for facial hair cutting services

**Preparation of self:** Clothes (salon requirements for uniform, clean/ironed, non-restrictive, closed in low heel shoes), hair (clean, healthy, manageable, off face), personal hygiene (clean body, teeth, workable length clean nails, deodorant, no overpowering perfume/aftershave), personal protective equipment (gloves, apron, prevent dermatitis), minimal jewellery, positive attitude, ready to greet.

**Preparation of client:** Remove client's outer clothing (protect against damage), ensure client is relaxed and comfortable (posture, aids service), remove excessive jewellery (avoid damage to jewellery and skin), gown, towel, plastic cape, barrier cream, record card.

**Preparation of work area:** Chair, trolley, work station, clean equipment, 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 using heat or chemical methods), safe professional presentation of tools and equipment, visual check on large and small equipment, check electrical equipment (portable appliance test), select height of chair/basin.

**Consultation techniques:** Use a variety of methods to ensure suitability of service, product and technique.

**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, touch, feel, look of hair.

**Advice** – what will work, what will not?

**Visual aids** – shade charts, style book, portfolio, collection of pictures.

**Service objectives** – shortening, removing, changing shape, reshaping, tidy, pattern work incorporated.

**Assessing the potential of the hair:**

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

**Service objectives:** Shortening, removing, changing shape, reshaping, 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).

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

**Hair condition** – dry, greasy, normal, virgin, chemically treated, elasticity



Photo courtesy of Wahl (UK) Ltd.

## Outcome 1: Be able to prepare for facial hair cutting services (continued)

(strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

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

**Temperature** – body heat, salon temperature, added heat.

**Texture** – fine, medium, coarse.

**Length** – short, medium, long.

**Density** – fine, medium, thick.

**Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness.

**Skin tone** – fair, medium, olive, dark.

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

**Head size** – large, medium, small.

**Existing curl** – tight, soft, wave.

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

**Test results** – good, bad, caution, positive, negative.

**Hair and scalp contra-indications:** Can prevent/alter service, product, technique.

**Type of conditions** – skin disorders (disease, infestation, infection, defect, bacteria, virus, fungi, parasites).

**Skin sensitivities** – reactions.

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

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

**Incompatible products** – metallic salts, previous chemical treatments.

**Medication** – prescription medication.

**Medical condition** – high blood pressure,

pregnancy, radiotherapy, cancer.

**Hair condition** – chemical, heat damage, environmental.

**Hair disorder** – contagious/non-contagious.

**Skin disorder** – contagious/non-contagious, cross-infection (stylist to client, client to stylist).

### Contagious:

**Bacterial** – impetigo (blisters, weep, yellow crust), folliculitis (yellow pustules), sycosis (yellow, spot, follicle), furunculosis (pus-filled spot), sebaceous cyst (lump on top or under skin).

**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).

### Non-contagious:

**Psoriasis** – overproduction of skin cells, dry, silvery, scales.

**Cicatricial alopecia** – scarring.

**Alopecia totalis** – complete hair loss.

**Male pattern baldness** – hair recedes at hairline or loss crown.

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

**Alopecia areata** – stress, bald patches, seborrhea, excessive oil.

**Dandruff** – itchy, white, skin cells.

**Dry scalp** – white, powdery.

**Eczema/dermatitis** – allergic reaction to





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## Outcome 1: Be able to prepare for facial hair cutting services (continued)

detergent, red, irritation, swollen, weeping.

**Acne** – raised bumps and spots.

### Defects of the hair:

**Fragilitas crinium** – spilt, dry ends.

**Monilethrix** – beaded hair.

**Trichorrhexis nodosa** – rough, swollen, broken shaft.

**Sebaceous cyst** – sebum filled lump.

**Damaged cuticle** – dull hair.

**Recommendations to the client:** Based on client requirements, test results, identified influencing factors, achievability, desirability, how realistic, previous history of hair, proposed hair style/cut, client commitment.

**Limiting factors:** Prominent/long/narrow nose, large facial features, large mouth, wide mouth with prominent upper lip, square face with prominent features, small regular features, round face with regular features, existing hairstyle.

### 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.

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

**Effects achieved by varying cutting techniques:** Identify critical influencing factors, wet/dry hair, tools and equipment, use more than one technique at a time.

**Cutting techniques** – club cutting (remove bulk, blunt/precise), free hand (free from tension), scissor-over-comb (comb supporting hair for cutting, short graduation), clipper-over-comb (comb supporting hair for clippers, short graduation), thinning scissors (remove bulk/weight, blend weight lines).

**Growth patterns** – widows peak, double crown, low hair line, nape whorl (use or lose, remove, allow for weight, length to disguise).

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

**Maximising potential of facial hair:** Achievable/balanced result, direction of hair growth, thick/fine growth in areas, dictates shape, adapt shape to accommodate density and growth patterns.



Photo courtesy of Wahl (UK) Ltd.

## Outcome 1: Be able to prepare for facial hair cutting services (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, sculpting).

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

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

**Grade 2** – leaves hair 6 mm long.

**Grade 3** – leaves hair 10 mm long.

**Grade 4** – leaves hair 13 mm long.

**Grade 5** – leaves hair 16 mm long.

**Grade 6** – leaves hair 19 mm long.

**Grade 7** – leaves hair 22 mm long.

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

**Problems and remedial action when cutting facial hair:**

**Cut skin** – administer first aid immediately.

**Adverse skin condition** – if infectious no service, refer to GP.

**Uneven result on completion** – use a pencil to draw outline and even out design, fine hair growth/bald patch (avoid emphasis to the area).

**Uneven hair growth** – adapt shape to accommodate density and growth patterns.

**Dark skin:** Asian, African and

Mediterranean skin types.

**Continual close cutting on dark 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, cause irritation and swelling.

**Salon health and safety legislation and regulations:** Health and safety at work, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employers' liability (compulsory insurance), occupiers' liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.



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## Outcome 2: Be able to provide a facial hair cutting service

**Professional communication in a salon environment:** Try to avoid technical language, always respond, consider client confidentiality.

**Verbal** – speaking (tone of voice, the language you use, how quickly and clearly), questioning (open, closed, probing).

**Non-verbal** – body language, positive attitude (your posture, facial expressions, hand gestures, the distance you stand), listening (be patient, try to be understanding).

**Written** – visual aids, magazines, client records.

**Behave professionally in a salon environment:** Follow health and safety practice and procedure, salon code of conduct, respect others, value client(s), co-operate with others (be sympathetic, fair, not aggressive), use appropriate language, avoid gossip, maintain confidentiality, polite/cheerful and friendly manner (friendly facial expressions, open body language, positive attitude, eye contact), sensible behaviour, team work, take pride in work, be punctual, employer and client loyalty.

**Suitability of tools and equipment:** Analysis of influencing factors/ contra-indications, proposal, plan, clarity, decisions, style required, hair condition, hair texture, growth patterns.

**Tools and equipment used to cut men's hair:** Combs, scissors, thinning scissors, razor, clippers, attachments, towels, cutting collar, cotton wool strips, selection of brushes, water spray, neck brush, hand dryer.

**Following cutting guidelines to accurately achieve the required look:**

First section cut (provides a guide that is followed throughout 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/1cm width, follow identified sectioning pattern, use guide to ensure desired shape/length.

**Position yourself and the client appropriately throughout the service:**

Ensure correct posture of self and client to minimise fatigue and injury.

**Self** – back straight, distribute weight evenly, feet slightly apart, use cutting stool (if required), no overstretching or bending.

**Client** – position to achieve accurate cut, comfort and minimise risk of fatigue or injury, sat upright, back straight and supported, two feet on floor.

**Check cut, balance, shape and weight distribution:** Look, feel, cross-check, use mirror, even balance, weight distribution (working across sections), check cut is even, same amount of hair on both sides of face, symmetrical/equal, adjust cutting accordingly, check by feel/look, section hair in opposite direction to the way it has been originally cut, maintain angle, methodical working method, correct result, client satisfaction.

**Creating facial outlines:** The edge where the facial hair starts or ends, use of pencil to create outline to follow, remove pencil mark after, gives clear, sharp, accurate shape.



Photo courtesy of Wahl (UK) Ltd.

## Outcome 2: Be able to provide a facial hair cutting service (continued)

### **Unwanted hair outside outline shape:**

If hair is not faded into nape line remove unwanted hair using clippers/scissors/razor.

### **Creating a finished facial haircut:**

Confirmation of service, creative flair, professional judgement (on chosen technique, tools and equipment), influencing factors, precision working, adapt and amend if necessary.

### **How to follow safe and hygienic working practices:**

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 and work surfaces, no smoking, eating, drinking or drugs in the salon, maintain professional personal hygiene.

### **Personal protective equipment –**

wear protective equipment, avoid latex, powdered gloves, apron.

**Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling** – moving stock safely, lifting, working heights, unpacking.

**Towels** – wash regularly, clean for every client, place dirty towels in covered bin.

**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.

**Disposal of waste** – sharps box, closed top bin, dilute chemicals with running water,

environmental protection, salon policies for hazardous waste, single use items, recycle (empties).

**Product storage** – check end date/packaging, store away from heat/damp/direct sunlight, empties avoid theft.

### **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, skin sensitivities, possibility of ingrowing hair, maintaining neck shape in between trims.

### **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, make use of trolley, safe professional presentation tools and equipment, only use for intended purpose, store correctly, check electrical equipment, portable appliance testing, visual check on both large and small equipment.

### **Establish and follow guidelines:**

Confirmation of shape with client, select tools and equipment, draw outline with pencil, work methodically, remove bulk first, create outline after, accurate removal of unwanted hair.

# UV30435

## Promote and sell products and services to clients

This unit will help you to develop your skills and knowledge in the products and services you use and sell. Working through this unit will help develop your skills in techniques for effective communication with your clients, interpreting buying signals, managing client expectations, introducing new products and services, describing the features and benefits and learning how to close a sale.

This unit is about keeping pace with new developments and encouraging your clients to take an interest in them.

Level

**3**

Credit value

**4**

GLH

**34**

Observations

**3**

External paper(s)

**0**



# Promote and sell products and services to clients

## Learning outcomes

On completion of this unit you will:

1. Be able to promote and sell hair and beauty products
2. Understand how to evaluate the promotion of products and services

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor 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. All outcomes must be achieved.
6. *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.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

There are no range statements that apply to this unit.





# Observations

## Outcome 1

### Be able to promote and sell hair and beauty products

You can:

- a. Identify selling opportunities
- b. Use effective communication techniques
- c. Interpret buying signals and the client's intentions
- d. Manage client expectations, to achieve a realistic objective
- e. Introduce products and/or services to clients
- f. Use effective selling techniques to close a sale

*\* May be assessed through oral questioning.*

| Observation                | 1 | 2 | 3 |
|----------------------------|---|---|---|
| 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:

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to promote and sell hair and beauty products

| You can:   | Portfolio reference / Assessor initials* |
|--|--|
| g. Explain the benefits for the salon of promoting services and products to the client |  |
| h. Explain the importance of product and service knowledge when selling                |  |
| i. Explain communication techniques used to promote products and services              |  |
| j. Explain the differences between the terms 'features' and 'benefits'                 |  |
| k. Describe the stages of the sale process   |  |
| l. Describe how to manage client expectations  |  |
| m. Explain how to interpret buying signals   |  |
| n. Explain the legislation that affects the selling of services or products            |  |

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



## Outcome 2

### Understand how to evaluate the promotion of products and services

| You can:  | Portfolio reference / Assessor initials* |
|---|--|
| a. Review effectiveness of selling techniques   |  |
| b. Explain the importance of reviewing selling techniques                               |  |
| c. Explain different methods of evaluating selling techniques                           |  |
| d. Describe how to implement improvements in your own selling techniques                |  |
| e. Evaluate the effectiveness of advertising services and products to a target audience |  |
| f. Explain the importance of how to set and agree sales targets and objectives          |  |

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white 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.

## Outcome 1: Be able to promote and sell hair and beauty products

**Selling opportunities:** Window displays, reception area, display cabinets, rotation of stock, new products/services, leaflets, free samples, during consultation, during/after service, email/mail/text, promotional events (e.g. launch parties, shows, charity events).

### **Effective communication techniques:**

**Verbal** – face to face, tone of voice, language, pace, clarity, reassure, use a range of related terminology.

**Non-verbal** – body language, positive attitude, posture, facial expressions, eye contact, gestures, proximity.

**Questioning** – open, closed, probing.

**Listening** – patience, trust, support, decipher, respond.

**Buying signals and the client's intentions:** Client showing interest/no interest, client asking questions, requesting information (price, availability, availability of appointments, making appointments, verbal agreement).

**Client's expectations to achieve a realistic objective:** Educate the client in product use, be honest, match service/product to client needs, realistic and achievable, lifestyle compatible.

**The benefits for the salon of promoting services and products to the client:** Increase salon turnover, commission, professional image, encourage clients to use quality products, encourage return

visits, increase client confidence, increase sales in other areas, shows motivation, passion and enthusiasm.

**Explain the importance of product and service knowledge when selling:** Professional image, instils confidence, improved aftercare advice, customers go on to promote salon, customers return increase – profits increase.

### **The differences between the terms 'features' and 'benefits':**

**Features** – the quality or characteristic of a service or product (service should compliment client, product made in both salon/retail size bottles).

**Benefits** – advantage of using a product on skin/hair.

**The stages of the sale process:** Interest, questioning, doubt, knowledge, clarification, need, want, purchase.

**The legislation that affects the selling of services or products:** consumer protection legislation, cosmetic products (safety), trade descriptions, sales of goods, the supply of goods and services.



## Outcome 2: Understand how to evaluate the promotion of products and services

**The importance of reviewing selling techniques:** Know what works and what doesn't, opportunity to change, sales training, profit and loss analysis.

**Different methods of evaluating selling techniques:** Monitor, review targets, questionnaire/survey, analyse results, summarise, judge, compare and contrast, profit and loss analysis.

**How to implement improvements in your own selling techniques:** Targets, objectives, involvement in target setting (achievable, tailored, motivating, personal training).

**Evaluate effectiveness of advertising services and products to a target audience:** Advertising plan, target audience (previous knowledge), what (you want to achieve), how (acceptable and appropriate communication), where (cost effective), when (scheduling of advertisements), result (expectations, measurable), budget (need, available, controlled, monitor, short/long term, impact on individual/business), compare/contrast, analyse.

**The importance of how to set and agree sales target/objectives:** Aim of business, goals (apply to the whole business), objectives (apply to individuals), break business into chunks (sales, production, administration), key results areas (KRA), use employee's job description (relevant to employee),

**SMART criteria** – Specific (short/long range, clear, in writing), Measurable (quantitative/qualitative), Achievable,

Realistic (reasonable, reachable and beatable – avoid optimistic goals which are counterproductive and de-motivating), Timely (specified time frame, challenging, motivating).