UHB130M
Creating facial hair shapes

Unit reference number: J/507/5463
Level: 3
Guided Learning (GL) hours: 60

Overview
This unit is about creating facial hair shapes for the client, concerning the trimming and redesigning of beards and moustaches, including hygiene, health and safety requirements. Learners will also develop their understanding of working on all hair types and their effects when using a variety of tools and equipment to achieve a range of facial hair shapes and looks.

Learning outcomes
On completion of this unit, learners will:

LO1 Know the barbershop procedures for creating facial hair shapes
LO2 Understand the factors that need to be considered when creating facial hair shapes
LO3 Know products, tools, equipment and techniques used for creating facial hair shapes
LO4 Be able to prepare the client, self and work area for the creation of facial hair shapes
LO5 Be able to provide the service of creating facial hair shapes
Assessment requirements

Learners must complete all four assessment requirements related to this unit:

1. Service portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Service portfolio

Learners must produce a creating facial hair shapes service portfolio.

At a minimum the service portfolio for this unit must include client consultation and treatment records covering all of the following:

- **Produced a minimum of 3 finished facial hair shapes:**
  - Moustache
  - Partial beard and moustache
  - Full beard and moustache
  - Eyebrows
- **Created all facial hair shapes:**
  - Short facial hair
  - Long facial hair
  - Trimming
  - Redesigning
- **Used a minimum of 2 products:**
  - Moustache wax
  - Beard oil
  - Beard balm
  - Moisturisers
- **Used all tools, equipment and techniques:**
  - Scissors
  - Eye protectors
  - Gowns
  - Combs
  - Clippers attachments/guards
  - Trimmers
  - Neck brush
  - Scissor over comb
  - Clipper over comb
  - Freehand
Considered all influencing factors:
- Head and face shape
- Influencing factors, e.g. growth patterns, large facial features
- Client requirements
- Lifestyle
- Hair classification
- Hair characteristic
- Adverse skin conditions
- Skin elasticity
- Facial contouring
- Facial piercing

Given all types of advice:
- Initial consultation to agree service
- Aftercare
- How to maintain the look
- Post service maintenance
- Additional products and services
- Recommended time interval between cuts

Evidence from the graded practical assessment must also be presented in the service portfolio.

The service portfolio must be completed prior to learners undertaking the practical skills test. Whilst service portfolios will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

2. Graded practical assessment

Learners must carry out a complete facial hair shape service which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment on a real client. At a minimum the graded practical assessment for this unit must cover:

- **Service** – create a facial hair shape
  - On one new client using relevant techniques and effects performed within a commercial time appropriate to client’s hair type to produce a barbershop professional finish

- **Products, tools and equipment**
  - Scissors, combs, clippers and trimmers as appropriate to the client’s hair characteristics and influencing factors. Neck strips (where appropriate) and neck brush to aid client comfort. Products appropriate to the service required

Recorded professional discussion can also be used as an assessment method attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.
3. External examination
Whilst the theory content of LO1, LO2, LO3 may be naturally assessed in the graded practical assessment, they will be tested by an external examination at the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment
In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of services from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all services will be covered over time.

VTCT will set a brief for centres which will detail the services to be covered in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.
Unit content

LO1 Know the barbershop procedures for creating facial hair shapes

**Learners must know how to present themselves:**

Personal presentation is important in creating an overall good impression and promotes client satisfaction, repeat/new business and reputation for the barber/barbershop.

Learners must:
- Present a positive image and attitude
- Ensure barbershop uniform requirements are adhered to. Each barbershop will have different requirements and expect learners to dress appropriately. As a general rule closed-in low heel shoes should be worn. Where tights/stocking/socks are worn, these should be clean and free from ladders or holes. Smart non restrictive clothes for ease of movement, with sleeves/jewellery that do not touch client whilst service is provided. Other examples may include a set uniform or tee shirt with or without barbershop logo
- Be presentable and have good personal hygiene including clean clothes, clean teeth and fresh breath
- Ensure they avoid a strong smell of tobacco, heavy perfume or aftershave
- Ensure they maintain good posture throughout the service with weight evenly balanced

**Learners must know barbershop procedures to set up the work area:**

- A clean and hygienic working area will help create an overall good impression to the client and help prevent cross-infection. Learners will have knowledge of health and safety

**Learners must know how to recognise relevant hazards and risks for creating facial hair shapes services:**

- Within a barbershop safety is of paramount importance and learners must know how to recognise potential harm or injury that may occur
  - Hazard – anything that has the potential to cause harm, e.g. clipper flex left plugged in and trailing round client’s chair
  - Risk – a chance, high or low, that harm caused by the hazard will occur, e.g. someone may trip over trailing clipper lead
- Learners must work safely throughout the facial hair service ensuring maintenance of electrical equipment is monitored. Learners must make visual checks on electrical items for safe use
- Learners must dispose of waste appropriately to minimise risk of cross-infection and ensure it does not pose a risk to the environment, e.g. used detachable blades are disposed of in a sharps bin
LO2 Understand the factors that need to be considered when creating facial hair shapes

Learners must understand the hair classifications and characteristics:

<table>
<thead>
<tr>
<th>Hair classifications table</th>
<th>1a Fine/thin</th>
<th>1b Medium</th>
<th>1c Coarse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1: Straight hair</td>
<td>Straight</td>
<td>Straight with volume</td>
<td>Straight difficult hair</td>
</tr>
<tr>
<td>Type 2: Wavy hair</td>
<td>‘S’ pattern</td>
<td>Frizzy ‘S’ pattern</td>
<td>Very frizzy ‘S’ pattern</td>
</tr>
<tr>
<td>Type 3: Curly hair</td>
<td>Soft curl</td>
<td>Loose curl</td>
<td>Tight curl</td>
</tr>
<tr>
<td>Type 4: Very curly hair</td>
<td>Tight coiled curl pattern</td>
<td>‘Z’ pattern and spring curl</td>
<td>Tight ‘Z’ pattern</td>
</tr>
</tbody>
</table>

Learners must know how the extent and degree of the hair classifications and characteristics will influence products, tools and equipment used in the creating facial hair shapes service. As an example a client with a hair classification of 3a – soft curl has natural movement in the facial hair which will influence tool and equipment choice and techniques used in creating facial hair shapes depending on length of hair.

Learners must understand how factors influence creating facial hair shapes:
- Density – this is defined as the number of hairs on the scalp/face and will affect the choice of tools and products used and the duration of the service
- Texture – the circumference of an individual strand of hair. Hair can be fine, medium or coarse
- Growth patterns – this relates to the direction the hair grows from the scalp/face and may influence the desired finish
- Head and face shape and size – this relates to the overall shape and size of the client’s head and includes any specific features
- Lifestyle – this is about the client’s everyday activities and working patterns
- Hair length – this will affect the general condition of the hair
- Hairstyle/client requirements – the way the client wears their hair will have an effect on the look and design of the facial hair and would be beneficial for the client to have a design that complements their hairstyle
- Services prior to creating facial hair shapes – other services offered prior to creating facial hair shapes may influence the finishing
- Temperature and humidity of the barbershop, client and general external weather conditions these will be influencing factors when creating facial hair shapes, both the inside and outside temperatures
- Facial piercings – learners must be aware of any facial piercing and ask the client to remove any piercings that may obstruct the service so as not to catch and tear the skin. If the piercing is recent the skin could be inflamed, in which case advise the client to leave any service till a later date
- Learners must take into consideration facial contours and balance the moustache and beard to suit them by adapting cutting techniques to. As an example a dimple in the chin, learners should ask the client to position tongue over bottom teeth and push out skin, making the hairs in the chin protrude
Learners must understand factors that can prevent or restrict the creating facial hair shapes service:

- A contra-indication to the hair and skin can prevent or alter the service, products or techniques used in creating facial hair shapes, e.g. a client with an allergy to moisturising cream may not be suited to some products

Contra-indications to creating facial hair shapes include:

- Skin sensitivity – inflamed, sore and red skin may prevent direct heat being placed on the skin and care should be taken when using products and razors as these may further irritate the skin

- Hair and skin disorders and diseases
  - Contagious – can be passed person to person and may prevent service
    - Viral – warts, herpes
    - Fungal – ringworm
    - Animal parasites – head lice, scabies
  - Non-contagious – may prevent service depending on the severity of the condition
    - Sebaceous cyst – lump on top or under skin on face or scalp
    - Psoriasis – dry silvery scales of skin
    - Contact dermatitis – dry, red, sore, itchy, may possibly be weeping
    - Adverse skin conditions

- Recent scar/tissue injury, may be tender when using razors
- Hair loss, medication, stress or trauma (alopecia), use tools and equipment carefully
- Hair defects – Trichorrhexis Nodosa, rough swollen broken shaft, require extreme care when creating facial hair shapes. Ensure the correct product, tools, equipment and technique are used

Learners must understand the importance of questioning the client:

Learners must understand the importance of questioning the client prior to, during and after services regarding their personal needs. Learners must know:

- The use of questioning to communicate with the clients in a way that meets the client’s individual needs
- The importance of understanding the client requirements of the creating facial hair shapes service. This may include the use of visual aids, e.g. album of pictures, style book or photos to agree outcome
- The importance of the client feeling valued if references are made regarding their comfort and the heat settings of equipment
- The additional service options which include offering refreshments (if available) or magazines to add value and general ambience to personalise the service
- Reasons why a client may rebook for future service or promote barber/barbershop
LO3 Know the products, tools and equipment used for creating facial hair shapes

Learners must know the products, tools and equipment required for creating facial hair shapes services:

- **Products:**
  - Cleansing products to clean any grease or dirt from the facial hair prior to the facial hair shape service
  - Beard oil and beard balm
  - Moisturiser will help to hydrate the skin after the facial hair shape service

- **Tools:**
  - Scissors
  - Comb
  - Neck brush to remove hair cuttings throughout the service
  - Clippers and trimmers

- **Equipment:**
  - Eye protectors
  - Gown
  - Barber’s chair used for the positioning and comfort of the client whilst creating facial hair shapes

Learners must know the techniques required for creating facial hair shapes services:

- **Techniques:**
  - Scissor over comb
  - Clipper over comb
  - Clipper with attachment
  - Freehand
LO4 Be able to prepare the client, self and work area for the creation of facial hair shapes

Prepare and check the area, products, tools and equipment prior to the service:
- Preparation is an important feature of the creation of facial hair shapes service, not least because it enables learners to work safely and methodically. Learners will ensure that the cleanliness and health and safety standards within the barbershop are maintained to enhance the client’s overall satisfaction with the service. Learners must prepare the working area accordingly
- Learners will organise all products, tools and equipment in advance, making provision for a diverse range of the client’s needs
- Learners must prepare the working area:
  - Ensure there is adequate room around the work area to allow safe use of all equipment
  - Ensure all work areas are free from hair, including basin, chair, trolley, work station unit and floor
  - Move chairs to remove and wipe away any dropped products, check base of chairs for cleanliness and wipe seat and back of chair or apply fresh cover
  - Ensure trolleys are systematically cleaned between clients, removing unwanted items and replacing with fresh cleaned/sterilised items
  - Ensure towels, capes and client outer gowns are replaced, clean and freshly laundered for each service and removed after use
- Learners will prepare products:
  - Learners must ensure a range of products are available. Products should be displayed either at dressing/work area, on a separate display trolley or by a visual chart. Learners must ensure that the client has a full range of available product choice. Learners must ensure there are sufficient products available, in good condition, clean and appropriate for all possible barbering services
- Learners will prepare tools and equipment:
  - Learners must ensure tools are placed in logical order of use, on clean towel or disposable paper towel to prevent cross-infection
  - The barbering chair is positioned at the correct height and angle so as not to cause discomfort to the learner or the client
  - Clippers and trimmers must be ready to use
  - Other electrical equipment identified for cutting facial hair will be prepared safely and turned on only when appropriate, e.g. electric clippers, learners must know the optimum time to turn equipment on to prevent waste of electricity, or create a hazard or risk.
    - Always check clipper blades.
- Preparation of learners:
  - Learners will present themselves professionally displaying:
    - Readiness for the service
    - A good attitude
    - Personality/persona fitting for the barbershop
    - Good communication and listening skills
    - Maintain good posture throughout creating facial shapes service
Prepare the client for services:
- Learners will ensure that the facial hair has been combed and thoroughly detangled
- Prepare client, learners must:
  - Remove obstructive facial jewellery or items that would inhibit the facial hair service
  - Adjust chair height of the client to maintain good posture, but always ensure the chair is comfortable for the client. Where necessary a foot stand to be positioned for client comfort
  - Ensure the client maintains the correct posture to avoid hazard or risk
  - Confirm that the client is comfortable at start of service

Explain and agree service outcome with the client:
- Conduct a visual and manual check of the face and hair growth
- Identify any influencing factors and discuss these with client
- Agree choice of products with the client
- Agree choice of tools and equipment with the client
- Agree service outcome with the client
LO5 Be able to provide the service of creating facial hair shapes

Select products, tools and equipment to create facial hair shapes:
- Learners must demonstrate they have identified and used the most suitable items to create the finish
- Application of products, tools and equipment will be dependent on:
  - Facial hair classification
  - Facial hair characteristics/growth pattern
  - Length
  - Condition
  - Density
  - Texture
  - Influencing factors
- Products – learners will choose the most appropriate products to create the facial hair shape. Products chosen will aid the techniques used when creating facial hair shapes and learners must demonstrate correct choice to enhance the facial hair shapes.
- Tools – in selection of tools, learners must use the most appropriate items to create facial hair shapes and be able to show dexterity when using those tools.
  - Choose scissors, combs, depending upon length and style of the facial hair. Tools must not get damaged or become stuck in the facial hair, or damage the skin
- Equipment – use clippers or trimmers as a minimum to create facial hair shapes. Learners must demonstrate that they can provide a uniform result that does not cause discomfort or damage to the facial hair or skin.
  - Show correct use when working other electrical equipment
  - Demonstrate they have produced a finished result that has been enhanced by the use of other electrical items

Use safe and hygienic working methods throughout the service:
- Demonstrate they have clean products, tools and equipment for the client
- Display safe usage of all products both in application and storage
- Ensure the use of products does not cause harm or present a risk
- Use all electrical equipment safely
- Remain in control of the equipment
- Display good processes of application of products, e.g. carefully applying sprays/lotion or creams to avoid damaging the client’s skin, ears or eyes
- Carry out a service without causing danger or damage to self, client or work areas intentionally or by accident, e.g. placing an open razor without a safety guard on a work surface
- Identify potential risks and hazards – clean up spillages immediately, ensure there are no trailing wires

Use products, tools and equipment to produce the desired finish:
Learners must use the most suitable products, tools and equipment to create the facial hair shape that is appropriate to the client’s requirements.
- Products – demonstrate they can use the correct products appropriate to the client’s needs
  - Use products that complement the service
  - Apply products evenly
• Tools – ensure all tools used are fit for purpose and tools are used correctly. Examples of using correct tools may be:
  - Using a wide tooth comb to disentangle long facial hair

• Equipment – use electrical equipment correctly. As an example, clippers should be cleaned and oiled before use so as not to snag the facial hair. Learners must show that they can use equipment in sequence order and demonstrate control of all equipment to produce the desired result

Use a combination of techniques to achieve the desired outcome considering influencing factors:
Display an aptitude in cutting techniques, using products effectively to aid the final result, demonstrating skills to trim or redesign facial hair with tools chosen. Learners must trim, cut or design the facial hair with these techniques without discomfort to the client.

• Techniques used in creating facial hair shapes will be dependent on required finished result.
  - Ensure facial hair is clean and detangled at start of service
  - Use the correct products for facial hair classification/type
  - Apply products in logical sequence and appropriate to the service
  - Use tools that are appropriate for the finish
  - Use additional electrical attachments or equipment e.g. guards for clippers
  - Use techniques dependant on the facial hair classification/type and required finished result
  - Ensure all haircuttings are removed throughout the service
  - Be time and cost effective

Provide in-service checks with the client:
• Learners will use appropriate communication and questioning techniques to check on the client’s comfort and general wellbeing throughout the service
• Learners must ensure checks with the client confirm agreement of progress
• Learners must demonstrate that checks are made to enhance or disguise influencing factors and that creative ability and attention to detail are applied, e.g. keeping hair long enough to cover a mole or disguise a scar

Provide advice and recommendations to the client:
• Learners will ensure they have promoted the benefits of the service and provided home care advice where required in order for the client to maintain their facial hair shape. For example the client who has thick dense coarse hair growth would be advised to moisturise their facial hair to keep it in optimum condition to enhance the style. Where possible home techniques to prolong the finished style could be demonstrated to the client, e.g. which face parts should be shaved outside of the finished shape
Employability skills to be demonstrated throughout the graded practical assessment and synoptic assessment

Communication:
- Adapt and tailor approach for different clients, e.g. new and existing clients, male and female clients
- Allow sufficient time for the consultation and communicate clearly and concisely to explain the concept of the service, encouraging clients to ask questions; offer reassurance
- Use positive verbal communication, e.g. speaking manner and tone of voice, being supportive, respectful, sensitive to client, using open questioning to obtain information
- Use positive non-verbal communication, e.g. eye contact, body language, actively listening
- Promote goodwill and trust by using good communication

Customer service:
- Have an awareness of the principles of customer service, e.g. quality, keeping promises, managing customer expectations, customer satisfaction, speed of services, offering reassurance
- Show good practice in customer service, e.g. meeting and exceeding customer needs and expectations, demonstrating a willingness to please the customer, treating the customer as an individual
- Invest time in explaining the concept of the service clearly but concisely to the client, encouraging them to ask questions
- Deal quickly and effectively with any complaints or issues, e.g. know whom to refer to if needed
- Know the importance of customer service to a business, e.g. professional image, reputation, customer retention, customer satisfaction, customer relationships
- Know the impact of poor customer service, e.g. dissatisfied customers will seek out competitors, loss of reputation, loss of profit, frequent complaints
- Manage client expectations and identify requirements

Commercial and environmental awareness:
- Adopt eco-friendly and cost-efficient use of resources, minimising waste, e.g. all products measured correctly; efficient use and correct disposal of consumables; recycle where possible
- Be aware of others and protect their ‘space’ when using products, specifically aerosols, e.g. sprays used in nail treatments or hair services
- All used products will be disposed of in accordance with the barbershop rules and legislative guidelines
- Ensure all electrical equipment switches are turned off when not in use
- Identify opportunities to promote and sell additional products and services, e.g. during consultation or when providing aftercare advice
- Talk and actively listen, to gain knowledge of your client preferences and routines so that the retail selling approach is personalised
- Be aware of competitors for commercial success, e.g. local barbershop offers and promotions, new treatments/services
- Know the unique selling points of services to enable you to offer the most appropriate advice
• Know business goals and sales targets to encourage focus on the vision of the business and its long term goals, e.g. seasonal promotional offers
• Know how to advertise and display special offers, promotions, e.g. local newspaper stories, awards, photographs, thank you letters/cards
• Promote any loyalty schemes or special offers for repeat/new clients and the benefits of other products and services, e.g. buy one get one free, introductory offers
• Offer new/additional products and services to existing or new clients to promote self/barbershop experiences
• Ensure the cost reflects the time taken to provide the service, reflecting commercial times allocated, e.g. tailor cost to client characteristics
Skin cancer awareness

Please note this information will not be assessed for the achievement of this unit. Public awareness of skin cancer has never been higher, and yet skin cancer remains the fastest growing cancer in the UK, especially amongst young people. The chances of a positive outcome can be dramatically increased with early identification and diagnosis.

Professionals in hair, beauty, sports massage and health and wellbeing industries work closely with clients and in many cases have sight of areas of skin which may not be easily visible to the client. An informed awareness of the signs, symptoms and changes of appearance to be aware of when checking for early signs of cancer is a crucial tool for the conscientious practitioner in order to provide the most thorough service and in some cases, possibly lifesaving information signposting.

Signs to look for when checking moles include utilising the ABCDE guide:

A - Asymmetry – the two halves of the area/mole may differ in their shape and not match.

B - Border – the edges of the mole area may be irregular or blurred and sometimes show notches or look ‘ragged’.

C - Colour – this may be uneven and patchy. Different shades of black, brown and pink may be seen.

D - Diameter – most but not all melanomas are at least 6mm in diameter. If any mole gets bigger or changes see your doctor.

E - Elevation/evolving – elevation means the mole is raised above the surface and has an uneven surface. Looks different from the rest or changing in size, shape or colour. Anyone can get a suspicious mole or patch of skin checked out for free by the NHS by visiting their doctor, who may then refer to a dermatologist (an expert in diagnosing skin cancer).

If you require any additional NHS information please refer to https://www.nhs.uk/be-clear-on-cancer/symptoms/skin-cancer

If your learners are interested in learning more about skin cancer awareness alongside this qualification, VTCT runs the following qualification: VTCT Level 2 Award in Skin Cancer Awareness for Non-Healthcare Professionals.

This qualification has been specifically designed for those working in the sports massage, health and wellbeing, beauty, hairdressing and barbering sectors. It will enable learners to identify any changes to their client’s skin and to highlight those changes to the client using appropriate language and communication skills. It will enable the learner to raise awareness of skin cancer and signpost their clients to public information about skin cancer.

This qualification will enable hair, beauty and wellbeing professionals to gain the appropriate knowledge and communication skills required to provide non-diagnostic, professional advice and information to clients in a discrete, empathetic and confidential manner.

For more information please refer to the Record of Assessment book: https://qualifications.vtct.org.uk/finder/qualfinder/1Record%20of%20Assessment%20Book/AG20529.pdf
Assessment criteria

Assessment criteria will be applied to the graded practical assessment. In order to pass this unit, learners must at a minimum achieve all pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner must:</td>
<td>The learner can:</td>
<td>To achieve a Merit grade, in addition to achievement of the pass criteria, the learner can:</td>
<td>To achieve a Distinction grade, in addition to achievement of the pass and Merit criteria, the learner can:</td>
</tr>
<tr>
<td>LO4 Be able to prepare the client, self and work area for the creation of facial hair shapes</td>
<td>P1 Prepare and check the area, products, tools and equipment prior to the service</td>
<td>M1 Adapt and tailor interpersonal communication to the client throughout the service</td>
<td>D1 Justify the selection of products, tools, equipment and techniques used throughout the creating facial hair shaping service</td>
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<tr>
<td></td>
<td>P2 Prepare the client for services</td>
<td>M2 Use effective strategies to promote and sell products and additional services throughout the facial hair shaping service</td>
<td>D2 Create a finished facial hair shape that reflects the mastery of a professional barbering service</td>
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<tr>
<td></td>
<td>P3 Explain and agree the service outcome with the client</td>
<td>M3 Use the tools and equipment in a methodical and controlled way to create facial hair shapes</td>
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</tbody>
</table>
Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

<table>
<thead>
<tr>
<th>P1 Prepare and check the area, products, tools and equipment prior to the service</th>
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</thead>
<tbody>
<tr>
<td>Learners must demonstrate they have set up the work area ready for the client by selecting appropriate products, tools and equipment to provide the trimming or redesign of facial hair shapes. The work trolley is located on the lead hand side of learners i.e. if learners are left handed the trolley would be on the left. The equipment is visually checked along with product availability. All areas must be wiped down, switches turned off and electrical equipment left safely and then stored away. Fresh protective clothing must be acquired, the product display area and all tools must be wiped clean.</td>
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<thead>
<tr>
<th>P2 Prepare the client for services</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have prepared the client for services in a work station/area that is clean and tidy. Learners must select clean protective garments, towels, neck strips ensuring that the client is comfortable and the chair height and position is correct. Learners must make a visual check for any contra-indications/influencing factors as well as questioning the client prior to creating facial hair shapes service, for example a client presents himself in the barbershop with a facial piercing and when asked to remove the facial piercing he replies that he cannot remove it as it has just been done and is still sore, the advice would be to leave the facial hair shape service till a later date.</td>
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<tr>
<th>P3 Explain and agree the service outcome with the client</th>
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</thead>
<tbody>
<tr>
<td>Learners must demonstrate that they have agreed the service outcome with the client and explained the service procedure. Learners must conduct a visual and manual check of the client’s facial hair growth, hair growth pattern and identify any influencing factors and discuss these with the client. Learners must agree with the client the choice of equipment and products to create the finished service using questioning and visual aids, as appropriate.</td>
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<thead>
<tr>
<th>P4 Select products, tools and equipment to create facial hair shapes</th>
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<tr>
<td>Learners must select products, tools and equipment appropriate to the client’s needs to facilitate the creation of facial hair shapes. Learners are required to identify the most appropriate items taking into consideration any adaptations that may be necessary, due to hair classification and characteristics. As an example, displayed products at the work area could include a range of homecare items that the client may wish to look at as a precursor for possible future sales opportunities. Chosen tools will be fit for purpose and offer the client the opportunity to question their use and suitability. For example, a client may have had an ingrowing hair problem before and requires information on purchasing or using an exfoliating product at home.</td>
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</table>
P5 Use safe and hygienic working methods throughout the service

Learners must demonstrate that they can recognise hazards and risks when using electrical equipment. Learners must ensure that the working area is safe and consider others who may be working in close proximity. Electrical items must not interfere with the client or others within the barbershop. Learners must ensure that there are no trip hazards, and wires from equipment are safely held. When equipment is not in use or it must be placed securely without possible damage to self/client/others or surrounding work areas. Manufacturers’ instructions must be followed at all times for safe handling and use. Products are used without harm to self/client/others.

As an example, learners must ensure they have identified and taken the correct course of action to deal with any spills or leaks promptly. Where tools or client protection garments are dropped on the floor, they should be replaced with clean and fresh items.

Learners must demonstrate that the floor is safe to walk on and free from hair. Learners must sweep the floor prior to the client moving from the chair.

P6 Use products, tools and equipment to produce the desired finish

Learners must use all products, tools and equipment safely and their choices must be suitable to produce the desired service outcome.

For example a client requires a redesign of his facial hair but in the past has had a problem with ingrowing facial hair. Product usage may include an exfoliator to prevent ingrowing hairs from forming. Tools used may include scissors, combs. Equipment usage would include barber’s chair to position the client correctly.

P7 Use a combination of techniques to achieve the desired outcome considering influencing factors

Learners must produce a finish that combines techniques appropriate to client’s growth pattern and lifestyle. Learners must demonstrate they have selected the correct product, tools and equipment to be used before, during and after the service. Electrical items used must have appropriate attachments where necessary.

Learners must demonstrate they have removed any bulk hair, first from the beard/moustache/eyebrow using appropriate equipment, for example clipper over comb, scissor over comb, removed loose hair cuttings during the process to aid client comfort, outlined the shape of the beard/moustache using appropriate equipment, for example, clippers and trimmers, communicated with the client to ensure they are achieving the desired look, removed any hair left outside the outline using appropriate equipment, for example, clippers, and trimmers.

Learners must demonstrate they can use and combine different techniques to provide a finish, and meet to the client’s requirements. Learners must confirm client satisfaction.

P8 Provide in-service checks with the client

Learners must demonstrate throughout the service they have checked the client’s comfort. Learners must demonstrate that they have adapted and tailored their techniques to suit the client’s requirements, as an example – softened a long beard growth prior to service. Learners must check that tools and equipment used are not causing discomfort to the client.
**P9 Provide advice and recommendations to the client**

Learners must demonstrate that they have provided the client with aftercare advice. Advice must include methods of maintaining the facial style at home including use of tools, products and equipment with recommendations for the preferred time interval between the cuttings of facial hair.

**M1 Adapt and tailor interpersonal communication to the client throughout the service**

Learners must listen to the client’s expectations and present other options, especially if the client’s face shape is not suited to the shape required. Learners must demonstrate that they have tailored their style of communication and response to suit the client. For example, if the client indicates that they would like to chat and engage in conversation, the learner will engage in unobtrusive friendly conversation with the client. If the client is more reticent and indicates that they do not wish to engage in conversation, the learner should respect the client's wishes and communicate in a discreet manner. Learners must demonstrate throughout the service that all communication with the client is ethical, respectful, unobtrusive and inoffensive.

Learners must respond positively to the client by displaying excellent communication skills, when presenting possible alternative solutions to the service.

**M2 Use effective strategies to promote and sell products and additional services throughout the facial hair shaping service**

Learners will effectively appraise the overall characteristics of the facial hair and skin with the client, providing detailed information about barbershop services and suitable barbershop products that will enhance the client’s facial hair and skin condition or style.

The client may be reticent about a new style especially if it involves a major change. Examples and images may be used to show the client how a new style might look.

For example in order to promote finishing products the client may like to smell or try products to see how they benefit the skin. Samples of products for client to try at home may be offered and if not available learners may be able to find an alternative receptacle for the products.

**M3 Use tools and equipment in a methodical and controlled way to create facial hair shapes**

Learners must demonstrate excellent manual dexterity skills and that they can manipulate the tools and equipment without causing damage to the facial hair and skin. Learners must demonstrate that they have worked in methodical order and that they are in complete control of tools and equipment throughout the service.

For example, learners could demonstrate the use of appropriate tension on the skin without undue pulling, working with the growth patterns. Examples of the characteristics of a professional facial hair shape service include the use of freehand techniques on long facial hair, a prolonged smooth finish when creating an outline, and minimal remedial work on completed shape.
<table>
<thead>
<tr>
<th>D1 Justify the selection of products, tools, equipment and techniques used throughout the creating facial hair shaping service</th>
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<tbody>
<tr>
<td>Learners must explain their reasons for choosing products, tools, equipment and techniques based on the characteristics, porosity, density, texture and contour features of the facial hair and skin. For example, if the client’s skin condition is overly dry due to prolonged exposure to sun the learner could identify that application of oil or moisturising cream would improve the appearance of the skin condition.</td>
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<table>
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<tr>
<th>D2 Create a finished facial hair shape that reflects the mastery of a professional barbering service</th>
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<tr>
<td>The completed facial hair shape result must have the characteristics of a professionally finished barbershop result. The finished facial shape has clean symmetrical lines with hair lengths and weights that match the shape of the face. Learners will have applied attention to all areas of the face to complement and enhance the finish. As an example, a triangular-shaped face tends to have a very pointed chin. A fuller beard will make triangular-shaped faces appear more masculine by adding weight along the jaw-line and the chin, or leaving longer sideburns to balance the face and reduce the pointed appearance of the chin.</td>
</tr>
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</table>
Resources

The special resources required for this unit are access to a real or realistic working environment which supports the provision of barbering services.

Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:

- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and the use of products, tools and equipment
- Work experience within a commercial barbershop so they can practise to hone their skills in a real environment
- Using interactive information and technology, systems and hardware so they can learn about concepts and theories, research current trends, research product knowledge and produce visual aids

Links with other units

This unit is closely linked with the following units:

**UCO28M Health and safety in the salon**
Health and safety greatly underpins the present unit. Learners will be required to apply knowledge and understanding of health and safety for creating facial hair shapes when providing the service in a real or realistic working environment.

**UHB139M Hairdressing consultation**
Alongside health and safety in the barbershop, hairdressing consultation underpins every other professional hair service and should be the first unit delivered. Performing a thorough consultation before all barbershop services is a necessity by learners and this unit supports all technical units within the qualification.

**UCO31X Planning and implementing promotional activities**
This unit supports the learner in promoting the sale of additional products and services and encourages client loyalty.

**UHB150M/UHB150X Men’s cutting services**
Men’s cutting services work together with shaving services as often the client will book for both services at one time. The learner will be able to see outcome of both services and make adaptation or future recommendations to the client to enhance or disguise any hair or skin characteristics and adapt services due to influencing factors.

**UHB144M Men’s styling services**
Men’s styling services work alongside the men’s cutting and shaving services units and allow the learner to offer a full range of grooming services to the client.

**Graded synoptic assessment**

At the end of the qualification of which this unit forms part, there will be a graded synoptic assessment which will assess the learner’s ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.
<table>
<thead>
<tr>
<th>Version</th>
<th>Details of amendments</th>
<th>Date</th>
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<tbody>
<tr>
<td>v7</td>
<td>Skin cancer awareness page added</td>
<td>15/06/17</td>
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