

# UHB131X

## Creating patterns in hair

Unit reference number: H/507/5471

Level: 3

Guided Learning (GL) hours: 60

### Overview

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This unit is about creating patterns in hair for clients, concerning the trimming and redesigning of patterns in hair. Learners will also demonstrate knowledge of 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 creating patterns in hair.

### Learning outcomes

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On completion of this unit, learners will:

LO1 Know the barbershop procedures for creating patterns in hair

LO2 Understand the factors that need to be considered when creating patterns in hair

LO3 Know the products, tools, equipment and techniques used for creating patterns in hair services

LO4 Be able to prepare for creating patterns in hair

LO5 Be able to create patterns in hair

# Assessment requirements

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Learners must produce a portfolio of evidence which includes:

1. Service portfolio
2. One practical summative assessment

## 1. Service portfolio

Learners must produce a service portfolio which contains assessed evidence covering all the theory assessment criteria in the unit. The service portfolio must also contain evidence relating to the practical assessment criteria.

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

- Carried out a minimum of 3 finished creative patterns in hair
  - 2D shapes
  - 3D/pictorial
  - Repeated
  - Symmetrical
- Created all patterns in hair
  - Short fine hair
  - Short thick coarse hair
  - Trimming
  - Redesigning
- Used a minimum of 2 products
  - Cleansing products
  - Wax
  - Gel
- Used all tools and equipment
  - Scissors
  - Combs
  - Clippers with attachments
  - T-liner
  - Trimmers
  - Razors
  - Neck brush
- Used all techniques
  - Scissor over comb
  - Clipper over comb
  - Freehand
  - Fading

- Considered all influencing factors
  - Head, face shape, size and unusual features
  - Growth patterns
  - Client requirements
  - Lifestyle
  - Hair classification
  - Hair characteristics
  - Adverse skin conditions
  - Skin elasticity
- Given all types of advice given:
  - Initial consultation to agree service
  - Aftercare
  - How to maintain the look
  - Post service maintenance
  - Additional products and services

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

The service portfolio is a requirement which must be completed prior to learners undertaking the one summative practical assessment.

## 2. Summative practical assessment

Learners must carry out patterns in hair service which will be observed and marked by centre assessors. Learners must achieve all assessment criteria in order to pass and achieve the unit.

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

- Service – Creating patterns in hair
  - 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, trimmers and razor as appropriate to the client's hair characteristics and influencing factors. Neck strips 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 practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.

## Unit content

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### LO1 Know the barbershop procedures for creating patterns in hair

#### **Explain the importance of preparing 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
- Have presentable and good personal hygiene including clean clothes, clean teeth and fresh breath
- Ensure they avoid strong smell of tobacco, heavy perfume or aftershave
- Ensure they maintain good posture throughout the service with weight evenly balanced

#### **Explain the correct procedures for preparing the work area:**

- A clean and hygienic working area will help create an overall good impression to the client and prevent cross-infection. Learners will have knowledge of health and safety and how this impacts on creating patterns in hair, specifically in preparing the tools used

#### **Describe how to recognise relevant hazards and risks for creating patterns in hair:**

- Within a barbershop, safety is of paramount importance and learners must know how to recognise potential harm or injury that may occur
- Hazards – anything that has the potential to cause harm, e.g. clipper flex left plugged in and trailing round client's chair
- Risks – a chance, high or low, that harm caused by the hazard will occur, e.g. someone may trip over trailing clipper lead
- Work safely throughout the creating patterns in hair service ensuring maintenance of electrical equipment is monitored
- Make visual checks on electrical items for safe use
- Dispose of waste appropriately to minimise risk of cross-infection and ensure it does not pose a risk to the environment

## LO2 Understand the factors that need to be considered when creating patterns in hair

### Explain the hair classifications and characteristics:

Hair classifications table			
	1a Fine/thin	1b Medium	1c Coarse
Type 1: Straight hair	Straight	Straight with volume	Straight difficult hair
	2a Fine/thin	2b Medium	2c Coarse
Type 2: Wavy hair	'S' pattern	Frizzy 'S' pattern	Very frizzy 'S' pattern
	3a Fine/thin	3b Medium	3c Coarse
Type 3: Curly hair	Soft curl	Loose curl	Tight curl
	4a Fine/thin	4b Medium	4c Coarse
Type 4: Very curly hair	Tight coiled curl pattern	'Z' pattern and spring curl	Tight 'Z' pattern

Learners must know how the extent and degree of the hair classifications and characteristics will influence products, tools and equipment used in the create patterns in hair service. As an example a client with a hair classification of 3a – soft curl has natural movement in the hair and will influence products, tools, equipment and technique choice used in creating patterns in hair.

### Explain how factors influence creating patterns in hair:

- Density – This is defined as the number of hairs on the scalp 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. Coarse hair has the largest circumference, and fine hair, the smallest
- Porosity – this relates to the condition of the cuticle. Porosity levels are caused by both chemical and physical damage
- Growth patterns – this relates to the direction in which the hair grows from the scalp and may influence the desired finish
- Head, face shape, size and any unusual features – 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
- Services prior to creating patterns in hair – other services offered prior to creating patterns may influence the finishing
- Hairstyle/client requirements – the way the client wears their hair will have an effect on the look and design of the creating patterns in hair service and it would be beneficial for the client to have a design that complements their hairstyle
- Temperature and humidity of the barbershop, client and general external weather conditions – these will be influencing factors when creating patterns in hair (both the inside and outside temperatures)

### **Explain factors that can prevent or restrict the creating patterns in hair service:**

A contra-indication to the hair and scalp can prevent or alter the service, products or techniques used in creating patterns in hair, e.g. scarring - decide whether to incorporate in the pattern or avoid.

Examples include:

- Scalp sensitivity – an inflamed, sore and red scalp may prevent direct heat being placed on scalp and care should be taken when using combs or brushes
- 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 condition
    - Sebaceous cyst – lump on top or under scalp/head
    - 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 combs, brushes or heat
- Hair loss, possible after hair extension removal, medication, stress or trauma (alopecia), use tools and equipment carefully to adapt style to cover area of hair loss
- Hair defects – Trichorrhhexis Nodosa, rough swollen broken shaft, requires extreme care when combing or brushing hair and correct product use is important

### **Explain 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:

- How to use questioning to communicate with the client in a way that meets the client's individual needs
- The importance of understanding the client requirements of the service. This may include the use of visual aids, e.g. album of pictures, style book or photos to agree on outcome
- The importance of the client feeling valued, for example 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, equipment and techniques used for creating patterns in hair services

### **Describe the products, tools and equipment required for creating patterns in hair services:**

Learner must know:

- Products:
  - Cleansing products – to clean any grease or dirt from the hair prior to the creating patterns in hair service
  - Gel - to add texture and hold
  - Wax - to add definition and texture to the hair
- Tools:
  - Scissors – to remove length from hair
  - Combs – to pick hair up for accurate cutting
  - Neck brush – to remove hair cuttings throughout the service
  - Neck strip – to protect the client from any hair cuttings
- Equipment:
  - Clippers – used to take bulk and length out of hair
  - Trimmers – used to create the outlines and patterns in hair
  - T-liners
  - Razors – used for the outlines and details (the use of open-blade razors is governed by government regulation and local by-laws, some local areas prevent the use of fixed blade razors and permit only use of razors with detachable blades)
  - Barber's chair – used for the positioning and comfort of the client whilst creating facial hair shapes

### **Describe the techniques required for creating patterns in hair services:**

- Techniques:
  - Scissor over comb – to remove length and blend hair
  - Clipper over comb – to remove length on shorter styles
  - Freehand – to cut hair without tension
  - Fading – where hair is cut from longer lengths to very short, fading out to skin level at the nape and sides
  - 2D patterns – flat shapes created in hair
  - 3D patterns – shapes created with shaving
  - Repeated – a shape created in hair and repeated throughout
  - Symmetrical – a shape that is equal on both sides of the head

## LO4 Be able to prepare for creating patterns in hair

### **Prepare and check the area, products, tools and equipment prior to the service:**

- Learners must prepare the working area according to barbershop requirements. Preparation is an important feature of the creation of patterns in hair service, not least because it enables learners to work safely and methodically. Learners must 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 will organise all products, tools and equipment in advance making provision for a diverse range of clients' 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 services, removing unwanted items and replacing with fresh cleaned/sterilised items
  - Ensure towels, capes and the client's outer gowns are removed, clean and freshly laundered for service and replaced after use
- Learners must prepare products:
  - Learners must ensure a range of products is available. Products should be displayed either at dressing/work area, on a separate display trolley or on a visual chart. Learners must ensure that client has 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 will be ready to use
  - Other electrical equipment identified for creating patterns in hair will be prepared safely and turned on only when appropriate, e.g. when using electric clippers, learners must know the optimum time to turn equipment on to prevent hazard, risk or waste of electricity
- 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
  - Good posture throughout the barbering service

### **Prepare the client for services:**

- Learners will ensure that they have checked for contra-indications. Learners must ensure that the hair has been cleansed, thoroughly detangled and dried before creating patterns in hair
- To prepare the client, learners must:
  - Remove obstructive jewellery or items that would inhibit the creating patterns in hair service

- Adjust height of the client's chair to avoid excessive bending by learners, but so that it is comfortable for 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 hair and scalp
- 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 create patterns in hair

### **Select products, tools and equipment to create patterns in hair:**

- 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:
  - Hair classification
  - Hair characteristics/growth pattern
  - Length
  - Condition
  - Density
  - Texture
  - Porosity
  - Influencing factors
- Products – learners will choose the most appropriate products to create patterns in hair. Products chosen will aid the techniques used when creating patterns in hair and learners must demonstrate correct choice to enhance the creating patterns in hair service
- Tools – in selection of tools, learners must use the most appropriate items to create patterns in hair and be able to show dexterity when using these tools
  - Learners will choose scissors, combs, and razors, depending upon length and style of the hair. Tools must not damage or become stuck in the hair, or damage the skin
- Equipment – learners will use clippers or trimmers as a minimum to create patterns in hair. Learners must demonstrate they can provide a uniform result that does not cause discomfort to the client or damage to the hair or skin
  - Show correct use when working with 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
- Demonstrate safe storage and disposal of razors as they may present a risk or hazard, e.g. detachable blades need to be disposed of in a sharps bin
- 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:**

- Products – learners will choose the most appropriate products to create patterns in hair. Products chosen will aid the techniques used when creating patterns in hair and learners must demonstrate correct choice to enhance the patterns in hair. An example of this would be to use wax to enhance the pattern when the client has fine, fair hair:
  - Learners must use products that complement the service
  - Learners will apply products evenly
- Tools – learners must ensure all tools used are fit for purpose and tools are used correctly. Examples of using correct tools would be:
  - Using a clipper over comb on thick coarse hair
  - Using scissor over comb on fine sparse hair
  - Hold clippers appropriately
    - Fixed blade down – the normal way of removing hair using different sized grades
    - Inverted – provides a lining tool for cutting perimeter shapes or an etching tool to create detail with a style
- Equipment – learners must use electrical equipment correctly. As an example, clippers should be cleaned and oiled before use so as not to snag the hair. Learners must show they can use equipment in sequence order and demonstrate control of all equipment to produce the desired result

### **Use a combination of techniques to create patterns in hair:**

- Learners will display an aptitude in cutting techniques, using products effectively to aid the final result, demonstrating skills to create patterns in hair with tools chosen. Learners will create patterns in hair with these techniques without discomfort to the client
- Techniques used in creating patterns in hair will be dependent on required finished result:
  - 2D
  - 3D
  - Repeated
  - Symmetrical
  - Ensure hair is clean, detangled and dry at start of service
  - Use the correct products for hair classification/type
  - Apply products appropriate to the service in logical sequence
  - Use tools that are appropriate for the finish
  - Use additional electrical attachments or equipment, e.g. guards for clippers
  - Ensure all hair cuttings are removed during and after 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 well-being throughout the service
- Learners must ensure checks with the client confirm agreement of progress
- Learners must demonstrate that the checks made enhance and disguise influencing factors and that creative ability and attention to detail are applied, e.g. a wax is used to enhance patterns in hair when the hair is fine

**Provide advice and recommendations to the client:**

- Learners will ensure they have promoted the benefits of the service and provided homecare advice where required in order for the client to maintain their style. For example the client would be advised to use a wax regularly to enhance patterns in hair; where possible home techniques to prolong the finished style could be demonstrated to the client

## Employability skills to be demonstrated throughout the practical assessment

### **Communication:**

- Adapt and tailor approach for different clients, e.g. new and existing 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, active 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 who 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 hair services
- All used products will be disposed of in accordance with the barbershop rules and legislative guidelines
- Ensure all switches are turned off when electrical equipment is not in use
- Identify opportunities to promote and sell additional products, e.g. during consultation or when providing aftercare advice
- Talk and actively listen, to gain knowledge of 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 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 to repeat/new clients any loyalty schemes or special offers 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

## 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

In order to pass this unit, learners must achieve all pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge.

<b>Learning outcome</b> The learner must:	<b>Assessment Criteria</b> The learner can:
<b>LO1</b> Know the barbershop procedures for creating patterns in hair	<b>P1</b> Explain the importance of preparing themselves
	<b>P2</b> Explain the correct procedures for preparing the work area
	<b>P3</b> Describe how to recognise relevant hazards and risks for creating patterns in hair
<b>LO2</b> Understand the factors that need to be considered when creating patterns in hair	<b>P4</b> Explain the hair classifications and characteristics
	<b>P5</b> Explain how factors influence creating patterns in hair
	<b>P6</b> Explain factors that can prevent or restrict the creating patterns in hair service
	<b>P7</b> Explain the importance of questioning the client
<b>LO3</b> Know the products, tools, equipment and techniques used for creating patterns in hair services	<b>P8</b> Describe the products, tools and equipment required for creating patterns in hair services
	<b>P9</b> Describe the techniques required for creating patterns in hair services
<b>LO4</b> Be able to prepare for creating patterns in hair	<b>P10</b> Prepare and check the area, products, tools and equipment prior to the service
	<b>P11</b> Prepare the client for services
	<b>P12</b> Explain and agree the service outcome with the client
<b>LO5</b> Be able to create patterns in hair	<b>P13</b> Select products, tools and equipment to create patterns in hair
	<b>P14</b> Use safe and hygienic working methods throughout the service
	<b>P15</b> Use products, tools and equipment to produce the desired finish
	<b>P16</b> Use a combination of techniques to create patterns in hair
	<b>P17</b> Provide in-service checks with the client
	<b>P18</b> Provide advice and recommendations to the client

## Assessment guidance

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

### P10 Prepare and check the area, products, tools and equipment prior to the service

Learners must demonstrate that they have set up the work area ready for the client by selecting appropriate products, tools and equipment to provide the creating patterns in hair services. The work trolley is located on the lead hand side of learners, i.e. if learners are left handed the trolley would be on left. The equipment is visually checked along with product availability. All areas must be wiped down, switches turned off and electrical equipment left safe and then stored away. Fresh protective clothing must be acquired, the product display area and all tools must be wiped clean.

### P11 Prepare the client for services

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 patterns in hair service. For example a client presents in the barbershop with a cut to the scalp which is sore; advice may be to leave creating patterns in hair service until a later date.

### P12 Explain and agree the service outcome with the client

Learners must take into consideration influencing factors and the client's requirements to agree the finished service. Where intricate patterns are required, learners must ensure that the client agrees the details and the area of the head that is to be cut. For example prior patterns in hair may affect the required outcome, i.e. where previous patterns have been cut very short, the hair length may inhibit the new pattern requirements.

### P13 Select products, tools and equipment to create patterns in hair

Learners must select products, tools and equipment appropriate to the client's needs to facilitate the creation of patterns in hair. 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.

### P14 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 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 any spillages/leakages 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.

### P15 Use products, tools and equipment to produce the desired the finish

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

For example a client requires a 3D pictorial pattern in the hair but in the past has had a problem with the pattern standing out. Product usage may include a wax to enhance the 3D pictorial. Tools used may include scissors, combs. Equipment usage would include barber's chair to position the client correctly. Tools would include: clippers, trimmers and razor.

### P16 Use a combination of techniques to create patterns in hair

Learners must produce a finish that combines techniques appropriate to client's growth pattern and lifestyle. Learners must demonstrate they have selected the correct products and tools 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 and length from the hair first using appropriate equipment, for example clipper over comb, scissor over comb. Removing loose hair cuttings as you proceed to aid your client's comfort. Outline the shape of the pattern using appropriate equipment, for example, clippers, and trimmers. Communicate with your client during the service to ensure you are achieving the desired look. Remove any hair left inside the outline using appropriate equipment, for example, clippers or razors.

Learners must demonstrate they can use and combine different techniques in producing a finish and meet the client's requirements. Learners must confirm client satisfaction.

### P17 Provide in service checks with the client

Learners must demonstrate throughout the service they have checked on client comfort. Learners must demonstrate that they have adapted and tailored their techniques to suit the client's requirements and checked that tools and equipment used are not causing discomfort to the client.

## P19 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 hairstyle at home using tools, products and equipment, with recommendations for the preferred time interval between cuttings.

Learners must also advise the client of possible new patterns and styles that could be achieved or adaptation options to current styles.

## Resources

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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

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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 product, tools and equipment usage
- Work experience within a commercial hair 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

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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 blow-drying and finishing services 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 the client will often book for both services at one time. The learner will be able to see the 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.

Version	Details of amendments	Date
v8	Skin cancer awareness page added	15/06/17