UHB135X
Haircutting services

Unit reference number: A/507/5587
Level: 3
Guided Learning (GL) hours: 90

Overview
This unit will enable learners with existing basic haircutting skills to provide further haircutting services using a range of different, contemporary haircutting techniques that are personalised for each client. Learners will learn about the requirements for the use and maintenance of a variety of cutting tools and equipment. Learners will develop an understanding of influencing factors, hair classifications and characteristics and how they affect the haircutting service. Learners will develop the skills and knowledge to complete haircutting using creative, contemporary techniques.

Learning outcomes
On completion of this unit learners will:

LO1 Know the salon requirements for haircutting services
LO2 Understand the factors that influence haircutting services
LO3 Understand the tools, products, equipment and techniques for haircutting services
LO4 Be able to prepare for haircutting services
LO5 Be able to provide haircutting services
Assessment requirements

Learners must produce a portfolio of evidence which includes:

1. Service portfolio
2. Summative practical assessment

1. Service portfolio

Learners must produce a service portfolio that includes evidence of practical haircutting services, carried out with proficiency.

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

- Carried out a minimum of 6 different creative haircuts
  - On different clients
  - On wet and dry hair
- Used all cutting products, tools and equipment
  - Products
    - Detangling solution
    - Water
  - Tools
    - Scissors
    - Clippers
    - Razors
    - Combs
  - Equipment
    - Water spray
    - Mirror
    - Hairdryer
- Used a minimum of 8 cutting techniques
  - Graduation
  - Layering
  - Tapering
  - Club cutting
  - Scissor over comb
  - Clipper over comb
  - Thinning
  - Freehand
  - Texturising
  - Disconnection
- Accommodated all influencing factors
  - Hair characteristics
  - Hair classification
  - Head shape
  - Face shape
  - Body shape
- Hair length
- Hair density
- Client lifestyle
- Client requirements

- Used all creative finishing techniques
  - Styling
  - Blow-dry and finish
  - Product application

- Given all advice and recommendations
  - How to maintain the haircut between appointments
  - Time interval between haircuts
  - Home and aftercare use of cleansing, conditioning, styling and finishing products
  - Additional services to enhance the haircut
  - Future hairdressing services

Learners must carry out a complete creative haircutting service, which will be observed and marked by centre assessors. Learners must achieve all assessment criteria in order to pass and achieve the unit.

2. Summative practical assessment

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

- Haircut service
  - One creative haircut using contemporary cutting techniques and effects proficiently completed in a commercially acceptable time

- Products, tools and equipment
  - Product application such as leave-in conditioner to remove tangles from hair at the beginning or during the haircut, or water to maintain even wetness during the haircut
  - Using some or all cutting tools – scissors/clippers/razor
  - Using a mirror to confirm the client is happy with the result and/or hairdryer to rough dry, if necessary, before the haircut

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

LO1 Know the salon requirements for haircutting services

Explain why presenting a professional image is important when providing haircutting services:

- Personal presentation is important in creating overall good impression and promotes client satisfaction, repeat/new business and reputation for the stylist/salon. Learners must explain the salon requirements in
  - Presenting a positive image and attitude
  - Ensuring salon uniform requirements are adhered to. Each salon will have different requirements and expect learners to dress appropriately. As a general rule closed-in low heel shoes should be worn. Where tights/stockings/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 does not touch client whilst service is provided. Other examples may include a set uniform or tee shirt with or without salon logo
  - Having presentable and good personal hygiene including clean clothes, clean teeth and fresh breath
  - Ensuring they avoid strong smell of tobacco, heavy perfume or aftershave
  - Ensuring they present good posture throughout the service with weight evenly balanced

Explain the importance of correct procedures for preparing the work area:

- Prepare the work area
  - Work station clean and tidy
  - Tools appropriately cleaned and/or sterilised and ready to use
  - Resources for effective consultation and ready for client reference such as
    - Style book/file
    - Mobile application
    - On-line mood board
    - Stylist portfolio

- Ensure a safe working environment
  - Clean and hygienic work area
  - Effective positioning of cutting stools to allow ergonomic and safe practice
  - No trailing wires

- Importance in cleaning tools and equipment used
  - Scissors – remove all hair clippings and sterilise using appropriate sterilising wipe/spray, immersion in sterilising solution
  - Razors – remove all hair clippings and sterilise using appropriate sterilising wipe/spray, immersion in sterilising solution. Replaceable blades disposed of in a sharps bin
  - Clippers – remove hair from blades with stiff-bristle brush, spray blades with sterilising/lubrication product, dry blades to remove excess spray

Explain the salon requirements for record keeping and insurance:

- Reception records
  - Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions
  - Consultation record keeping: contra-indications, critical/individual influencing factors, client preference, advice and recommendations for haircutting

- Records for the minimal requirements for salon insurance
• Record of employers insurance, public liability insurance and professional indemnity insurance

**Describe how to recognise relevant hazards and risks for haircutting:**
• Within a salon safety is of paramount importance and learners must describe how to recognise potential harm or injury that may occur.
  - Hazard – anything that has the potential to cause harm, e.g. hairdryer 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 hairdryer lead
  - Work safely throughout the haircutting 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 influence hairdressing services

Describe different hair classifications:
An influencing factor is something that can stop, prevent and alter temporarily or permanently, a planned service. Influencing factors must be taken into consideration prior to, during and on completion of the haircutting service.

Hair classifications and characteristics will influence the planned service by appropriate choice of tools, products, equipment and haircutting techniques

<table>
<thead>
<tr>
<th>Hair classifications table</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1a Fine/thin   1b Medium  1c Coarse</td>
</tr>
<tr>
<td>Type 1: Straight hair</td>
</tr>
<tr>
<td>2a Fine/thin   2b Medium  2c Coarse</td>
</tr>
<tr>
<td>Type 2: Wavy hair</td>
</tr>
<tr>
<td>3a Fine/thin   3b Medium  3c Coarse</td>
</tr>
<tr>
<td>Type 3: Curly hair</td>
</tr>
<tr>
<td>4a Fine/thin   4b Medium  4c Coarse</td>
</tr>
<tr>
<td>Type 4: Very curly hair</td>
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</tbody>
</table>

- Learners must explain how the extent and degree of the hair classifications and characteristics will influence products, tools and equipment used in hairdressing. As an example a client with a hair classification of 3a – soft curl has natural movement in the hair and will influence product choice, and size(s) of brush(es) used when finishing the haircut, depending on length of hair.

Describe how hair classifications and characteristics affect haircutting techniques:
- Density – this is defined as the number of hairs on the scalp and will affect the choice of tools and products used and the time of the service. Club cutting on thicker, dense coarse hair may produce harsher lines as a finish. Coarse – avoid sleek, straight styles. Can use cutting techniques to remove bulk
- 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. Texture may affect the porosity of the hair. When hairdressing, the use of products may increase the finishing time
- Porosity – this relates to the condition of the cuticle. Porosity levels are caused by both chemical and physical damage. Cuticles which are raised and feel rough, and may tangle when hairdressing, are known as porous and will absorb water and products more easily and unevenly when applying finishing products, Suitable treatment products will be required if hair is porous
- Growth patterns – this relates to the direction the hair grows from the scalp and may influence the desired finish. Selection of appropriate cutting techniques may help overcome a difficult growth pattern, e.g. when cutting a fringe on a client with a ‘cowlick’ the length of the fringe may have to be left longer to accommodate the lifting of hair caused by the growth pattern.
- Head and face shape and size – this relates to the overall shape and size of the clients’ head and includes any specific features. When hairdressing, it is important to ensure that the client has a style they can manage and which suits their overall appearance, e.g. a client with a long face may not require height on the crown or a client with a round face may be best suited with minimal volume at the sides. Soften angular face shapes by creative, texturised cutting
• Lifestyle – this is about the client’s everyday activities and working patterns, e.g. a client who is retired and walks a dog twice a day requires a haircut that is manageable and suits most weather conditions. A style requiring high maintenance, e.g. a haircut that is finished by drying into curls with styling equipment, would not last as long.

• Hair length – this will affect the general condition of the hair. If the hair is long the ends will have been shampooed many times and the condition may be affected by physical or chemical processes. Product usage is important when finishing after haircutting along with selecting the right tools to ensure an even result is achieved. Long hair may be weighed down by the use of some products.

• Elasticity – this relates to the condition of the cortex layer of the hair. Elasticity levels are affected by how the hair is treated and the condition it is in. Hair should stretch and return to its normal size, this indicates the hair is in good condition hair and no damage to the cortex. If hair stretches and snaps or does not return to its original length this indications internal damage to the cortex. When cutting the hair the damage may be more acute towards the ends of the hair, therefore the learner should recommend and agree with the client the amount to be cut in order to enhance the overall look and condition.

Describe the contra-indications to haircuttering:
• 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 may prevent service
    ▪ Viral – warts, herpes
    ▪ Fungal – ringworm
    ▪ Animal parasites – head lice, scabies
  - Non-contagious – may prevent service due to 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
    ▪ 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 hair
    ▪ Hair defects – trichorrhexis nodosa - rough swollen broken shaft, requires extreme care when combing or brushing hair and correct product use is important
    ▪ Transition – hair going through transition period from relaxed to natural state. Client may want hair cut short to speed up this process. May need to blow-dry and straighten hair to achieve an even cut.

Explain the possible restrictions to cutting services:
• Learners must explain the possible restrictions that may prevent cutting services being carried out
  - Recent scar/tissue injury may be tender when using combs, brushes or heat
  - Hair loss (alopecia) - possible after hair extension removal, medication, stress or trauma. Choose a style and use tools and equipment carefully to adapt style to cover hair
  - Hair defects – trichorrhexis nodosa, rough swollen broken shaft, requires extreme care when combing or brushing hair and correct product use is important
Explain the value of questioning:
Learners must explain 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 client in a way that meets the client’s individual needs
- The importance of understanding the client requirements of the blow-drying and finishing 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 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 stylist/salon
LO3 Understand the tools, products, equipment and techniques for haircuttering services

Describe and compare hair preparation methods and select the most appropriate method for a haircut:

- Cutting hair wet
  - Hair wet with water spray – quicker for the client but hair may not be clean, may not be evenly wet
  - Pre-shampooed and conditioned hair – clean hair to cut, hair fully returns to alpha-keratin
  - Advantages of cutting hair wet – supports cleaner section making, hair easier to control, greater accuracy for precision cutting, greater choice of cutting tools (scissors, razor), able to see hair in natural state (curls, waves), guide lines more visible
  - Disadvantages of cutting hair wet – hair growth patterns less obvious, takes longer to complete the appointment from start to finish

- Cutting hair dry
  - Hair shampooed, conditioned and dried/straightened – good for texturising and removing bulk from abundant/curl/coarse hair
  - Quick, easy fringe cutting hair service for the client between full haircut appointment
  - Advantages of cutting hair dry – quick, easier to see natural hair movement and fall, accurately assess actual hair length
  - Disadvantages of cutting hair dry – hair may not be clean, less accurate sections, less control, more static, harder to comb, less accurate precision cut

Describe the range of tools, products and equipment available for haircuttering services:

- Scissors
  - Used to remove length and bulk, creates blunt, textured and/or tapered end to the hair
  - Maintain by removing loose hair, wipe clean, sterilise, stored in appropriate pouch, and sharpened if required, only use for cutting hair

- Thinning scissors
  - Used to remove bulk from hair
  - Maintain by removing loose hair, wipe clean, sterilise, store in an appropriate pouch

- Razor
  - Used to remove bulk, slice weight from hair, create texture and movement
  - Maintain by removing loose hair, wipe clean, sterilised, and stored in appropriate pouch, change blade regularly, and dispose of blade in sharps bin

- Clippers
  - Used to remove length and create blunt finish to the ends of hair
  - Maintain by brushing out loose hair, wipe clean, oil, align blades, wire tidy for storage, PAT tested

- Cutting collar
  - Used to protect neck area from hair clippings
  - Maintain by wiping clean, store at work station or clean trolley

- Back mirror
  - Used to show client the sides and back of the haircut
  - Maintain by cleaning for smear free reflection, store at workstation
• Cutting comb(s)
  - Used to detangle hair, support hair when cutting, create sections, control hair when cutting
  - Maintain by cleaning comb of hair clippings, place in sterilising solution, wash and dry, store on clean receptacle/area

• Water spray
  - Use to keep hair damp during the haircut
  - Maintain by refreshing water daily

• Leave-in conditioner
  - Used to prevent knotting during the haircut
  - Maintain by ensuring product bottle clean after use, replaced in storage, disposed of environmentally friendly

Explain the types of problems and solutions that may occur during a restyle service:

<table>
<thead>
<tr>
<th>Problems</th>
<th>Resolution</th>
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</thead>
<tbody>
<tr>
<td>Contra-indication found</td>
<td>Do not begin the service or, if started, stop service. Encourage client to rebook, provide appropriate advice for treatment or referral for the contra-indication.</td>
</tr>
<tr>
<td>Client changes mind about the amount of hair cut off</td>
<td>Prevent happening by effective communication, consultation and use of visual resources before the haircut begins. During the haircut, reassure client and confirm approval of cut hair length by explaining the haircut progression. Agree solution.</td>
</tr>
<tr>
<td>Cut own skin</td>
<td>Stop immediately and clean wound, apply pressure to stop bleeding, cover wound with plaster.</td>
</tr>
<tr>
<td>Cut client’s skin</td>
<td>Stop immediately, provide sterile cloth to client to hold against the cut skin, provide plaster for client to apply. Hairdresser to wash hands to remove blood from own skin, hairdresser wears gloves if applying plaster to client cut.</td>
</tr>
<tr>
<td>Hair will not lie correctly around growth pattern</td>
<td>Does hair in growth pattern needs extra length to weigh it down or cut shorter to remove the problem?</td>
</tr>
<tr>
<td>Sides uneven on finished cut</td>
<td>Ensure client sits straight in seat, use mirror to level cut.</td>
</tr>
</tbody>
</table>

Describe the different haircutting techniques:
• Club cutting
  - Creates a blunt end to hair, used for precision cutting, retains hair bulk and weight, used for both curly and straight hair types

• Freehand
  - Cutting hair with no tension without holding the hair with the hand, fingers or tools

• Texturising
  - Generic term used to describe how a basic haircut is ‘broken up/shattered’; removes bulk and weight to create a range of different lengths and seamless layers within the haircut. Terms used for texturing include point cutting, chipping, slicing, channel cutting

• Razor cutting
  - Completed on wet hair. Removes length and bulk, soft broken edges and texture removing weight increases curl

• Thinning
  - Removes bulk and weight, retaining length. Blend weight lines
- **Scissor over comb**
  - Hair supported by comb when cut with scissors. Produces a soft-layered effect. Often used for very short styles cut into nape/sides, shortens to less than finger depth, cut to head shape/size or when blending layers

- **Clipper over comb**
  - Hair supported by comb when cut with clippers. Produces a sharp blunt end to hair. Often used for very short styles cut into nape/sides, shortens to less than finger depth, cut to head shape/size or when blending layers

- **Disconnection**
  - Longer lengths of hair do not blend or join with shorter lengths

- **Graduation**
  - Hair is shorter on the perimeter and layers graduated to longer layers within the interior of the haircut (short graduation). Alternatively, the interior layers are short and the layers are graduated to longer lengths at the perimeter (long graduation)

- **Layering**
  - Layers cut into the hair throughout the haircut. Layers can be graduated, or uniform in length, depending on the angle hair is held when cutting

- **Tapering**
  - The length of the hair gradually decreases to the nape and to the sides. The transition of longer to shorter length hair with a visible hair line
LO4 Be able to prepare for haircutting services

Prepare the client for a haircutting service:

- Learners will ensure that previous hair services (if applicable) have been carried out correctly and meet the satisfaction of the client. Learners must ensure there are no excess products remaining in the hair to inhibit the cutting service.

- Prepare client – remove loose outer clothing to protect against damage, remove excess jewellery to avoid damage to the jewellery and to ensure hair, if necessary, can be comfortable comb and cut next to the skin; use appropriate protective clothing for the client (gown, cutting collar) to protect clothing and skin.

- Prepare the working area
  - Learners will organise all products, tools and equipment in advance making provision for a diverse range of clients’ needs. Learners must:
    - 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/dressing unit and floor.
    - Move chairs to remove and wipe away any loose hair, check feet of chairs for cleanliness and wipe seat and back of chair or apply fresh cover.
    - Trolleys to be systematically cleaned between services removing unwanted items and replaced with fresh cleaned/sterilised items.
    - Towels, capes and client outer gowns are clean and freshly laundered for service and removed after use.

- Learners must select products, tools and equipment to complete the haircut
  - Products – to maintain client comfort during the haircut.
  - Tools – choice of scissors of appropriate length and type, clippers/trimmers and/or razor, combs of correct length and size.
  - Equipment – appropriate section of electrical cutting equipment, cutting collar, back mirror.

- Preparation of learners
  - Learners will present themselves professionally displaying:
    - Readiness for the service.
    - A good attitude.
    - Personality/persona fitting for the salon.
    - Good communication and listening skills.
    - Maintain good posture throughout the cutting service.

Explain and agree the haircut with the client:

Learners must:

- Use effective, respectful communication to establish client wishes. Verbal communication must be carried out to meet the individual needs of the client.

- Use appropriate varied questions to identify requirements.

- Use appropriate non-verbal communication – making eye contact, listening carefully, use of body language.

- Use images to support the verbal consultation to confirm look examples – length of hair, finished style.

- Conduct a visual and manual check of the hair and scalp.

- Identify any influencing factors and discuss these with client.

- Agree choice of tools and equipment with the client.

- Agree service outcome with the client.
LO5 Be able to provide haircuttering services

Select products, tools and equipment to complete the haircut:
Learners must demonstrate they have identified and used the most suitable items to create the finish.

- Use and application of products (where required), 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 aid the cutting service and to maintain client comfort during the service. Examples may include water spray to keep hair wet or to wet dry hair, shampooing and conditioning products as a pre-service treatment.

- Tools – in selection of tools learners must use the most appropriate items to create a finish and be able to manipulate the hair without pulling or dragging sections, this will include choice of scissors of appropriate length and type, clippers/trimmers and/or razor, combs of correct length and size.
  - Learners will choose sectioning clips or clamps to divide hair where appropriate, depending upon length and style, into manageable areas to handling the hair. Tools must not damage or become stuck in the hair.

- Equipment – appropriate section of electrical cutting equipment (if required), cutting collar, back mirror

- Where electrical cutting equipment is used, learners must:
  - Show correct use when working electrical equipment
  - Demonstrate that the finish has been enhanced by the use of electrical items

Follow safe and hygienic methods of working:

- Tools and equipment appropriately cleaned and sterilised before and during the haircut.
- Excess fallen hair removed from client’s gown, shoulders, neck and face to avoid discomfort and irritation.
- Manufacturers’ instructions followed for products, tools and equipment.
- Electrical equipment checked for safety before use.
- Display good processes of application of products, e.g. carefully applying water spray.
- Carry out a service without causing danger or damage to self, client or work areas intentionally or by accident, e.g. ensure scissors are closed and kept within case or drawer after use.
- Identify potential risks and hazards – fallen hair swept from floor immediately after the haircut.

Use products, tools and equipment to produce the desired outcome:

- Products – learners will demonstrate they can use the correct products appropriate to the client’s needs. An example of this would be using a conditioning treatment service prior to cutting on porous hair, improve the texture, assist in the control of the hair and help create the finish.
• Tools – learners must ensure all tools used are fit for purpose and tools are used correctly. An example is the use of a wide tooth comb to disentangle long hair from points to roots prior to cutting or trimming

• Equipment – learners must use equipment correctly. As an example, learners must show they can use equipment in sequence order, e.g. a cutting cape placed around the client’s shoulders (if used) after a shampooing service, not before

**Use a combination of techniques to achieve the desired outcome:**
Learners will display an aptitude in controlling techniques, using cutting methods and techniques effectively to aid the finish result, demonstrating skills to manipulate and control of the hair with tools chosen. Learners must

• Choose the correct cutting technique for the factors influencing the agreed outcome

• Cutting technique appropriate for the
  - Degree of length to be removed
  - Hair classification
  - Characteristics of the hair
  - Type of haircut

• Confirm the planned style with the client

• Complete the hair cut based on the four basic shapes
  - Uniform layer – hair is held at 90°. No weight line. Hair cut to any length – long, medium short, above or below the shoulders
  - Long graduation – hair held at a range of angles over 90°, depending on the degree of graduation required. Short internal layers and longer external layers
  - Short graduation – hair held at 45° angles. Long internal layers, shorter external layers
  - One length – hair held at 0° angle. Above the shoulders, below the shoulders
    - Converse or concave – longer or shorter at the front or the back of the haircut

• Haircut is symmetric or asymmetric
  - Symmetric – both sides of the haircut are the same length
  - Asymmetric – one side of the haircut is purposely longer than the other

• Hair is connected or disconnected
  - Connected – layers within the haircut blend
  - Disconnected – layers within the haircut, purposely, do not blend

• Fringe cut (if applicable) to the correct length and shape required by the client:
  - Straight
  - Curved
  - Asymmetric
  - Blended
  - Texturised
  - Heavy
  - Angled
  - Sweeping
  - Long
  - Short

• Haircut personalised to meet the wishes of the client, the characteristics and classification of hair and the planned outcome by
  - Pointing
  - Slicing
- Slithering
- Chopping
- Channelling
- Weaving
- Chipping

- Personalisation of the haircut enhances the haircut by
  - Agreeing the amount of personalisation to take place
  - Complementing the client face and head shape
  - Complementing client features

- Haircut is adapted by
  - Working with natural fall of hair
  - Accommodating hair growth patterns
  - Combining a range of cutting techniques
  - Using creative and innovative cutting techniques
  - Remedial action taken to resolve emerging issues

- Haircut reflects current fashions
  - Contemporary look
  - Influenced by latest looks, celebrities
  - Developed from a combination of cuts and techniques

- Complete the haircut in a commercially acceptable time
- Confirmed the outcomes meets the client’s wishes and agreed plan
- Complete the hair cut with proficiency

Provide in-service checks with the client:
Learners must
- Use appropriate communication and questioning techniques to check on the client’s comfort and general well being throughout the service
- Ensure checks with the client confirm agreement of progress
- Demonstrate that the checks made enhance the haircut and disguise influencing factors; also creative ability and attention to detail is applied, e.g. checks on length of fringes to disguise high forehead
- Seek approval from the client before making changes or adaptations

Provide aftercare advice and recommendations for the client:
Provide support for the client to be able to manage the haircut between appointments by:
- Clearly explaining the homecare routine for styling the haircut
- Providing guidance for any changes in the hair care routine
- Recommend and select appropriate aftercare products for shampooing, conditioning, styling and finishing
- Recommend other services to enhance the haircut. For example colour, body perm, conditioning treatments
- Recommend time interval between haircuts
- Provide information about how lifestyle can affect caring for the haircut and style
**Maintain accurate client records:**
Record and maintenance cards/electronic files are an effective resource within a salon and provide accurate information regarding client services, history of the client, the products, styles and any tests carried out with dates. Learners must understand the importance of record keeping, ensuring future services can be tracked. Maintenance of record cards/files will verify faults and general repairs for specific items used, e.g. torn cutting cape.
Learners must ensure:
- The client record cards are maintained and show current information
- Latest equipment testing date records are checked. Learners must
  - Conduct post-service maintenance of work area ready to meet the next client.
  - Ensure equipment records are up to date
Employability skills to be demonstrated throughout the practical 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 treatment/service, encouraging clients to ask questions and 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 and treatments, 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 treatment/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 salon rules and legislative guidelines
- Ensure all electrical equipment is turned off when not in use
- Identify opportunities to promote and sell additional products and treatments, 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 salon offers and promotions, new treatments/services
- Know the unique selling points of treatments/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/salon experiences
- Ensure the cost reflects the time taken to provide the treatment/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](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/A G20529.pdf](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.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>LO1 Know the salon requirements for haircutting services</strong></td>
<td>The learner can:</td>
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<td>P1 Explain why presenting a professional image is important when providing haircutting services</td>
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<td>P2 Explain the importance of correct procedures for preparing the work area</td>
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<td></td>
<td>P3 Explain the salon requirements for record keeping and insurance</td>
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<td></td>
<td>P4 Describe how to recognise relevant hazards and risks for hair cutting</td>
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<td><strong>LO2 Understand the factors that influence haircutting services</strong></td>
<td>P5 Describe different hair classifications</td>
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<td>P6 Describe how hair classifications and characteristics affect haircutting techniques</td>
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<td>P7 Describe the contra-indications to haircutting</td>
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<td>P8 Explain the possible restrictions to cutting services</td>
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<td></td>
<td>P9 Explain the value of questioning</td>
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<tr>
<td><strong>LO3 Understand the products, tools, equipment and techniques for haircutting services</strong></td>
<td>P10 Describe and compare different hair preparation methods and select the most appropriate method for a haircut</td>
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<td></td>
<td>P11 Describe the range of tools, products and equipment available for haircutting services</td>
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<td>P12 Explain the types of problems and solutions that may occur during a restyle service</td>
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<td></td>
<td>P13 Describe different hair cutting techniques</td>
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<tr>
<td><strong>LO4 Be able to prepare for haircutting services</strong></td>
<td>P14 Prepare the client for a haircutting service</td>
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<td>P15 Explain and agree the haircut with the client</td>
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<tr>
<td><strong>LO5 Be able to provide haircutting services</strong></td>
<td>P16 Select products, tools and equipment to complete the haircut</td>
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<td>P17 Follow safe and hygienic methods of working</td>
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<td></td>
<td>P18 Use products, tools and equipment to produce the desired outcome</td>
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<td></td>
<td>P19 Use a combination of techniques to achieve the desired outcome</td>
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<td></td>
<td>P20 Provide in-service checks with the client</td>
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<td></td>
<td>P21 Provide aftercare advice and recommendations for the client</td>
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<tr>
<td></td>
<td>P22 Maintain accurate client records</td>
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</table>
Assessment guidance

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

<table>
<thead>
<tr>
<th>P14 Prepare the client for a haircutting service</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have effectively prepared for the haircutting service and are ready for the client. Products, tools and equipment are neatly set up on the workstation and/or placed in trolley on lead side of learner. Electrical equipment checked and confirmed to be in safe working order prior to the service. Resources such as stylebooks or mobile applications ready for client reference. Learners must select clean protective garments, towels and a cape, ensuring that the client is comfortable and the chair height and the height of the cutting stool (if used) is correct.</td>
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<tr>
<th>P15 Explain and agree the haircut with the client</th>
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<tr>
<td>Learners must demonstrate that they have consulted with the client using appropriate and varied questions and resources suited to the diverse needs of the client. Learners must confirm the agreed look with the client, clearly explaining how the service will be carried out and how the haircut will be personalised, during and after the haircut, avoiding technical jargon.</td>
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<tr>
<th>P16 Select products, tools and equipment to complete the haircut</th>
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<tbody>
<tr>
<td>Learners must demonstrate that they have selected appropriate cutting products, tools, and equipment to achieve the agreed haircut. Products selected to maintain appropriate wetness to hair and client comfort when detangling hair throughout the haircutting service. Cutting tools and equipment selected for the correct purpose to achieve solid or texturised cutting lines, retaining or removing weight and for use on wet and/or dry hair. Combs selected are the correct size for the length and density of the hair. Protective clothing and cutting collars used appropriately to protect client from fallen hair and hair clippings.</td>
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<th>P17 Follow safe and hygienic methods of working</th>
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<td>Learners must demonstrate that they have followed safe and hygienic methods of working throughout the duration of the haircut. For example they cleaned and sterilised tools and equipment before use. Excess fallen hair removed swiftly from client and floor. Manufacturer’s instructions followed for use of electrical equipment and products.</td>
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<th>P18 Use products, tools and equipment to produce the desired outcome</th>
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<tr>
<td>Learners must demonstrate that they are using the correct cutting tools to achieve the required result. The tools and equipment accommodates and accounts for all relevant hair classifications and characteristics. For example a razor could be used to move bulk from thick coarse hair.</td>
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</tbody>
</table>
P19 Use a combination of techniques to achieve the desired outcome

Learners must demonstrate that they have successfully cut hair using a range of appropriate cutting techniques to meet the agreed and planned outcome. Learners must demonstrate they can use tools and equipment proficiently and safely to section and cut hair accurately. Learners must demonstrate checking of the haircut and inaccuracies corrected. As an example club cutting would be used to remove length and point cutting used to remove bulk from the ends of the hair.

P20 Provide in-service checks with the client

Learners must demonstrate throughout the service that they have checked on client comfort. Learners must demonstrate that they have personalised the service where appropriate and any changes or adaptations are agreed and clearly explained to the client during the haircut.

P21 Provide aftercare advice and recommendations for the client

Learners must demonstrate that they have provided the client with advice on how to style the haircut using products and styling equipment and recommended the length of time between haircuts to maintain the look. Additional service recommendations may include advice on colouring, perming and blow-drying/setting services that may complement the style.

P22 Maintain accurate client records

Learners must show that they have at a minimum recorded the full service, personal client details and any tests where applicable and records have been stored correctly.
Resources
The special resources required for this unit are access to a real or realistic working environment, which supports the provision of hair cutting services, including:
- A wide range of clients with different hair classifications and characteristics to prepare for, develop and complete creative hair cutting

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 competence and the use of products, tools and equipment for hair cutting
- Work experience within a commercial hair salon 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:

UHB139M Hairdressing consultation
Client consultation is integral to all hairdressing services and underpins the choice of tools, products, equipment and techniques required for hair cutting. Effective consultation supports the correct identification of hair classification and characteristics that affect the haircut. In addition any contra-indications which will prevent the hair cutting service taking place. Client consultation should not be established as something that only takes place at the beginning of hair cutting service, but should be on-going and used to re-confirm agreed plans and reassure the client during the hair cutting service.

UHB124M/UHB124X Blow-drying and finishing services
Blow-drying and finishing the hair following the haircut is the key to enhancing the haircut. The two services go hand-in-hand and the drying and finishing planned as part of the initial client consultation. Learners will be able to identify any imperfections present in the haircut once it is blow-dried and finished. Additional hair cutting may be required to texturise and personalise the final look to accommodate the natural fall of the hair and hair growth patterns. Fringes are often best cut once the hair is dry to ensure the correct length is achieved.
<table>
<thead>
<tr>
<th>Version</th>
<th>Details of amendments</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>v9</td>
<td>Skin cancer awareness page added</td>
<td>15/06/17</td>
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