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*Learner journal*  
Level 3 Advanced Technical Diploma

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# Barbering





# Barbering

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Back cover image courtesy of MHD

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## MANDATORY UNITS

|  |    |
|--|----|
| 309 Barbering consultation services                      | 1  |
| 310 Cut hair using a combination of barbering techniques | 17 |
| 311 Design and create facial hair shapes                 | 31 |
| 312 Shaving services                                     | 45 |

## OPTIONAL UNITS

|   |     |
|---|-----|
| 202 Colour and lighten men's hair                     | 59  |
| 308 Hair relaxing services                            | 73  |
| 313 Promote and sell products and services to clients | 87  |
| 402 Specialist hair and scalp treatments              | 101 |
| 403 Creative hair design skills                       | 115 |
| 404 Design and create patterns in hair                | 129 |

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## INTRODUCTION

Image courtesy of Wella

Welcome to your City & Guilds Learner Journal. It is designed to help you work towards your barbering qualification, by:

- showing you what you need to cover
- helping you to record your achievements and evidence.

In this journal, you will find forms that can support you and your tutors in your learner journey. You'll also find helpful pictures, hints, tips and more from leading people in hairdressing – all designed to make the qualification simple to understand and more fun to do!

We're sure that you will have lots of questions about your qualification, and this introduction should answer some of them. Of course, your tutor/assessor should also be on hand to explain things and be your guide, but here are the answers to the main questions you may have at this early stage.

### WHAT QUALIFICATION AM I DOING?

The City and Guilds Level 3 Advanced Technical Diploma in Barbering aims to provide you with a range of specialist practical skills and technical knowledge, which will equip you to seek employment or further training within the Barbering industry.

Level 2 Diploma or Level 2 Technical Certificate in Barbering or equivalent industry experience is a recommended entry requirement.

### WHAT DO I NEED TO ACHIEVE?

Your qualification is divided into units. Each unit covers a different area of your work as a hair stylist. The qualification structure is made up of mandatory and optional units. Mandatory units are units that you must complete. There are also optional units, where you can select the units that best match your interests and the needs of your salon.

To achieve the qualification you need to successfully achieve one externally set, synoptic assignment and one externally set, externally marked test, sat under examination conditions. In addition, you must also achieve the mandatory employer involvement requirement for this qualification.

### WHAT WILL THE TRADE TEST (SYNOPTIC ASSIGNMENT) INVOLVE?

Synoptic assignment requires learners to draw together their learning from across the qualification to achieve specific outcomes or solve problems. The focus is on bringing together, selecting and applying learning from across the qualification, rather than demonstrating achievement against units of the qualification content.

Image courtesy of L'Oréal Professionnel





Your skills will be assessed through the synoptic assignment component. In this **externally set, internally marked and externally moderated** assessment you will be given an appropriately levelled, substantial, occupationally relevant outcome to achieve or problem to solve. You will be marked against assessment objectives (AOs) such as your breadth and accuracy of knowledge, understanding of concepts, and the quality of your technical skills, as well as your ability to use what you have learned in an integrated way to achieve a considered and high quality outcome. These are detailed on page xxiii.

A typical assignment brief could be to carry out a range of services on a client in a salon environment, over a period of 4–5 hours. This will require you to use your skills and knowledge of a range of treatments from across the qualification. You will be required to draw from your knowledge and understanding across the range of the qualification content to effectively carry out the treatments, including client care, promotion and selling, evaluation of service and aftercare advice.

### WHAT WILL THE EXTERNALLY MARKED EXAM INVOLVE?

The external assessment will draw from across the mandatory content of the qualification, using a range of short answer questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving you the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving learners.

### COMMAND WORDS

In examinations, certain words, often called command words, are commonly used as prompts to give an indication of the type of response that is expected by the question. These words commonly include 'state', 'describe', 'explain' and 'discuss'.

- The command word 'describe' requires you to give a representation of something in words; a 'picture in words'.
- An 'explain' question requires you to give reasons, or suggest causes.
- A 'discuss' or 'evaluate' question will usually be graded using level of response marking. You will be required to compose a detailed response which considers the topic of the question. You will need to compare and contrast and consider any pros and cons; provide a discussion or argument which is justified and supported.





While these words give an indication of what is expected, it is important to understand that these words do not stand on their own. In preparation for the exam, you should not focus on learning simply the meanings of these words in isolation of the rest of the question, but on interpreting the full question or task. The command words give an indication of what is wanted and in the context of the instruction or question the full meaning should be clear.

For example, the questions below all use the word 'describe', but all require different sorts of answers.

### Question

### Answer required

- Describe a \_\_\_\_\_. (Describe how they look).
- Describe the process for \_\_\_\_\_. (Describe a sequence of events).
- Describe the effect of \_\_\_\_\_ on \_\_\_\_\_. (Describe the changes following some sort of impact).

In examinations, the numbers of marks available can also give an indication of the depth of response expected. Half marks are never used:

- AO1 type questions typically require a separate point per mark,
- AO2 type questions may require a point or limited explanation for 1 mark with a further mark available for more depth or explanation,
- AO4 questions would expect a higher quality of response for higher marks, and these are usually marked using level of response marking.

## HOW ARE THE OPTIONAL UNITS ASSESSED?

The optional units will be assessed through unit assignments. The unit assignments are externally set, internally marked and externally moderated. The assignments require you to identify and use effectively skills, knowledge and understanding from across the unit content area. You will be judged against the unit grading criteria.

The assessments for the optional units will require that you experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

## HOW WILL I BE GRADED?

Individual assessments will be graded pass/merit/distinction where relevant.

Once all your assessments are complete, your evidence and the proposed marks from your tutor will be submitted to City & Guilds for moderation. City & Guilds will set the grade boundaries for each assessment and publish the results. Grade boundaries will be set using technical experts.



Grades from the synoptic and external assessment make up the overall qualification grade. The synoptic assignment will contribute 60% to the overall qualification grade. The external exam will contribute 40%. A distinction is available at qualification level for those who have achieved high-end distinction.

While optional units must be achieved to get a qualification grade, the individual optional unit grades will not count towards your grade, although they will be displayed on your certificate.

### **WHERE DO I GO IF I NEED MORE INFORMATION ABOUT MY ASSESSMENTS AND QUALIFICATION?**

The most important sources of information you are likely to need are listed below:

- Your tutor/assessor is the most important source of information about your qualification.
- Your centre's student handbook or prospectus will provide more details.

On the rare occasion that you disagree with an assessor's decision, you should use your centre's appeals procedure. Ask an assessor or your Internal Quality Assurer (IQA) to help you if you are unsure of how to do this.

Your centre will refer any unresolved problems to City & Guilds. Make a note of your centre's website address here:

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The City & Guilds website ([www.cityandguilds.com](http://www.cityandguilds.com)) or City & Guilds Customer Relations (01924 930800).

The Habia website ([www.habia.org.uk](http://www.habia.org.uk)).





Image courtesy of Wella

### A FEW WORDS FROM MK

Barbering started while I was at school: it was said that I cut the best, and from then on I was the school barber. Work experience in a hairdresser's taught me that this could be a way of expressing my talents and creating a lifestyle for that saw me as a focal and vocal part of my community.

During my time at The London College of Fashion, I worked at Audies Professional Hair Studio/APHS – this where I met another top barber, Chris Foster. Starting as a junior I worked for free and within three months I was offered a full-time job; after three years I was managing the salon with fourteen staff all on shift system (no computers back then!). Working on all hair types simultaneously gave me the confidence to enter competitions, where I won many awards.

I found my confidence purely through education and by doing well in it. Winning some competitions helped; these allowed me to represent some of the leading educational bodies in this country, like City & Guilds. I'm currently working with America's largest clipper company, Andis, who appointed me to launch their official branding in the UK. I organise exhibition shows to demonstrate how to use tools in a flamboyant and attractive way, yet ensuring the educational content is never compromised. These opportunities have enabled me to travel the world with my craft. This has led further leading to TV appearances, film sets, catwalk shows, magazines shoots, and more.

I love the fact that something I've grown into has now carved a path into the life I wanted for myself and family.

I'm still carving my own path, making my industry better by self-improvement, working in my salon, continuously teaching, and exploring the craft more deeply and sharing it with the world. Maybe I'll pick up a few more trophies on the way, but fundamentally I hope to leave something behind in the industry that my family can be proud of and hopefully carry on.



Image courtesy of Wella

# QUALIFICATION STRUCTURE

Image courtesy of Wellia



For the **Level 3 Advanced Technical Diploma in Barbering (450)** you must cover the content detailed in the structure below:

## MANDATORY UNITS

| Unit number | Unit title   | GLH |
|-------------|--|-----|
| 309         | Barbering consultation services                      | 60  |
| 310         | Cut hair using a combination of barbering techniques | 120 |
| 311         | Design and create facial hair shapes                 | 60  |
| 312         | Shaving services                                     | 120 |

## OPTIONAL UNITS

**A minimum of 90 GLH are required from optional units**

| Unit number | Unit title  | GLH |
|-------------|---|-----|
| 202         | Colour and lighten men's hair                     | 120 |
| 308         | Hair relaxing services                            | 90  |
| 313         | Promote and sell products and services to clients | 30  |
| 402         | Specialist hair and scalp treatments              | 90  |
| 403         | Creative hair design skills                       | 60  |
| 404         | Design and create patterns in hair                | 120 |



## TRACKING YOUR PROGRESS

Image courtesy of Wella

On the following two pages, you can tick off when you have covered all the topics and the scope/range for each unit.

You may find it useful to keep track of how you're progressing through the units.

### MANDATORY UNITS

#### 309 Barbering consultation services

Topics achieved ☐  
All scope/range covered ☐  
All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

#### 310 Cut hair using a combination of barbering techniques

Topics achieved ☐  
All scope/range covered ☐  
All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

#### 311 Design and create facial hair shapes

Topics achieved ☐  
All scope/range covered ☐  
All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

#### 312 Shaving services

Topics achieved ☐  
All scope/range covered ☐  
All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_ Date: \_\_\_\_\_



Image courtesy of Wella



## OPTIONAL UNITS

Highlight the optional units that you've chosen to do.

### 202 Colour and lighten men's hair

Topics achieved ☐  
 All scope/range covered ☐  
 All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

### 308 Hair relaxing services

Topics achieved ☐  
 All scope/range covered ☐  
 All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

### 313 Promote and sell products and services to clients

Topics achieved ☐  
 All scope/range covered ☐  
 All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

### 402 Specialist hair and scalp treatments

Topics achieved ☐  
 All scope/range covered ☐  
 All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

### 403 Creative hair design skills

Topics achieved ☐  
 All scope/range covered ☐  
 All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

### 404 Design and create patterns in hair

Topics achieved ☐  
 All scope/range covered ☐  
 All 'Knowledge and understanding' explored ☐

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



# SUMMARY OF OPTIONAL UNIT ACHIEVEMENT



Image courtesy of Wella

Your assessor will use this section to confirm that you have covered all the scope/range for the optional units and let you know what grade you are aiming towards.

Candidate name: \_\_\_\_\_

Candidate enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_

Centre number: \_\_\_\_\_

| Optional units  | Unit grade | Date achieved | Assessor signature | Candidate signature | IQA signature (if sampled) |
|---|------------|---------------|--------------------|---------------------|----------------------------|
| 202 Colour and lighten men's hair                     |            |               |                    |                     |                            |
| 308 Hair relaxing services                            |            |               |                    |                     |                            |
| 313 Promote and sell products and services to clients |            |               |                    |                     |                            |
| 402 Specialist hair and scalp treatments              |            |               |                    |                     |                            |
| 403 Creative hair design skills                       |            |               |                    |                     |                            |
| 404 Design and create patterns in hair                |            |               |                    |                     |                            |

Note: City & Guilds unit numbers are three-digit numbers in front of the unit titles (eg, 205, 206, 209, 210...). These numbers are to be used for results entry purposes, confirming achievement of units for which certification is requested. NOS unit numbers are shown in brackets.

IQA signature: \_\_\_\_\_

Date: \_\_\_\_\_



Hair stylists need to be able to carry out consultations with clients, demonstrate the professionalism, values, behaviours, communication skills and safe working practices associated with their role and be able to work without supervision to a high level of precision, with exceptional client care skills.

## VALUES

The following key values underpin the delivery of services in the barbering industry:

- 1 A willingness to learn.
- 2 The completion of treatments in a commercially viable time.
- 3 Meeting both organisational and industry standards of appearance.
- 4 Ensuring personal hygiene and protection meets accepted industry and organisational requirements.
- 5 A flexible working attitude.
- 6 A team worker.
- 7 Maintaining customer care.
- 8 A positive attitude.
- 9 Personal and professional ethics.
- 10 The ability to self-manage.
- 11 Creativity skills.
- 12 Excellent verbal and non-verbal communication skills.
- 13 The maintenance of effective, hygienic and safe working methods.
- 14 Adherence to workplace, suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.





## BEHAVIOURS

The following behaviours underpin the delivery of treatments in the barbering industry. These behaviours ensure that clients receive a positive impression of both the salon/spa and the individual.

- 1 Meeting the salon/spa's standards of behaviour.
- 2 Greeting the client respectfully and in a friendly manner.
- 3 Communicating with the client in a way that makes them feel valued and respected.
- 4 Identifying and confirming the client's expectations.
- 5 Treating the client courteously and helpfully at all times.
- 6 Keeping the client informed and reassured.
- 7 Adapting the behaviour to respond effectively to different client behaviour.
- 8 Responding promptly to a client seeking assistance.
- 9 Selecting the most appropriate way of communicating with the client.
- 10 Checking with the client that you have fully understood their expectations.
- 11 Responding promptly and positively to the clients' questions and comments.
- 12 Allowing the client time to consider the response and give further explanation when appropriate.
- 13 Quickly locating information that will help the client.
- 14 Giving the client the information they need about the treatments or products offered by the salon.
- 15 Recognising information that the client might find complicated and checking whether they fully understand it.
- 16 Explaining clearly to the client any reasons why their needs or expectations cannot be met.



# HEALTH AND SAFETY WORKING PRACTICES

Image courtesy of Wellia



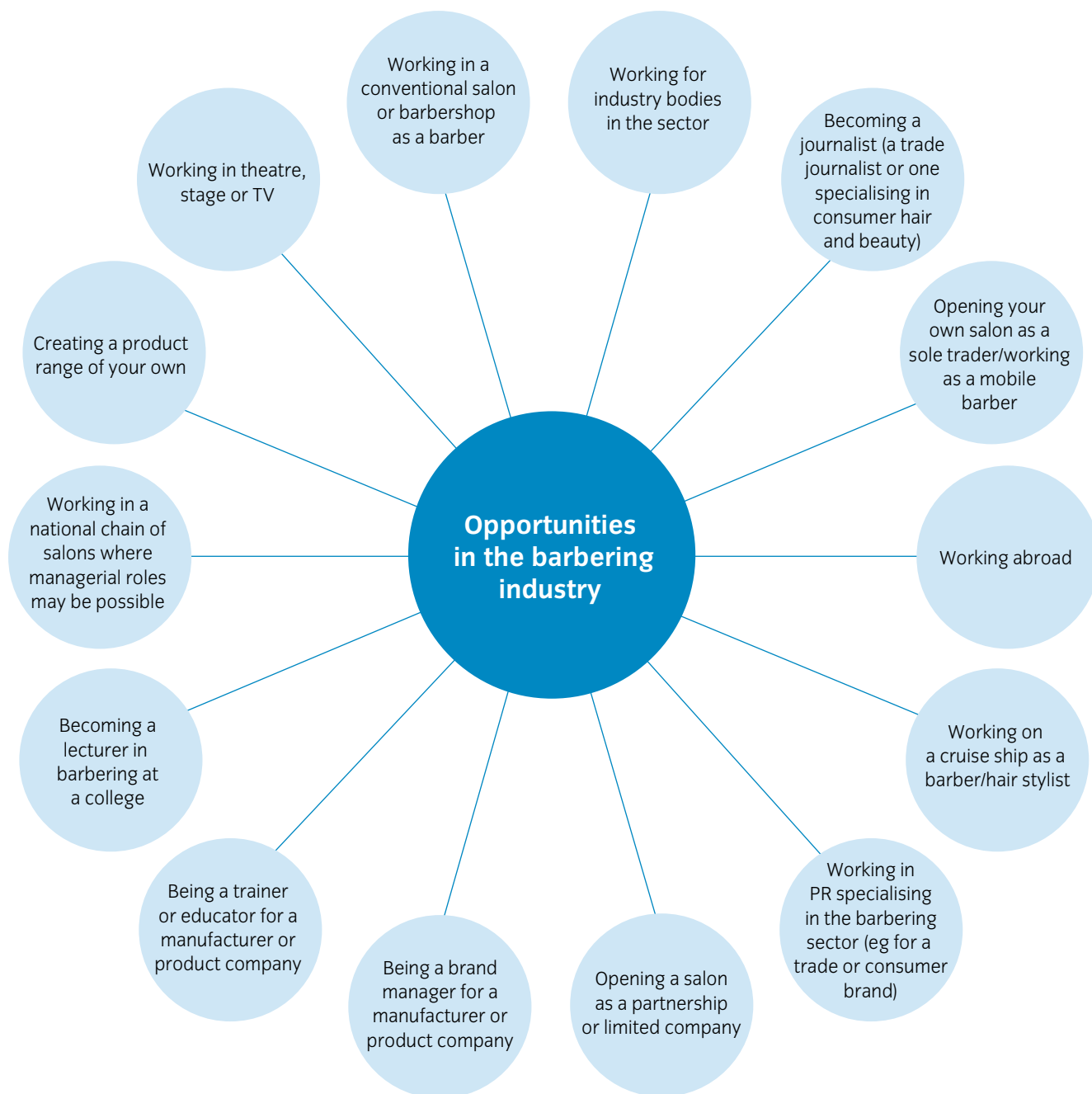
## **You will need to work with consideration of health and safety working practices throughout each unit by:**

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of contact dermatitis, cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- following manufacturer and workplace instructions for the safe use of tools, equipment and products
- keeping client skin free of excess hair cuttings throughout cutting services
- testing hair and skin prior to and during colouring and lightening services
- testing hair prior to smoothing and strengthening services, perming and neutralising services, relaxing services and hair and scalp treatments
- wearing personal protective equipment when using relaxing chemicals
- safe handling and disposal of razor blades
- minimising the risk of products being spread



## BARBERING CAREER PLANNER

Image courtesy of Wella



# EMPLOYER INVOLVEMENT TRACKER

Image courtesy of Wellia



Employer involvement is essential to maximise the value of your experience. You must achieve the mandatory employer involvement requirement for this qualification before you can be awarded a qualification grade.

| Activity | No. of hours | Date | Tutor signature |
|----------|--------------|------|-----------------|
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |
|          |              |      |                 |



Image courtesy of Wella

Role:

Dates:

Hours:

## Key areas learnt

[illegible]

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date \_\_\_\_\_



## TRADE TESTING (SYNOPTIC ASSIGNMENT)

Image courtesy of Wella

### GETTING READY FOR YOUR TRADE TEST (SYNOPTIC ASSIGNMENT)

Towards the end of your qualification you will be assessed on carrying out a variety of barbering services on at least one client within a commercially set time scale.

This will be assessed to make sure you have the necessary skills, knowledge, values and behaviours to confirm that you are now ready to be employed in the barbering industry.

#### HINTS AND TIPS

You must always work safely, in particular while you are carrying out practical tasks.

This end 'trade test' will require you to use consultation techniques to identify client treatment objectives and build a professional rapport.

You will draw on the knowledge, understanding and practical skills that you have developed during the qualification to deliver a range of personalised barbering services, making any reasonable adaptations as necessary.

You will be marked on the quality and accuracy of your practical performance, service planning and self evaluation. It is therefore important that you carry your work out to the highest standard you can.

You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

#### HINTS AND TIPS

You must always follow any relevant health and safety regulations and codes of practice.

### MOCK TRADE TEST (SAMPLE ASSIGNMENT)

You will be provided with the sample assignment/mock trade test by your tutor. The assignment will be in the form of a brief that will detail exactly what you will be expected to carry out.

The assignment will cover a range of services from across the units in the mandatory content of this qualification.



The assessments for this qualification are set against a series of assessment objectives (AOs). They are designed to allow judgement of the candidate to be made across a number of different categories of performance. Each assessment for the qualification has been allocated a set number of marks against these AOs, based on weightings recommended by stakeholders of the qualification.

| Assessment objective   | Level 3 Advanced Technical Diploma in Barbering (450)<br>Examples of types of knowledge expected  | Weighting |
|--|---|-----------|
| <b>A01</b><br>Recall of knowledge relating to the qualification Learning Outcomes.                 | Safe working practices; legislation; manufacturer's instructions; carrying out testing; awareness of tools; products and equipment; working with sustainable working practice (for example, waste disposal, efficient use of utilities); personal presentation and hygiene. | 10%       |
| <b>A02</b><br>Understanding of concepts, theories and processes relating to the Learning Outcomes. | Planning methods; interpretation of test results; consideration of factors that can affect services and managing client expectations in relation to this; selection of products, tools, equipment and techniques; aftercare advice and recommendations.                     | 15%       |
| <b>A03</b><br>Application of practical/technical skills.   | Use of products, tools and equipment; application and adaptation of techniques; adapting services following results of tests and due to factors that may impact services; following methodical processes.   | 25%       |



| Assessment objective   | Level 3 Advanced Technical Diploma in Barbering (450)<br>Examples of types of knowledge expected  | Weighting |
|--|---|-----------|
| <b>A04</b><br>Bringing it all together – coherence of the whole subject. | Planning a working timetable; working logically and methodically; keeping tools nearby; organising work stations sensibly; analysing, responding and adapting to factors that may affect services.  | 25%       |
| <b>A05</b><br>Attending to detail/perfecting.                            | Cross-checking; identification of factors; monitoring colour progression/development; fading/blending with precision; balancing the look; stepping back and looking from different angles; taking into account environmental effects eg lighting. | 25%       |

## TREATMENT/SERVICE PLANNING NOTES

Image courtesy of Wella



Use this section to make notes on which treatments or services link well together, what should be avoided, etc.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a light blue border around the edges of the paper. The paper appears to be a standard notebook or legal pad style.



Image courtesy of Wella

# MOCK ASSESSMENT FEEDBACK FORM

Image courtesy of Wellia



| Task/AO | Feedback  |
|---------|---|
| 1       | <p>Tutor feedback:</p> <hr/> <p>Learner self-reflection/evaluation:</p> <hr/> |
| 2       | <p>Tutor feedback:</p> <hr/> <p>Learner self-reflection/evaluation:</p> <hr/> |
| 3       | <p>Tutor feedback:</p> <hr/> <p>Learner self-reflection/evaluation:</p> <hr/> |



| Task/AO | Feedback  |
|---------|---|
| 4       | <p>Tutor feedback:</p> <hr/> <p>Learner self-reflection/evaluation:</p> <hr/> |
| 5       | <p>Tutor feedback:</p> <hr/> <p>Learner self-reflection/evaluation:</p> <hr/> |



### **These revision tips will help you prepare for your external assessment.**

- Regularly check your knowledge and understanding to ensure that you still remember key content covered at the start of the qualification.
- Take opportunities to recap, revise and recall, both in the classroom and using blended and online resources and activities. Find out which learning strategies work best for you.
- Use a range of different revision strategies that best meet your learning needs. For example, creating cue or flash cards can all help you to remember key knowledge content. You could make use of mobile learning apps to prepare your own revision flash cards to help develop a secure understanding of key terminology, concepts and frameworks.
- Familiarise yourself with how to deal with different command verbs, such as the differences between responses which describe, explain, compare or evaluate.
- Ensure you have developed your note-taking skills. This will prepare you to capture and summarise the most important aspects of the content. These notes will be invaluable when you are preparing for your examination and help identify any gaps in your knowledge and understanding.
- Don't just memorise facts and figures, but try to make links and deeper connections. Visualisation and concept mapping can help you to apply your knowledge and understanding in different contexts and situations.
- You will need to manage your time effectively as independent candidates. Creating revision timetables or planners is a useful exercise to help you prioritise your learning activities, focusing on areas where there might be gaps in your understanding. There's an example of a revision timetable on page xxx.
- It's important to stay fit and healthy in order to be well-prepared physically and mentally to demonstrate your knowledge and understanding. Remember to get enough sleep, drink plenty of water, eat well and get enough downtime in the build-up to the exam. Simple relaxation techniques can help if you are feeling stressed.



# REVISION PLANNER

Image courtesy of Wella

Week commencing:

|          | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|----------|--------|---------|-----------|----------|--------|----------|--------|
| 9.00 am  |        |         |           |          |        |          |        |
| 10.00 am |        |         |           |          |        |          |        |
| 11.00 am |        |         |           |          |        |          |        |
| 12.00 am |        |         |           |          |        |          |        |
| 1.00 pm  |        |         |           |          |        |          |        |
| 2.00 pm  |        |         |           |          |        |          |        |
| 3.00 pm  |        |         |           |          |        |          |        |
| 4.00 pm  |        |         |           |          |        |          |        |
| 5.00 pm  |        |         |           |          |        |          |        |
| 6.00 pm  |        |         |           |          |        |          |        |
| 7.00 pm  |        |         |           |          |        |          |        |
| 8.00 pm  |        |         |           |          |        |          |        |
| 9.00 pm  |        |         |           |          |        |          |        |
| 10.00 pm |        |         |           |          |        |          |        |





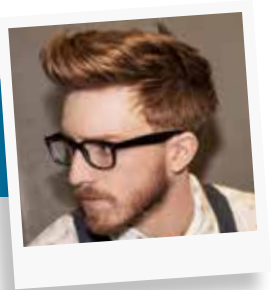


# UNIT 309

## BARBERING CONSULTATION SERVICES

This unit is about providing a comprehensive consultation and advisory service to clients. Client consultation is critical to the success of all technical services ensuring that learners fully engage with clients to meet their needs and manage expectations.

To complete this unit, learners will be required to consult with clients with a variety of hair classifications and characteristics and tailor recommendations to suit those factors.



## WHAT IS THIS UNIT ABOUT?

### UNIT 309 BARBERING

### CONSULTATION SERVICES

#### MANDATORY

This unit has  
two outcomes.

#### Outcome 1

Work safely in a  
salon environment

#### Outcome 2

Provide client  
consultation services

### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- What communication methods will encourage clients to discuss their requirements?
- How can I personalise my services to individual requirements?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the barbering industry.



A good consultation is the key to a successful relationship with your client.

Melanie Mitchell, Cheynes

CHEYNES

First impressions count and you only get one opportunity to make them.



# WHAT IS THIS UNIT ABOUT? (CONTINUED)

## UNIT 309 BARBERING

### CONSULTATION SERVICES



#### TOPICS

##### Outcome 1

##### Work safely in a salon environment

- 1.1 Health and safety working practices
- 1.2 Environmental and sustainable working practices

##### Outcome 2

##### Provide client consultation services

- 2.1 The science of hair, skin and scalp
- 2.2 Consult with clients on hair services

A client may be with you with for a long period of time, so offer them refreshments and magazines and make sure that they are comfortable.



A successful consultation is essential to ensuring you meet your client's expectations; you have to completely understand the client's needs to be able to create the hair they want. Building their trust is key – eye contact, questions about lifestyle and routine and really taking the time to listen are all important factors to gaining trust during a consultation.

**Richard Ward**

richard ward™  
HAIR & METROSPA





## UNIT PLANNER

### UNIT 309 BARBERING

### CONSULTATION SERVICES

Image courtesy of KMS California

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

#### What I have learnt

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# WHAT DO YOU NEED TO KNOW?

## UNIT 309 BARBERING

### CONSULTATION SERVICES

Image courtesy of KMS California



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to   | Tick                  |
|---|-----------------------|
| <b>Work safely in a salon environment</b>   |                       |
| <b>understand the health and safety working practices requirements when working in a salon environment. The following is a comprehensive list of the legislation that applies in the barbering industry. For purposes of assessment you must appreciate that there is legislation and how each applies:</b> |                       |
| Health and Safety at Work Act   | <input type="radio"/> |
| The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)   | <input type="radio"/> |
| The Health and Safety (First Aid) Regulations   | <input type="radio"/> |
| The Regulatory Reform (Fire Safety) order   | <input type="radio"/> |
| The Manual Handling Operations Regulations  | <input type="radio"/> |
| The Control of Substances Hazardous to Health Regulations (COSHH)   | <input type="radio"/> |
| The Electricity at Work Regulations   | <input type="radio"/> |
| The Environmental Protection Act  | <input type="radio"/> |
| The Health and Safety (Information for Employees) Regulations   | <input type="radio"/> |
| The Data Protection Act – the importance of the correct completion, storage and security of client records, the importance of confidentiality and the consequences if this is not maintained  | <input type="radio"/> |
| Working Time Directives   | <input type="radio"/> |
| Cosmetic Products Regulations   | <input type="radio"/> |
| The Sale of Goods Act and the Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations) – legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services   | <input type="radio"/> |
| The Trade Descriptions Act  | <input type="radio"/> |
| Consumer Protection legislation   | <input type="radio"/> |
| The Equality Act – the importance of not discriminating against clients   | <input type="radio"/> |
| Local by-laws specific to some services eg colouring, colour correction   | <input type="radio"/> |
| <b>understand the legal significance of maintaining client records:</b>   |                       |
| referring to client records for previous services that may affect services  | <input type="radio"/> |
| recording of client responses to questioning in case of legal dispute   | <input type="radio"/> |
| the importance of gaining and recording client agreement to services  | <input type="radio"/> |
| the importance of updating client records with services   | <input type="radio"/> |

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

[Continues on next page](#)



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 309 BARBERING

#### CONSULTATION SERVICES

Image courtesy of KMS California

| You need to  | Tick                  |
|--|-----------------------|
| <b>understand industry requirements relevant to consultation services, including:</b>  |                       |
| responsibilities and reasons for maintaining personal hygiene, protection and appearance   | <input type="radio"/> |
| salon procedures and manufacturers' instructions in relation to conducting tests   | <input type="radio"/> |
| the importance of agreeing, confirming and recording the course of action  | <input type="radio"/> |
| <b>understand the different types of environmental and sustainable working methods as stipulated in the Environmental Protection Act, including:</b>   |                       |
| environmental; for example, temperature, ventilation, lighting, volume of music/sounds   | <input type="radio"/> |
| sustainability; for example, recycling, reducing and managing waste, reducing utility usage, using eco-friendly products.  | <input type="radio"/> |
| <b>Provide client consultation services</b>  |                       |
| <b>understand the science of hair, skin and scalp and how it affects services with consideration of:</b>   |                       |
| the structure and function of hair and skin  | <input type="radio"/> |
| the growth cycle of hair   | <input type="radio"/> |
| male pattern baldness  | <input type="radio"/> |
| different types of hair classification; for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair   | <input type="radio"/> |
| different types of hair characteristics; for example hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length   | <input type="radio"/> |
| recognising adverse hair, skin and scalp conditions and their possible causes; for example, ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloid scarring, ingrowing hair, head lice | <input type="radio"/> |
| the types and purposes of tests including elasticity, porosity, incompatibility, skin, development   | <input type="radio"/> |
| the consequences of failing to carry out hair and skin tests   | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.

# WHAT DO YOU NEED TO COVER?

## UNIT 309 BARBERING

### CONSULTATION SERVICES



#### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved before your trade test. You need to:

#### Consult with clients to identify the best course of action, with consideration of:

using a variety of verbal and non-verbal communication skills

treating clients with courtesy, empathy and sensitivity throughout services

professional practice, positive values and behaviours

maintaining customer care

exploring client expectations and explaining any service limitations

using previous client records to identify any factors likely to affect services

adapting consultation techniques when communicating with clients as required; for example, different cultures, religions, ages, disabilities and genders

using different types of visual aids; for example, magazines, colour charts, Instagram, Pinterest

using sources of inspiration; for example, historical, cultural and fashion

confirming age of clients

explaining the client commitment to agreed services; for example, duration, cost and maintenance

analysing hair, skin and scalp

recognising contra-indications that could prevent or affect services and the action to take; for example, allergies and contagious skin disorders

carrying out necessary hair and skin tests

basing recommendations on an accurate analysis of the client's hair and its potential to achieve the look

considering the impact client features may have on the finished look; for example, facial features, head, face and body shape

remaining diplomatic when referring clients with adverse hair, skin or scalp conditions

recommending external services that may be required by the client

working within limits of authority

agreeing the best course of action to meet client requirements

providing advice on maintenance and future services

recording results of tests and services

maintaining client records and confidentiality

The synoptic assignment for this qualification will require you to use your skills and knowledge of a range of treatments from across the mandatory units in this qualification.





## USEFUL WORDS

### UNIT 309 BARBERING

### CONSULTATION SERVICES

Some terms that you will come across in this unit are explained below.

#### Adverse hair, skin and scalp conditions

Factors of the hair, skin or scalp may limit what services clients can have; for example, if a client has psoriasis, then it may not be advisable to have a lot of harsh chemicals used on their hair.

#### Alopecia

Hair loss, for example, thinning hair, bald patches over the head, or total hair loss over the head and body.

#### Client's lifestyle

Factors in the client's life that influence the choice of hairstyle; eg a client who works in the fashion industry may wish to match their image with the latest fashions.

#### Consultation

A discussion between the stylist and a client to determine the services and treatments that reflect the client's requirements.

#### Contra-indication

A disease, hair disorder, infection of the scalp, infection of the skin, breakage of the hair or infestation, which prevents a service

or treatment from taking place.

#### Incompatibility

When a previous service or product will cause a reaction with any chemicals being added to the hair.

#### Infection of the skin

A condition that may cause visible signs of swelling, or redness on the skin, and may spread.



#### Infestation

A condition whereby parasites such as head lice or scabies live on a person's head or skin, feeding off nutrients found in their blood

and body tissue. The parasites spread very easily from one person to another.

#### Keloid scarring

Excess growth of scar tissue at the site of a healed skin injury.

#### Non-infectious skin condition

A condition that does not spread from one person to another; for example, eczema.

#### Referral

When a client is advised to seek further advice from an expert; for example, if a client had visible signs of head lice, you would refer them to a pharmacist.

#### Trichologist

A specialist in hair and scalp disorders, to whom you might refer a client with signs of thinning, weak hair.

Continues on next page

## USEFUL WORDS (CONTINUED)

### UNIT 309 BARBERING

### CONSULTATION SERVICES

Image courtesy of KMS California



#### Hair classifications

Hairdressers and barbers must be able to work with all hair types ranging from straight hair to very curly, wiry hair.

| Straight hair | Wavy hair |    |    | Wavy-curly hair |    | Tight-curly hair | Kinky-curly hair | Kinky hair | Z-pattern hair |
|---------------|-----------|----|----|-----------------|----|------------------|------------------|------------|----------------|
| 1             | 2A        | 2B | 2C | 3A              | 3B | 3C               | 4A               | 4B         | 4C             |
|               |           |    |    |                 |    |                  |                  |            |                |

#### Type 1 – Straight hair

- Fine/thin – hair tends to be very soft, shiny and oily, and it can be difficult to hold a curl.
- Medium – hair has lots of volume and body.
- Coarse – hair is normally extremely straight and difficult to curl.

#### Type 2 – Wavy hair

- Fine/thin – hair has a definite 'S' pattern. Normally can accomplish various styles.
- Medium – hair tends to be frizzy and a little resistant to styling.
- Coarse – hair is also resistant to styling and normally very frizzy; tends to have thicker waves.

#### Type 3 – Curly hair

- Loose curls – hair tends to have a combination texture. It can be thick and full with lots of body, with a definite 'S' pattern. It also tends to be frizzy.
- Tight curls – also tends to have a combination texture, with a medium amount of curl.

#### Type 4 – Very curly hair

- Soft – hair tends to be very fragile, tightly coiled and has a more defined curly pattern.
- Wiry – also very fragile and tightly coiled; however with a less defined curly pattern – has more of a 'Z' pattern shape.



Image courtesy of Big Yin Salon

Body language is just as important as what you say to the client, so always be professionally dressed, smile and create a good impression.





## SCOPE RECORD

### UNIT 309 BARBERING

### CONSULTATION SERVICES

Image courtesy of KMS California

Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Consultation

Record the considerations taken into account for each client

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Using a variety of verbal and non-verbal communication skills                   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Treating clients with courtesy, empathy and sensitivity throughout services     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Professional practice, positive values and behaviours                           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Maintaining customer care   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Exploring client expectations and explaining any service limitations            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Using previous client records to identify any factors likely to affect services | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Using a variety of communication skills   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Adapting consultation techniques when communicating with clients as required    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Using different types of visual aids  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Using sources of inspiration  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Confirming age of clients   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Explaining the client commitment to agreed services                             | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Analysing hair, skin and scalp  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

Continues on next page

## SCOPE RECORD (CONTINUED)

### UNIT 309 BARBERING

### CONSULTATION SERVICES



|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Recognising contra-indications that could prevent or affect services and the action to take; for example, allergies and contagious skin disorders | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Carrying out necessary hair and skin tests  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Basing recommendations on an accurate analysis of the client's hair and its potential to achieve the look   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Considering the impact client features may have on the finished look  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Remaining diplomatic when referring clients with adverse hair, skin or scalp conditions   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Recommending external services that may be required by the client   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Working within limits of authority  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Agreeing the best course of action to meet client requirements  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Providing advice on maintenance and future services   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Recording results of tests and services   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Maintaining client records and confidentiality  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### HINTS AND TIPS

Never be scared to ask for a second opinion from a senior team member during a consultation.



## CONSULTATION SERVICES

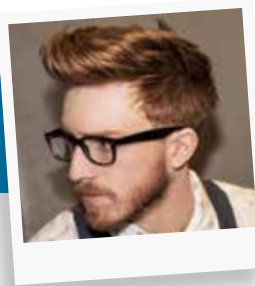
Image courtesy of KMS California

**4** I can now work at commercial standard and timings for this technique

[illegible]

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[illegible]



## SUPPLEMENTARY COMMENTS

### UNIT 309 BARBERING

### CONSULTATION SERVICES

Image courtesy of KMS California

Use this space to record any workplace, employer or client comments.

Comments

Date

## HAS ALL TOPIC CONTENT BEEN COVERED?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 4.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:







# UNIT 310

## CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES

Cutting men's hair has evolved into an exciting craft; it has fused traditional and modern techniques to embrace the demands of the contemporary barbering industry. In this unit you will build on the skills and knowledge you covered previously, providing you with

the advanced cutting techniques necessary to create personalised and individual restyled looks. You will discover how to use your imagination, personalise your haircuts and most importantly, establish a great relationship with your clients.



## WHAT IS THIS UNIT ABOUT?

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES MANDATORY

This unit has  
two outcomes.

#### Outcome 1

Work safely when  
using a combination  
of barbering  
techniques

#### Outcome 2

Provide hair cutting  
using a combination  
of barbering  
techniques

#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- How can I upskill my existing cutting techniques to achieve advanced looks?
- How can I personalise hair cutting services to individual requirements?
- How can I work creatively around factors that could affect services?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the barbering industry.

To be a professional barber and to provide good customer service, always make sure that you complete your client service in the time allocated by your salon.



Plan your cut before you  
pick your tools up!

Adam Sloan, CEO



## WHAT IS THIS UNIT ABOUT? (CONTINUED)

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES



#### TOPICS

##### Outcome 1

##### Work safely when using a combination of barbering techniques

- 1.1 Health and safety principles when cutting hair
- 1.2 Health and safety working practices when cutting hair

##### Outcome 2

##### Provide hair cutting using a combination of barbering techniques

- 2.1 The different factors that can impact services
- 2.2 Tools, products and equipment used to cut men's hair
- 2.3 Cutting men's hair
- 2.4 Aftercare advice and recommendations



Give your clients a wonderful barbering experience; showing kindness, respect and treating everybody as an equal. Remember: the customer has a choice!

**Tony Copeland, Golden Scissors Dorking  
& British Master Barbers**



#### HINTS AND TIPS

Wet hair can stretch by up to a third of its length. Adjust your cutting so that the hair isn't too short when it's dry.



## UNIT PLANNER

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES

Director: Adam Sloan/Hair: M+Fed Art Team  
Photography: Ollie Hewett

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

#### What I have learnt

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## WHAT DO YOU NEED TO KNOW?

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to  | Tick                  |
|--|-----------------------|
| <b>Health and safety principles when cutting hair</b>  |                       |
| <b>understand the health and safety working practices and how they impact barbering services, with consideration of:</b> |                       |
| different methods of cleaning, disinfecting and sterilisation in salons  | <input type="radio"/> |
| hazards and risks that exist in the work area, including razor blades  | <input type="radio"/> |
| safe working practices that must be followed   | <input type="radio"/> |
| the importance of using the correct type of barber's chair   | <input type="radio"/> |
| the protective clothing that should be available for clients   | <input type="radio"/> |
| the importance of preventing cross-infection and cross-infestation   | <input type="radio"/> |
| methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation                 | <input type="radio"/> |
| <b>Tools, products and equipment used to cut men's hair</b>  |                       |
| <b>use a range of tools, products and equipment to cut men's hair with consideration of:</b>                             |                       |
| why hair products should be removed from hair prior to cutting   | <input type="radio"/> |
| how to maintain cutting tools and equipment, scissors, clippers, trimmers, razors  | <input type="radio"/> |
| effects that different sizes of clipper blades and attachments achieve   | <input type="radio"/> |
| how to align and test clippers   | <input type="radio"/> |
| which tools can be used on either wet or dry hair, or both   | <input type="radio"/> |
| the types of products available for finishing men's hair   | <input type="radio"/> |

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

[Continues on next page](#)



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES

Director: Adam Sloan/Hair: M+Fed Art Team  
Photography: Ollie Hewett

| You need to   | Tick                  |
|---|-----------------------|
| <b>Cutting men's hair</b>   |                       |
| <b>understand the considerations to be taken when providing barbering services:</b>   |                       |
| how to create and follow guidelines   | <input type="radio"/> |
| how to create outline shapes that are accurate and defined, including balancing and shaping sideburns                                 | <input type="radio"/> |
| creating neckline shapes that take into account the natural hair line, including tapered, squared, full neck line, skin fade, rounded | <input type="radio"/> |
| applying the correct degree of tension to the hair when cutting   | <input type="radio"/> |
| making visual checks to ensure the finished cut and outlines are accurate   | <input type="radio"/> |
| working with the natural growth patterns of the hair; for example, cowlick, widow's peak, double crowns                               | <input type="radio"/> |
| the importance of weight distribution   | <input type="radio"/> |
| how different cutting angles will impact on weight distribution, balance and the degree of graduation                                 | <input type="radio"/> |
| how to cross check the cut, including checking distribution of weight, balance and shape  | <input type="radio"/> |
| personalising cutting and finishing techniques  | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.



As a barber, you are not only a person who serves your patrons; you can be a salon owner, an educator, a salesman or an investor. So open every door possible and get out of your comfort zone!

**Jac Ludlow, Bogangles British Barber Club**



Neiron Photo/Shutterstock.com

## WHAT DO YOU NEED TO COVER?

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES



#### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved before your trade test. You need to:

##### **Adapt barbering services to take into account any factors that may affect services, and problems that may occur:**

hair classifications; for example,  
Type 1 – straight hair,  
Type 2 – wavy hair,  
Type 3 – curly hair,  
Type 4 – very curly hair

hair characteristics; for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length

head and face shape  
androgenic alopecia; for example, known causes and typical patterns

presence of added hair; for example, toupées, implants, extensions

piercings

adverse skin conditions

the average rate of hair growth

the potential risks resulting from continual close cutting; for example, ingrowing hairs, keloids

problems that may occur during barbering services and ways in which they can be resolved

##### **Cut men's hair using a combination of barbering techniques:**

combining and adapting different barbering techniques

club cutting

scissor over comb

clipper over comb

thinning

texturising

freehand

tapering

graduating

layering

fading

disconnecting

##### **Advise clients and make recommendations following hair cutting services, including:**

how to maintain the look

suggested time between cuts

the products and services provided in the salon

The synoptic assignment for this qualification will require you to use your skills and knowledge of a range of treatments from across the mandatory units in this qualification.

#### HINTS AND TIPS

Cross-check to achieve balance and an even weight distribution.





## USEFUL WORDS

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES

Some terms that you will come across in this unit are explained below.



#### Disconnecting

Ideal for high-fashion cuts, it is used for undercuts and helps to create unblended lengths and give the illusion of blended lengths.

#### Factors

How to take into account certain characteristics of your client's hair and appearance.

#### Fading

Used to blend short hair into the neckline, or to create a natural hairline.

#### Full neckline

Collar-length hair.

#### Graduating cutting

Blending hair layers from a longer to a shorter length, or from a shorter to a longer length.

#### Scissor over comb

The cutting of hair using the comb as a guide for the scissors. Good for blending short hair into the neck or above the occipital bone, softening and fine detailing hairlines.



#### Skin fade

Also known as a bald fade, this is similar to a taper cut. The cut is achieved by the settings and going from a skin fade and then blending into the rest of the haircut.

#### Square neckline

This is known as a Boston.



#### Tapering

Cutting short layers; you can use scissors or clippers. This technique is good for detailing hairlines, softening a look and removing weight.

#### Trimmers

Small clippers with smaller blades to create a closer, finer cut with more definition and detail.



Always double-check with the client how much hair you are going to cut. Once you have made the cut, there is no going back!

## SCOPE RECORD

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES



Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Factors

Record the factors taken into account for each client.

|  |                                      |                                      |                                      |
|--|--------------------------------------|--------------------------------------|--------------------------------------|
| Hair classifications                                       | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Hair characteristics                                       | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Head and face shape  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Androgenic alopecia  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Presence of added hair                                     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Piercings  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Adverse skin conditions                                    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| The average rate of hair growth                            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| The potential risks resulting from continual close cutting | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Problems that may occur                                    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

Continues on next page



#### HINTS AND TIPS

Advising your client on how to make the most of their new cut will earn you a good reputation.



## SCOPE RECORD (CONTINUED)

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES

Director: Adam Sloan/Hair: M-Hed Art Team  
Photography: Ollie Hewett

#### Barbering techniques

Record the barbering techniques used for each client.

|                    |                                      |                                      |                                      |
|--------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Club cutting       | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Scissors over comb | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Clipper over comb  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Thinning           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Texturising        | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Freehand           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Tapering           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Graduating         | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Layering           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Fading             | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Disconnecting      | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### Advice and recommendations

Record the advice and recommendations given to each client.

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| How to maintain the look                    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Suggested time between cuts                 | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Products and services provided in the salon | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |



As a barber you never stop learning to keep up with the ever-changing trends in men's hairdressing. You need a positive attitude!

**Adam Sloan, CEO**



### Level of my performance

- [illegible]

Unit 310 Cut Hair Using a Combination of Barbering Techniques 27



## 28 Level 3 Advanced Technical Diploma in Barbering

## SUPPLEMENTARY COMMENTS

### UNIT 310 CUT HAIR USING A COMBINATION OF BARBERING TECHNIQUES



Use this space to record any workplace, employer or client comments.

Comments

Date

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### HAS ALL TOPIC CONTENT BEEN COVERED?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 20.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:





# UNIT 311

## DESIGN AND CREATE A RANGE OF FACIAL HAIR SHAPES

Men have been wearing beards and moustaches for centuries, and their popularity has recently surged again. Modern men are embracing facial hair and it seems that designer beards are here to stay. In this unit you will cover how to create intricate

looks and a range of designs to suit different client requirements. This unit covers scissor over comb, clipper over comb and freehand techniques, and looks at how traditional techniques can be blended with contemporary trends.



## WHAT IS THIS UNIT ABOUT?

### UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES

#### MANDATORY

This unit has two outcomes.

#### Outcome 1

Work safely when designing and creating facial hair shapes

#### Outcome 2

Design and create facial hair shapes

#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- What is the history of facial hair fashion?
- How can I use my existing barbering skills to create advanced facial hair shapes?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the barbering industry.



The word 'barber' comes from the Latin word barba, meaning 'beard'. To be able to call yourself a barber you must have both practical and theoretical knowledge on how to shape and shave a gentleman's facial hair as well as being competent in creating gentlemen's hair styles.

**Pall Mall Barbers**



# WHAT IS THIS UNIT ABOUT? (CONTINUED)

## UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES



#### TOPICS

##### Outcome 1

##### Work safely when designing and creating facial hair shapes

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

##### Outcome 2

##### Design and create facial hair shapes

- 2.1 The different factors that can impact services
- 2.2 Products, tools and equipment
- 2.3 Facial hair designs
- 2.4 Aftercare advice and recommendations



#### HINTS AND TIPS

Barber's chairs are much heavier and more bulky than salon chairs. If you need to move them, do so carefully, so you do not hurt your back or cause injuries.

During this service you will be working in close proximity to your client, so personal hygiene must be maintained at all times.





## UNIT PLANNER

### UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES

Shutterstock/Nejron Photo

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

#### What I have learnt

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# WHAT DO YOU NEED TO KNOW?

## UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES

Shutterstock/Nejron Photo



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to  | Tick                  |
|--|-----------------------|
| <b>Health and safety principles</b>  |                       |
| <b>understand the health and safety working practices and how they impact services, with consideration of:</b> |                       |
| different methods of cleaning, disinfecting and sterilisation in salons  | <input type="radio"/> |
| hazards and risks which exist in the work area   | <input type="radio"/> |
| safe working practices that must be followed   | <input type="radio"/> |
| the importance of using the correct type of barber's chair   | <input type="radio"/> |
| the protective clothing that should be available for clients   | <input type="radio"/> |
| the importance of preventing cross-infection and cross-infestation   | <input type="radio"/> |
| methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation       | <input type="radio"/> |
| <b>Products, tools and equipment</b>   |                       |
| <b>use products, tools and equipment when designing facial hair shapes, with consideration of:</b>             |                       |
| how to maintain cutting tools and equipment  | <input type="radio"/> |
| effects that different sizes of clipper blades and attachments achieve   | <input type="radio"/> |
| how to align and test clippers   | <input type="radio"/> |
| the types of products available for finishing men's facial hair shaping; for example, beard oil, wax, toners   | <input type="radio"/> |

Continues on next page

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.



Treat every customer the way you would like to be treated yourself.

**Garry Jackson, Garry's Barber Shop**



#### HINTS AND TIPS

Using a brush and a can of clipper spray is a quick and easy way to make sure that your clippers are clean and disinfected before use.



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES

Shutterstock/Neiron Photo

| You need to   | Tick                  |
|---|-----------------------|
| <b>Facial hair designs</b>  |                       |
| <b>understand the considerations to be taken when designing and creating facial hair shapes:</b>  |                       |
| the types of traditional and current facial hair shapes   | <input type="radio"/> |
| effects that can be created by combining and adapting different cutting techniques; for example, scissor over comb, clipper over comb, freehand, fading | <input type="radio"/> |
| the impact of client sitting positions when shaping facial hair shapes  | <input type="radio"/> |
| how to create and follow guidelines   | <input type="radio"/> |
| how to create outline shapes that are accurate and defined  | <input type="radio"/> |
| different types of neckline shapes including tapered, squared, full neck line, skin fade  | <input type="radio"/> |
| the importance of weight distribution   | <input type="radio"/> |
| working with the natural growth patterns of the hair; for example, facial whirls  | <input type="radio"/> |
| balancing and shaping sideburns to meet client requirements   | <input type="radio"/> |
| how to cross check the cut, including checking distribution of weight, balance and shape  | <input type="radio"/> |
| making visual checks to ensure the finished facial hair shape and outlines are accurate   | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.



Greet the client respectfully and in a friendly manner. You must always value your client custom. The three main elements are:

1. meet and greet
2. the facial hair service
3. compliment and close .



Image courtesy of Palm Mall Barbers

# WHAT DO YOU NEED TO COVER?

## UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES



#### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved before your trade test. You need to:

**Adapt facial hair design services to take into account any factors that may affect services and problems that may occur:**

hair classifications;  
for example,  
Type 1 – straight hair,  
Type 2 – wavy hair,  
Type 3 – curly hair,  
Type 4 – very curly hair

hair characteristics;  
for example, hair  
density, hair texture,  
hair elasticity,  
hair porosity, hair  
condition, hair growth  
patterns, hair length

head and face shape

piercings

tattoos

adverse skin conditions

the average rate  
of hair growth

the potential risks  
resulting from  
continual close  
cutting; for example,  
ingrowing hairs, keloids

problems that  
may occur

**Design and create facial hair shapes including:**

partial beards

moustaches

full beards

**Advise clients and make recommendations following facial hair shaping services, including:**

how to maintain  
the look

suggested time  
between facial hair  
shaping services

products and services  
provided in the salon

The synoptic assignment for this qualification will require you to use your skills and knowledge of a range of treatments from across the mandatory units in this qualification.

#### HINTS AND TIPS

Be realistic about the client's facial hair and distribution. The hair may be too sparse/thick to achieve the desired look. Suggest a style that keeps the thickest part of the beard to keep the strongest line.



## USEFUL WORDS

### UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES

Some terms that you will come across in this unit are explained below.

Korionov/Shutterstock.com



#### **Anchor**

Beard shaped like an anchor, from the centre of the bottom lip and around and up the chin.

#### **Curtain rail**

A narrow beard following the mandible.

#### **Exfoliator**

A product used to remove dead skin cells, helping to improve the appearance of the skin.

#### **Fading**

A technique used to blend facial hair into the hairline.

luminaimages/Shutterstock.com



#### **Goatee**

A narrow beard that circles the mouth and chin.

#### **Lip line moustache**

A horizontal moustache about the width of a pencil.

#### **Mexican moustache**

A moustache following the natural line of the upper lip and extending down towards the chin.

#### **Partial beard**

Any facial hair that is neither a full beard nor a moustache.

#### **Pencil moustache**

A narrow moustache following the natural line of the upper lip.

#### **Pharaoh**

A beard starting from the base of the chin. It can be of any length.

#### **Rooftop moustache**

A moustache that extends from under the nose to form a straight 'chevron' shape.

#### **Stubble**

A neatened, several-day, full beard growth.



Shutterstock/Nejron Photo

Jasminko Ibrakovic/Shutterstock.com

#### HINTS AND TIPS

Place a rolled fresh towel between the client's head and the headrest for extra comfort.



Director: Adam Sloan/Hair: MHFed Art Team/Photography: Ollie Hewett

# SCOPE RECORD

## UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES



Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Factors

Record the factors taken into account for each client.

|  |                                      |                                      |                                      |
|--|--------------------------------------|--------------------------------------|--------------------------------------|
| Hair classifications                                   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Hair characteristics                                   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Head and face shape                                    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Piercings  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Tattoos  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Adverse skin conditions                                | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Average rate of hair growth                            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Potential risks resulting from continual close cutting | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Problems that may occur                                | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### Facial hair shapes

Record the facial hair shapes designed and created for each client.

|                |                                      |                                      |                                      |
|----------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Partial beards | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Moustaches     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Full beards    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

Continues on next page

When in your workplace, you need to make sure you are using equipment for the purpose it was intended and in a safe manner to protect yourself and others.





## SCOPE RECORD (CONTINUED)

### UNIT 311 DESIGN AND CREATE

#### A RANGE OF FACIAL HAIR SHAPES

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#### Advice and recommendations

Record the advice and recommendations given to each client.

How to maintain the look

|                       |                |                       |                |                       |                |
|-----------------------|----------------|-----------------------|----------------|-----------------------|----------------|
| <input type="radio"/> | Date:<br>Sign: | <input type="radio"/> | Date:<br>Sign: | <input type="radio"/> | Date:<br>Sign: |
| <input type="radio"/> | Date:<br>Sign: | <input type="radio"/> | Date:<br>Sign: | <input type="radio"/> | Date:<br>Sign: |
| <input type="radio"/> | Date:<br>Sign: | <input type="radio"/> | Date:<br>Sign: | <input type="radio"/> | Date:<br>Sign: |

Suggested time between facial hair shaping services

Products and services provided

#### HINTS AND TIPS

At the end of every facial hair cut, ask your client if he would like his eyebrows trimmed! Some clients are surprised by this question, but reassure them that eyebrows are also facial hair, and trimming them enhances the whole image of the beard and moustache.



Director: Adam Sloan/Hair: MHFed Art Team/Photography: Ollie Hewett



Image courtesy of Denman

## SELF-REFLECTION AND OBSERVATION FEEDBACK

## UNIT 311 DESIGN AND CREATE

## A RANGE OF FACIAL HAIR SHAPES



Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the Level of my performance key below and add your comments. Your tutor will also give you feedback based on their observation.

## Level of my performance

- 1 I am still learning this technique
- 2 I am still practising this technique
- 3 I can now demonstrate competence of this technique
- 4 I can now work at commercial standard and timings for this technique

[illegible]

Continues on next page



## UNIT 311 DESIGN AND CREATE

## A RANGE OF FACIAL HAIR SHAPES

Shutterstock/Nejron Photo

[illegible]

# SUPPLEMENTARY COMMENTS

## UNIT 311 DESIGN AND CREATE

### A RANGE OF FACIAL HAIR SHAPES



Use this space to record any workplace, employer or client comments.

Comments

Date

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## HAS ALL TOPIC CONTENT BEEN COVERED?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 34.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:





# UNIT 312

## PROVIDE SHAVING SERVICES

The cut-throat shave has been a tradition practised by barbers for centuries. It's now seen as a must have for the modern-day barber, as male clientele are spending more time and money in salons and barber shops. You will cover the skills needed to provide shaving services using a combination of barbering techniques, taking into account any factors that may impact the style.

The use of professional shaving tools and the correct product knowledge in preparation of the skin for every stage of the service is fundamental to every barber. It is imperative to maintain a high level of health and safety and hygiene whilst delivering this service. Always remain professional and communicate with the client at all times.



## WHAT IS THIS UNIT ABOUT?

### UNIT 312 PROVIDE SHAVING SERVICES

#### MANDATORY

This unit has two outcomes.

#### Outcome 1

Work safely when providing a range of shaving services

#### Outcome 2

Provide shaving services

#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- How have shaving services changed over the years?
- Will I use an open blade when providing shaving services?
- What is the relevant anatomy and physiology I will need to know for facial massage services?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the barbering industry.



When sitting the client up after this relaxing service do it in a slow motion so the blood doesn't rush to the client's head, thus finishing off a great service.

Chris Muskett, BigYin Gents Division



## WHAT IS THIS UNIT ABOUT? (CONTINUED)

### UNIT 312 PROVIDE SHAVING SERVICES



#### TOPICS

##### Outcome 1

##### Work safely when creating a range of shaving services

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

##### Outcome 2

##### Provide shaving services

- 2.1 Anatomy and physiology
- 2.2 The different factors that can impact services
- 2.3 Shaving and facial massage services
- 2.4 Aftercare advice and recommendations

During the shaving service you must maintain customer care at all times. The service is not creative; it is a disciplined technical service. You must adhere to technique and professional ethics at all times.



A hot towel is more than a relaxing sensation. It is there to soften the stubble and make the skin receptive of the shaving cream. Remember, shaves are a luxurious treat but there needs to be reason behind all the processes.

**Pall Mall Barbers**





## UNIT PLANNER

### UNIT 312 PROVIDE SHAVING SERVICES

Director: Adam Soan/Hair: M+Fed Art Team/  
Photography: Ollie Hewett

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

#### What I have learnt

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## WHAT DO YOU NEED TO KNOW?

### UNIT 312 PROVIDE SHAVING SERVICES



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to   | Tick                  |
|---|-----------------------|
| <b>Health and safety principles</b>   |                       |
| <b>understand the health and safety working practices and how they impact shaving services, with consideration of:</b>  |                       |
| different methods of cleaning, disinfecting and sterilisation in salons   | <input type="radio"/> |
| hazards and risks that exist in the work area   | <input type="radio"/> |
| safe working practices that must be followed  | <input type="radio"/> |
| the importance of using the correct type of barber's chair  | <input type="radio"/> |
| the protective clothing that should be available for clients  | <input type="radio"/> |
| the importance of minimising the spread of products to clients' eyes, clothes and surrounding area  | <input type="radio"/> |
| the importance of preventing cross-infection and cross-infestation  | <input type="radio"/> |
| methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation  | <input type="radio"/> |
| <b>Anatomy and physiology</b>   |                       |
| <b>know the relevant anatomy and physiology for providing facial massage during shaving services:</b>   |                       |
| the structure and function of the skin; for example, epidermis, dermis, subcutaneous layer, nerve endings   | <input type="radio"/> |
| actions of the facial muscles; for example, frontalis, corrugator, temporalis, orbicularis oculi, procerus, nasalis, quadratus labii superioris, orbicularis oris, buccinators, risorius, mentalis, zygomaticus, masseter | <input type="radio"/> |
| positions of the facial bones; for example, zygomatic, mandible, maxillae, nasal, vomer, turbinate, lachrymal, palatine   | <input type="radio"/> |
| how the natural ageing process affects facial skin and muscle tone  | <input type="radio"/> |
| how environmental and lifestyle factors affect the condition of the skin  | <input type="radio"/> |
| the function of blood and lymph and their roles in improving skin and muscle tone   | <input type="radio"/> |
| how massage affects blood flow and pulse rate   | <input type="radio"/> |
| the principles of lymph circulation   | <input type="radio"/> |

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

Continues on next page



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 312 PROVIDE SHAVING SERVICES

Director: Adam Soan/Hair: MhFed Art Team/  
Photography: Ollie Hewett

| You need to   | Tick                  |
|---|-----------------------|
| <b>Shaving and facial massage services</b>  |                       |
| <b>understand the considerations to be taken when providing shaving services:</b>   |                       |
| how to maintain cutting tools and equipment, including replacing the cutting edge of razors   | <input type="radio"/> |
| effects that different sizes of clipper blades achieve  | <input type="radio"/> |
| different shaving techniques, including forehand, backhand, across/against the grain  | <input type="radio"/> |
| lathering application techniques, including brush, hand, massage  | <input type="radio"/> |
| leaving client skin free from lathering products after shaving  | <input type="radio"/> |
| the types of traditional and current facial hair shapes   | <input type="radio"/> |
| the impact of client sitting positions when providing shaving services  | <input type="radio"/> |
| how to create and follow guidelines   | <input type="radio"/> |
| balancing and shaping sideburns to meet client requirements   | <input type="radio"/> |
| making visual checks to ensure the shaving is accurate  | <input type="radio"/> |
| facial massage techniques, including rotary, petrissage, tapotment  | <input type="radio"/> |
| leaving skin free from excess moisture at the end of services   | <input type="radio"/> |
| the types of products available for finishing services; for example, bump spray, exfoliator, toner, oils, gels, tonics, astringents | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.



Gentlemen very rarely treat themselves. If they have chosen to have a wet shave with you then you should assure you give them a luxurious, traditional, memorable service. Ensure the service is relaxing and not rushed.

**Pall Mall Barbers**



Dmytro Zinkevych/Shutterstock.com

# WHAT DO YOU NEED TO COVER?

## UNIT 312 PROVIDE SHAVING SERVICES



### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved before your trade test. You need to:

#### Adapt shaving services to take into account the many factors that may affect services and problems that may occur:

hair classifications; for example,  
Type 1 – straight hair,  
Type 2 – wavy hair,  
Type 3 – curly hair,  
Type 4 – very curly hair

hair characteristics; for example, hair density, hair texture, hair growth patterns, hair length

head and face shape

skin elasticity

piercings and fresh tattoos

the average rate of hair growth

skin conditions that may affect the service; for example, sensitive, comedone, milia, dehydrated, broken capillaries, mature pustules, papules, open pores, hyper pigmentation, hypo pigmentation, dermatosis papulose nigra, pseudo folliculitis, keloids

the potential risks resulting from continual close cutting; for example, ingrowing hairs, keloids

how problems that may occur during shaving services can be resolved

#### Provide facial hair shave services, including:

full shave

partial shave

moustache

beard outline

#### Advise clients and make recommendations following shaving services, including:

suggested time between shaving services

the products and services provided in the salon

The synoptic assignment for this qualification will require you to use your skills and knowledge of a range of treatments from across the mandatory units in this qualification.



### HINTS AND TIPS

If you don't apply a cold towel, you won't close the pores and may run the risk of a rash or an infection.

## USEFUL WORDS

### UNIT 312 PROVIDE SHAVING SERVICES

Some terms that you will come across in this unit are explained below.

#### Astringent

A product such as an aftershave that soothes, cleanses and closes the skin pores.

#### Backhand razoring

A shaving method in which you face the blade in the opposite direction and turn your hand upside down.

#### Forehand razoring

A shaving method in which you hold the razor with the thumb placed on the inside of the blade, with the blade facing down.

#### Powder

Talcum powder is used to calm the skin and absorb residual moisture and oil.

#### Skin tensioning

Stretching the skin to allow the blade to glide smoothly over the skin.

#### Sponge shaving

Carried out only on a coarse, stubborn beard. Place a clean, sterile sponge in hot water and stroke it over the skin directly before the shave.

#### Tapotement

A form of facial massage. It stimulates and improves circulation of the facial muscle tissue. It is achieved by using the edges of the fingers or hands in a light tapping movement.

Pall Mall Barbers



Director: Adam Soan/Hair: MhFed Art Team/  
Photography: Ollie Hewett

Pall Mall Barbers

#### HINTS AND TIPS

The shave process should be quiet and calming, using essential oils to relax the client.



Image courtesy of MHD

Keep your client informed and reassured. During a shaving service, always explain to the client what you are doing and what the next step of the process will be.



## SCOPE RECORD

### UNIT 312 PROVIDE SHAVING SERVICES



Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Factors

Record the factors taken into account for each client.

|  |  |  |  |
|--|--|--|--|
| Hair classifications                       | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Hair characteristics                       | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Head and face shape                        | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Skin elasticity                            | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Piercings and fresh tattoos                | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Average rate of hair growth                | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Skin conditions                            | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Potential risks of continual close cutting | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Problems that may occur                    | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |

#### Facial hair shave services

Record the facial hair shave services provided for each client.

|               |  |  |  |
|---------------|--|--|--|
| Full shave    | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Partial shave | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Moustache     | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Beard outline | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |

Continues on next page

#### HINTS AND TIPS

When removing the towel, move it in a 'dabbing' motion so as not to irritate the skin.



## SCOPE RECORD (CONTINUED)

### UNIT 312 PROVIDE SHAVING SERVICES

Director: Adam Soan/Hair: Miffed Art Team/  
Photography: Ollie Hewett

#### Advice and recommendations

Record the advice and recommendations given to each client.

Suggested time between shaving services

☐ Date:  
Sign:

☐ Date:  
Sign:

☐ Date:  
Sign:

Products and services provided in the salon

☐ Date:  
Sign:

☐ Date:  
Sign:

☐ Date:  
Sign:

Give the client the information they need about the services and products offered by the salon. Always advise the client on aftercare and skin care products for his skin.



Always shave with the grain on the first shave. This prevents razor burn, bleeding and irritation to the client. The skin should be gently stretched to prevent any nicks or cuts.

**Pall Mall Barbers**



Image courtesy of MHD

## UNIT 312 PROVIDE SHAVING SERVICES



### Level of my performance

- 1 I am still learning this technique
- 2 I am still practising this technique
- 3 I can now demonstrate competence of this technique
- 4 I can now work at commercial standard and timings for this technique

[illegible]

Unit 312 Provide Shaving Services 55

[illegible]

## SUPPLEMENTARY COMMENTS

### UNIT 312 PROVIDE SHAVING SERVICES



Use this space to record any workplace, employer or client comments.

Comments

Date

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### HAS ALL TOPIC CONTENT BEEN COVERED?

**This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 48.**

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:





# UNIT 202

## COLOUR AND LIGHTEN MEN'S HAIR

Colouring and lightening hair is a growing service in the barbering industry; the techniques used are bespoke to men's hairdressing and need to be quick and commercially viable, as the modern man is always on the move. The basic skills start in this unit, as you will cover how to colour hair using different colouring

and lightening products and techniques, including pulled through highlights, partial colour, block colour and shoe shine. Consultation and carrying out necessary tests are key to meeting your clients' expectations. The knowledge and skills you will cover in this unit will help you colour hair with confidence.



## WHAT IS THIS UNIT ABOUT?

### UNIT 202 COLOUR AND LIGHTEN MEN'S HAIR OPTIONAL

This unit has  
two outcomes.

#### Outcome 1

Work safely when  
colouring and  
lightening men's hair

#### Outcome 2

Provide colouring  
and lightening  
services

#### HINTS AND TIPS

Always follow  
manufacturers'  
instructions  
when mixing  
and using colours.



Colouring is like a sum:  
what you've got + what you apply  
= the final result.

Adam Sloan, CEO



#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- What are the reasons men might desire colouring and lightening services?
- How can I identify client requirements for colouring and lightening?
- How can I enhance men's haircuts with colouring and lightening?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the barbering industry.



# WHAT IS THIS UNIT ABOUT? (CONTINUED)

## UNIT 202 COLOUR AND

## LIGHTEN MEN'S HAIR



### TOPICS

#### Outcome 1

##### Work safely when colouring and lightening men's hair

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

#### Outcome 2

##### Provide colouring and lightening services

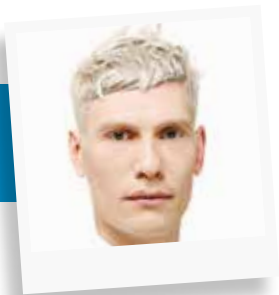
- 2.1 The scientific principles of colouring and lightening hair
- 2.2 The different factors that can impact services
- 2.3 Colouring and lightening techniques for men's hair
- 2.4 Aftercare advice and recommendations



### HINTS AND TIPS

Consultation is key to achieve the client's desired result.





## UNIT PLANNER

### UNIT 202 COLOUR AND

### LIGHTEN MEN'S HAIR

Image courtesy of MHD

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the unit assignment.

#### What I have learnt

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# WHAT DO YOU NEED TO KNOW?

## UNIT 202 COLOUR AND

## LIGHTEN MEN'S HAIR

Image courtesy of MHD



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to:  | Tick                  |
|---|-----------------------|
| <b>Health and safety principles</b>   |                       |
| <b>understand the health and safety working practices when cutting men's hair, with consideration of:</b>             |                       |
| different methods of cleaning, disinfecting and sterilisation in salons   | <input type="radio"/> |
| hazards and risks that exist in the work area   | <input type="radio"/> |
| safe working practices that must be followed  | <input type="radio"/> |
| the types and purposes of tests   | <input type="radio"/> |
| when and how colouring and lightening tests are carried out   | <input type="radio"/> |
| the potential consequences of failing to carry out those tests  | <input type="radio"/> |
| the importance of recording test results  | <input type="radio"/> |
| client age limitations for the use of colouring and lightening products in line with EU regulations                   | <input type="radio"/> |
| <b>The scientific principles of colouring and lightening hair</b>   |                       |
| <b>understand the scientific principles of colouring and lightening hair and how they affect services, including:</b> |                       |
| types of colouring and lightening products including semi-permanent, quasi-permanent, permanent, lighteners, toners   | <input type="radio"/> |
| the pH values of different colouring and lightening products  | <input type="radio"/> |
| the effects on the hair structure when colouring and lightening hair  | <input type="radio"/> |
| the principles of colour selection, including the International Colour Chart (ICC)                                    | <input type="radio"/> |
| how the natural pigmentation of hair affects the choice of colouring and lightening products                          | <input type="radio"/> |
| how the type and distribution of melanin creates natural hair colour  | <input type="radio"/> |
| the effects of natural and artificial light on the appearance of hair colour  | <input type="radio"/> |
| how different strengths of hydrogen peroxide affect the colouring and lightening of the hair                          | <input type="radio"/> |
| what is meant by the term 'oxidation'   | <input type="radio"/> |
| effects of temperature on the application and development of colouring products and lighteners                        | <input type="radio"/> |
| the importance of monitoring the development of colouring and lightening products                                     | <input type="radio"/> |
| the importance of restoring the hair's pH balance after the colouring or lightening process.                          | <input type="radio"/> |

This optional unit is assessed by means of an assignment. The assignment includes both theory and practical tasks. One overall grade will be provided, against criteria, for each optional unit. This assignment is externally set and internally marked.

Continues on next page



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 202 COLOUR AND LIGHTEN MEN'S HAIR

Image courtesy of MHD

|  |                       |
|--|-----------------------|
| You need to:   | Tick                  |
| <b>Colouring and lightening techniques for men's hair</b>  |                       |
| <b>understand the considerations to be taken when providing colouring and lightening services to men, including:</b> |                       |
| how to apply colour in a way that complements a hair style   | <input type="radio"/> |
| the importance of applying lightener accurately  | <input type="radio"/> |
| how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage         | <input type="radio"/> |
| why toners are used after lightening products  | <input type="radio"/> |
| how to restore the depth of colour   | <input type="radio"/> |
| how to neutralise colour tone  | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.

#### HINTS AND TIPS

During a colour service, always explain to the client what you are doing and what the next step of the process will be.



Image courtesy of Goldwell

# WHAT DO YOU NEED TO COVER?

## UNIT 202 COLOUR AND

## LIGHTEN MEN'S HAIR



### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved for this unit. You need to:

#### **Adapt colouring and lightening services to take account of the relevant factors and problems that may occur, including:**

hair classifications; for example,  
Type 1 – straight hair,  
Type 2 – wavy hair,  
Type 3 – curly hair,  
Type 4 – very curly hair

hair characteristics; for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length

skin tone

existing colour of hair

percentage of white hair

test results, hair and scalp conditions, contra-indications

product choice and strength of hydrogen peroxide

application and development times

temperature

previous hair services; for example, recent perm or relaxer

problems that may appear during colouring and lightening

#### **Provide colouring and lightening services, including:**

pulled-through highlights

partial colour

block colour

shoe shine

#### **Advise clients and make recommendations following colouring and lightening services, including:**

how to maintain colour

suggested time interval between services

aftercare products and future services

Always use PPE – personal protective equipment – when performing chemical services like colouring hair.





## USEFUL WORDS

### UNIT 202 COLOUR AND

### LIGHTEN MEN'S HAIR

Image courtesy of MHD

Some terms that you will come across in this unit are explained below.

#### Contra-indications

When a client has a contra-indication, it means that they have a condition or visible sign of having had an adverse reaction to a medication, product or service.

#### Elasticity test

A test to see how much the hair will stretch and return to its original length.



#### Hydrogen peroxide

This chemical is mixed with colour cream/gel to create permanent hair colour.

#### Incompatibility test

A test to see if the hair will react to any of the products that are about to be used. This is carried out before colouring a client's hair.



#### Lightener

A product that lightens the natural pigments of the hair without depositing artificial colour (also known as bleach or pre-lightener).

#### Porosity test

A test to see how porous the hair is (how able it is to absorb moisture from liquid).

#### Quasi-permanent colour

Colour that lasts almost as long as permanent. It should be treated as permanent colour in terms of testing and future services.

#### Semi-permanent

Colour that lasts for six to eight washes. Ideal for clients who would like to colour their hair but are unsure about maintaining permanent colour.



#### Shoe shine

A quick and easy technique, placing colour to enhance the haircut.

#### Skin test

A test that is often used before colouring to test whether a client's skin will react to chemical products, for example PPD, which is found in permanent colour.

Always follow your principles, good practice and the rules and regulations that are set down by your salon manager.



# SCOPE RECORD

## UNIT 202 COLOUR AND

### LIGHTEN MEN'S HAIR



Image courtesy of MHD

Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Factors

Record the factors taken into account for each client.

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Hair classifications  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Hair characteristics  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Skin tone   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Existing colour of hair                                     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Percentage of white hair                                    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Test results, hair and scalp conditions, contra-indications | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Product choice and strength of hydrogen peroxide            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Application and development times                           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Temperature   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Previous hair services; for example, recent perm or relaxer | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Problems that may appear during colouring and lightening    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### Services

Record the colouring services provided to each client.

|                           |                                      |                                      |                                      |
|---------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Pulled-through highlights | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Partial colour            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Block colour              | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Shoe shine                | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

Continues on next page



## SCOPE RECORD (CONTINUED)

### UNIT 202 COLOUR AND LIGHTEN MEN'S HAIR

Image courtesy of MHD

#### Advice and recommendations

Record the advice and recommendations given to each client.

How to maintain colour

|                       |       |                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|-----------------------|-------|
| <input type="radio"/> | Date: | <input type="radio"/> | Date: | <input type="radio"/> | Date: |
| <input type="radio"/> | Sign: | <input type="radio"/> | Sign: | <input type="radio"/> | Sign: |

Suggested time interval between services

|                       |       |                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|-----------------------|-------|
| <input type="radio"/> | Date: | <input type="radio"/> | Date: | <input type="radio"/> | Date: |
| <input type="radio"/> | Sign: | <input type="radio"/> | Sign: | <input type="radio"/> | Sign: |

Aftercare products and future services

|                       |       |                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|-----------------------|-------|
| <input type="radio"/> | Date: | <input type="radio"/> | Date: | <input type="radio"/> | Date: |
| <input type="radio"/> | Sign: | <input type="radio"/> | Sign: | <input type="radio"/> | Sign: |



Image courtesy of Goldwell

image courtesy of MHD



### Level of my performance

- [illegible]

Unit 202 Colour and Lighten Men's Hair 69

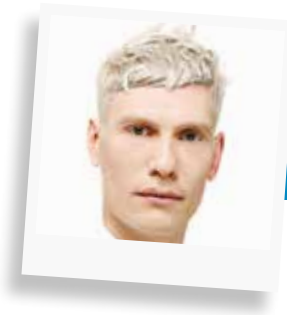
[illegible]

## SUPPLEMENTARY COMMENTS

### UNIT 202 COLOUR AND

### LIGHTEN MEN'S HAIR

Image courtesy of MHD



Use this space to record any workplace, employer or client comments.

Comments

Date

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## HAS ALL TOPIC CONTENT BEEN COVERED?

**This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 62.**

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Unit grade

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Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:





# UNIT 308

## HAIR RELAXING SERVICES

In this unit, you will learn how to provide prescriptive relaxing services to increase manageability, flexibility and durability when styling. This process involves selecting and using the most suitable product and choosing the correct application for relaxing or straightening the natural curl or wave of the hair.

You will also develop your ability to analyse relaxing issues, deal with chemically treated or sensitised hair and plan and agree a course of action, as treatment may need to span a period of time and a number of appointments. Plus, you will start to see what an exciting and creative form of hairdressing relaxing can be.



## WHAT IS THIS UNIT ABOUT?

### UNIT 308 HAIR RELAXING SERVICES

#### OPTIONAL

This unit has two outcomes.

#### Outcome 1

Work safely when providing hair relaxing services

#### Outcome 2

Provide hair relaxing services

#### HINTS AND TIPS

There are two types of relaxers available for use – lye and non-lye.

#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- What is the science behind relaxing hair?
- What factors should I be aware of that might impact services?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the hairdressing industry.



You can be very creative in creating texture within this service.

Jacqui McIntosh, Avlon Education



# WHAT IS THIS UNIT ABOUT? (CONTINUED)

## UNIT 308 HAIR RELAXING SERVICES



### TOPICS

#### Outcome 1

##### Work safely when providing hair relaxing services

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

#### Outcome 2

##### Provide hair relaxing services

- 2.1 The scientific principles of relaxing hair
- 2.2 The different factors that can impact services
- 2.3 Relaxing hair services
- 2.4 Aftercare advice and recommendations



### HINTS AND TIPS

If, during the relaxing process, there is any irritation to the scalp, rinse the relaxer off immediately and stop the service.

Relaxing can be long and complex. Make sure that the client fully understands the process, how long it will take and the cost and maintenance involved.





## UNIT PLANNER

### UNIT 308 HAIR RELAXING SERVICES

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the unit assignment.

#### What I have learnt

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## WHAT DO YOU NEED TO KNOW?

### UNIT 308 HAIR RELAXING SERVICES



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to:  | Tick                  |
|---|-----------------------|
| <b>Health and safety principles</b>   |                       |
| <b>understand the health and safety working practices and how they affect relaxing hair, with consideration of:</b> |                       |
| different methods of cleaning, disinfecting and sterilisation in salons   | <input type="radio"/> |
| hazards and risks that exist in the work area   | <input type="radio"/> |
| safe working practices that must be followed  | <input type="radio"/> |
| the types and purposes of tests   | <input type="radio"/> |
| the potential consequences of failing to carry out tests  | <input type="radio"/> |
| the importance of recording test results  | <input type="radio"/> |
| <b>The scientific principles of relaxing hair</b>   |                       |
| <b>understand the scientific principles of relaxing hair, including:</b>  |                       |
| how hair and scalp analysis can affect the choice of products used  | <input type="radio"/> |
| how hydroxides behave to change the hair structure; for example, sodium or non-sodium                               | <input type="radio"/> |
| the implications of using a hydroxide-based product on ammonium thioglycolate treated hair                          | <input type="radio"/> |
| how to identify the difference between hair porosity and natural keratinisation                                     | <input type="radio"/> |
| how normalising shampoos work and their effect on the hair structure  | <input type="radio"/> |
| the effects of pre- and post-treatments   | <input type="radio"/> |
| the effects of restoring the hair's pH balance after the relaxing process   | <input type="radio"/> |

Continues on next page

This optional unit is assessed by means of an assignment. The assignment includes both theory and practical tasks. One overall grade will be provided, against criteria, for each optional unit. This assignment is externally set and internally marked.



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 308 HAIR RELAXING SERVICES

You need to: Tick

#### Relaxing hair services

**understand the considerations to be taken when providing hair relaxing services, including:**

|   |                       |
|---|-----------------------|
| when to select sodium or non-sodium relaxer   | <input type="radio"/> |
| preparing the client hair and scalp prior to the relaxing services; for example, using scalp protectors, length and ends treatments | <input type="radio"/> |
| the different types of application techniques used during relaxing services, including resistant areas, virgin hair or regrowth     | <input type="radio"/> |
| how to texturise hair   | <input type="radio"/> |
| closely monitoring development  | <input type="radio"/> |
| the necessity of thoroughly rinsing products  | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.

#### HINTS AND TIPS

There are three different strengths of relaxer available – sensitive, mild and resistant.



Photographer: Squiz Hamilton/Hair stylist: Eugene Davis/  
 Stylist: Deborah La Touche/Makeup artist: Stan Duke  
 Model: Dennis Okwere/AMCK Models

Image courtesy of McBride Research Labs Inc., makers of Design Essentials®

## WHAT DO YOU NEED TO COVER?

### UNIT 308 HAIR RELAXING SERVICES



#### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved for this unit. You need to:

**Adapt relaxing services to take account of the relevant factors that may affect the services and any problems that may occur, including:**

hair classifications;  
for example,  
Type 3 – curly hair,  
Type 4 – very curly hair

hair characteristics;  
for example, hair  
density, hair texture,  
hair elasticity, hair  
porosity, hair condition,  
hair growth patterns,  
hair length

selecting sodium or  
non-sodium relaxing  
products

test results, hair  
and scalp conditions,  
contra-indications

how to deal with  
scalp irritation  
during and after the  
relaxing process

rectify problems that  
can occur during the  
relaxing process

**Provide relaxing services to create a variety of effects, using techniques including:**

correction of  
under-processing

partial relaxing

relaxing varying  
texture on the  
same head

relaxing coloured hair

**Advise clients and make recommendations following hair relaxing services:**

how to maintain  
the look

suggested time  
interval between  
services, including a  
sufficient time lapse

aftercare products  
and future services





## USEFUL WORDS

### UNIT 308 HAIR RELAXING SERVICES

Some terms that you will come across in this unit are explained below.

#### Non-sodium relaxer

This type of relaxer does not contain sodium.

#### Normalising shampoo

(Also known as neutralising shampoo) – this is applied after the hair has been relaxed to remove any remaining relaxer and to bring the hair back to a pH of around 5.5.



#### Pre-relaxing treatment

This is usually carried out on porous hair, prior to the application of a relaxer.

#### Post-relaxing treatment

This is applied after the relaxer has been rinsed from the hair.



#### Scalp protector

This protects the client's scalp from the chemical used during relaxing.

#### Sodium relaxer

The main active ingredient is sodium hydroxide. Sodium hydroxide relaxers are used to break down the hair's bonds.



#### Texturising (using chemicals)

A method of relaxing African-type hair that reduces the natural curl pattern, to leave the hair softer and more manageable. This process is carried out on hair up to 5 cm (2 inches) in length.

#### Virgin application

This is hair that has not been relaxed before.

#### HINTS AND TIPS

To check the development of the relaxer, you must remove the relaxer using the back of a comb or the tail end of a brush and check for straightness.

Always try to keep to the time that your salon allocates you to complete a service. Failure to do this could mean that you keep all of your remaining clients waiting.



## SCOPE RECORD

### UNIT 308 HAIR RELAXING SERVICES



Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Factors

Record the factors taken into account for each client.

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Hair classifications  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Hair characteristics  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Selecting sodium or non-sodium relaxing products            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Test results, hair and scalp conditions, contra-indications | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Scalp irritation during and after the relaxing process      | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Problems that may occur                                     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

Continues on next page

#### HINTS AND TIPS

Hold the hair gently; do not pull the hair, as this could cause the scalp to become irritated.





## SCOPE RECORD (CONTINUED)

### UNIT 308 HAIR RELAXING SERVICES

Photographer: Squiz Hamilton/Hair stylist: Eugene Davis/  
Stylist: Deborah La Touche/Makeup artist: Sian Duke  
Model: Dennis Okwere/AMCK Models

#### Hair relaxing techniques

Record the hair relaxing techniques used for each client.

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Correction of under processing            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Partial relaxing                          | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Relaxing varying texture on the same head | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Relaxing coloured hair                    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### Advice and recommendations

Record the advice and recommendations given to each client.

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| How to maintain the look                  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Suggested time intervals between services | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Aftercare products and future services    | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |



Corrective relaxing is a specialist skill that requires you to have the ability to analyse relaxing issues, and have an understanding of how to control pH with the use of conditioning products throughout the process.

**Jacqui McIntosh, Avlon Education**





Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the Level of my performance key below and add your comments. Your tutor will also give you feedback based on their observation.

## Level of my performance

- 1 I am still learning this technique
- 2 I am still practising this technique
- 3 I can now demonstrate competence of this technique
- 4 I can now work at commercial standard and timings for this technique

[illegible]

Continues on next page



Photographer: Squiz Hamilton/Hair stylist: Eugene Davis/  
Stylist: Deborah La Touche/Makeup artist: Sian Duke  
Model: Dennis Okwere AMCK Models

84 Level 3 Advanced Technical Diploma in Barbering

## SUPPLEMENTARY COMMENTS

### UNIT 308 HAIR RELAXING SERVICES



Use this space to record any workplace, employer or client comments.

Comments

Date

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### HAS ALL TOPIC CONTENT BEEN COVERED?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 76.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Unit grade

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Candidate signature:

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Date:

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Assessor signature:

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Date:

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IQA signature (if sampled):

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Date:

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# **UNIT 313**

## **PROMOTE AND SELL PRODUCTS AND SERVICES TO CLIENTS**

Barbering businesses are reliant on the profits they are able to make through promoting and selling products and services. You have a vital role to play in encouraging clients to buy goods or services and helping to maximise sales opportunities within a business.

This unit is about learning to identify retail opportunities within the workplace and evaluating your methods of achieving sales. You will also develop your communication skills to encourage the sale of products and services.



## WHAT IS THIS UNIT ABOUT?

### UNIT 313 PROMOTE AND SELL PRODUCTS

### AND SERVICES TO CLIENTS

#### OPTIONAL

This unit has two outcomes.

**Outcome 1**  
Principles of promoting and selling products, services and treatments

**Outcome 2**  
Plan and create sales opportunities

Never sell or promote a product or service that does not do what it is sold to do.



#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- Why is the promotion of products and services crucial to a business?
- What sort of techniques can be implemented to encourage sales?
- What would make me want to buy a product?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the barbering industry.



To remain in business a salon must be profitable. Every stylist needs to understand how both the income they generate and their personal cost-effectiveness contribute to the overall profitability of a salon.

**Ken West, Director of 3•6•5 Education**



**Successful Business Coaching** for Salons



# WHAT IS THIS UNIT ABOUT? (CONTINUED)

## UNIT 313 PROMOTE AND SELL PRODUCTS AND SERVICES TO CLIENTS



### TOPICS

#### Outcome 1

##### Principles of promoting and selling products, services and treatments

- 1.1 The benefits of promoting products and services
- 1.2 Communication skills and behaviours that supports the promotion and selling of products
- 1.3 Promotion and sales techniques
- 1.4 The sale cycle
- 1.5 Retail and trades legislation

#### Outcome 2

##### Plan and create sales opportunities

- 2.1 Sales opportunities
- 2.2 Sales techniques
- 2.3 Analysis and evaluation of sales techniques
- 2.4 Reflection on sales outcome



When organising a promotional activity, get other people involved to help you out.



Once you have your dream team, you need to look at how to get the most out of their performance for their benefit and that of the salon. Using KPIs (Key Performance Indicators), financial incentives and regular structured appraisals will help you create a benchmark in your salons for your team to aspire to.

**Adam Sloan, MD Richard Ward Hair and Metrospa**

richard ward™  
HAIR & METROSPA



## UNIT PLANNER

### UNIT 313 PROMOTE AND SELL PRODUCTS AND SERVICES TO CLIENTS

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Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the unit assignment.

#### What I have learnt

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# WHAT DO YOU NEED TO KNOW?

## UNIT 313 PROMOTE AND SELL PRODUCTS AND SERVICES TO CLIENTS



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to:   | Tick                  |
|--|-----------------------|
| <b>The benefits of promoting products and services</b>   |                       |
| <b>understand the benefits of promoting products and services, including:</b>  |                       |
| the benefits to the salon; for example, increased turnover, returning client base  | <input type="radio"/> |
| the benefits to the individual employee; for example, commission, meeting salon targets, becoming more desirable to future employers | <input type="radio"/> |
| the terms 'features' and 'benefits' as applied to products and services  | <input type="radio"/> |
| how marketing can improve product sales and take-up of services; for example, optimising product displays, adverts, promotions       | <input type="radio"/> |
| the importance of good products and service knowledge  | <input type="radio"/> |
| <b>Promotion and sales techniques</b>  |                       |
| <b>understand the various methods of promotion and advertising techniques, including:</b>  |                       |
| leaflets/flyers  | <input type="radio"/> |
| posters  | <input type="radio"/> |
| newspaper/magazine adverts/editorials  | <input type="radio"/> |
| in-store promotions  | <input type="radio"/> |
| product trials   | <input type="radio"/> |
| vouchers   | <input type="radio"/> |
| press releases   | <input type="radio"/> |
| social media   | <input type="radio"/> |

This optional unit is assessed by means of an assignment. The assignment includes both theory and practical tasks. One overall grade will be provided, against criteria, for each optional unit. This assignment is externally set and internally marked.

Continues on next page



A salon needs to constantly promote itself to both new and existing clients to fill columns and to increase sales. All team members should be involved in both the planning and execution of both internal and external promotional activity.

**Ken West – Director of 3•6•5 Education**



**Successful Business Coaching** for Salons



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 313 PROMOTE AND SELL PRODUCTS

### AND SERVICES TO CLIENTS

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| You need to:  | Tick                  |
|---|-----------------------|
| <b>The sale cycle</b>   |                       |
| <b>understand the stages of the sales cycle:</b>                                      |                       |
| identify client's needs   | <input type="radio"/> |
| identify which products/services/treatments will meet the needs                       | <input type="radio"/> |
| describe the features and benefits of the products/services/treatments                | <input type="radio"/> |
| demonstrate the products/services/treatments  | <input type="radio"/> |
| interpret buying signals  | <input type="radio"/> |
| highlight sale incentives   | <input type="radio"/> |
| overcome obstacles  | <input type="radio"/> |
| close the sale  | <input type="radio"/> |
| <b>be able to identify buying signals that indicate a client is not ready to buy:</b> |                       |
| avoiding eye contact  | <input type="radio"/> |
| quick movements   | <input type="radio"/> |
| handling the product with little interest   | <input type="radio"/> |
| making excuses why they don't want to buy yet   | <input type="radio"/> |
| studying lots of different products   | <input type="radio"/> |
| <b>be able to identify buying signals that indicate a client is ready to buy:</b>     |                       |
| spending time focusing on one product   | <input type="radio"/> |
| asking specific questions about a product or service                                  | <input type="radio"/> |
| discussing a price  | <input type="radio"/> |
| holding money/purse/wallet  | <input type="radio"/> |
| displaying possessive body language   | <input type="radio"/> |
| <b>be able to identify factors that may indicate when a sale is inappropriate:</b>    |                       |
| client's age or vulnerability – minors, elderly, vulnerable adults                    | <input type="radio"/> |
| client's ability to make sound decisions – psychological state                        | <input type="radio"/> |
| client's perception   | <input type="radio"/> |

Continues on next page

## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 313 PROMOTE AND SELL PRODUCTS

### AND SERVICES TO CLIENTS



|   |                       |
|---|-----------------------|
| You need to:  | Tick                  |
| <b>Retail and trades legislation</b>  |                       |
| <b>understand the legislation that applies when promoting products and services, including:</b> |                       |
| Data Protection Act   | <input type="radio"/> |
| Sale of Goods Act   | <input type="radio"/> |
| Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations)                  | <input type="radio"/> |
| Trade Descriptions Act  | <input type="radio"/> |
| Consumer Protection   | <input type="radio"/> |
| Consumer Safety Act   | <input type="radio"/> |
| <b>Analysis and evaluation of sales techniques</b>  |                       |
| <b>understand why analysing your performance would develop your sales techniques:</b>           |                       |
| strengths and weaknesses  | <input type="radio"/> |
| meeting and reviewing targets   | <input type="radio"/> |
| <b>understand methods of evaluating your performance to develop your sales techniques:</b>      |                       |
| visual  | <input type="radio"/> |
| verbal  | <input type="radio"/> |
| written feedback  | <input type="radio"/> |
| repeat business   | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.



Many salons feel huge pressure to chase new customers when their focus should be on educating their team to maximise their regular customer spend.

**Hellen Ward**



## WHAT DO YOU NEED TO COVER?

### UNIT 313 PROMOTE AND SELL PRODUCTS

### AND SERVICES TO CLIENTS

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#### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved for this unit. You need to:

**Use communication skills and behaviours that support promotion and selling, with consideration of:**

creating a positive first impression  
effective personal presentation  
listening and questioning techniques  
consultation techniques  
effective face-to-face communication  
behaving professionally  
managing client expectations

**Identify appropriate opportunities to initiate a sale using their knowledge of:**

the client's needs (will the client benefit from purchasing products and services? Is the client wishing to make a purchase as part of the overall experience of the treatment?)

body language (is the client displaying signals that indicate the wish to make a purchase? Does the client appear confident in their decision to purchase the product or service?)

**Use your selling techniques, including knowledge of communication, behaviour and practical techniques, to identify how to select a product, service or treatment to meet the client's needs, including:**

introduce and demonstrate products, services and treatments  
discuss the benefits and features  
use effective selling techniques to close a sale

**Reflect on how effective your sales technique is through detailed analysis and evaluation of your own performance by:**

confirmation of increased sales  
feedback from colleagues  
feedback from clients  
appraisal from line manager



Learn the business side of the industry, as it goes hand in hand with your growth as a skilled barber and building business for your future.

**Phil Jarman, Carlo & Co.**

EST. 1998  
**CARLO & Co.**  
BARBER SHOP

## USEFUL WORDS

### UNIT 313 PROMOTE AND SELL PRODUCTS AND SERVICES TO CLIENTS



Some terms that you will come across in this unit are explained below.

#### Advertising campaign

A promotional activity that is put together to advertise a certain product or products.

#### Budget

An amount of money allocated to pay for a particular project.



#### Demonstration

A physical display that may include explanation or description.

#### Display

An arrangement of products and other media to attract attention.



#### Evaluation

Measuring how successful or not the promotional activity has been.

#### SMART objectives

A management acronym to describe how objectives should be written and planned: Specific, Measurable, Achievable, Realistic, Time-bound.

#### HINTS AND TIPS

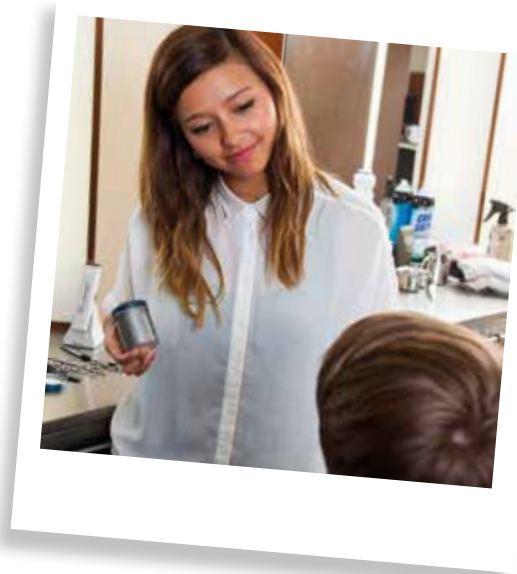
At the end of a promotion, evaluate it in order to see what can be improved on next time.



It's good to be able to develop existing team members and inspire new starters to reach their full potential. In-salon coaching along with technical education courses build the foundation of great customer service, ensuring our clients return to us again and again.

**Regis UK Ltd**

# REGIS





## SCOPE RECORD

### UNIT 313 PROMOTE AND SELL PRODUCTS AND SERVICES TO CLIENTS

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Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Communication skills and behaviours

Record the date that the skills and behaviours were used.

|                                      |                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Creating a positive first impression | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Effective personal presentation      | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Listening and questioning techniques | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Consultation techniques              | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Effective face-to-face communication | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Behaving professionally              | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Managing client expectations         | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### Selling techniques

Record the date that the selling techniques were used.

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Introduce and demonstrate products, services and treatments | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Discuss the benefits and features                           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Use effective selling techniques to close a sale            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### Analysis and evaluation

Record the date that the analysis and evaluation were carried out.

|                                 |                                      |                                      |                                      |
|---------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Confirmation of increased sales | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Feedback from colleagues        | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Feedback from clients           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Appraisal from line manager     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

## Shutterstock

## Level of my performance

- [illegible]

Unit 313 Promote and Sell Products and Services to Clients 97

[illegible]

## SUPPLEMENTARY COMMENTS

### UNIT 313 PROMOTE AND SELL PRODUCTS AND SERVICES TO CLIENTS



Use this space to record any workplace, employer or client comments.

Comments

Date

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### HAS ALL TOPIC CONTENT BEEN COVERED?

**This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 90.**

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Unit grade

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Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:



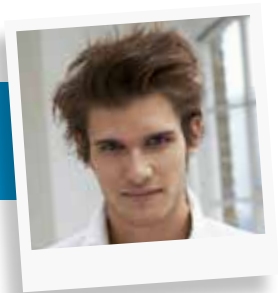


# UNIT 402

## SPECIALIST HAIR AND SCALP TREATMENTS

This unit is about identifying a range of hair and scalp conditions and providing treatments and advice to clients to improve these conditions. Whilst working towards this unit, you will learn about maintaining effective and safe methods of working when

providing specialist hair and scalp treatments, how to prepare the hair and scalp for the treatments and how to perform the treatments. You will also enhance your knowledge of anatomy and physiology of the hair and scalp.



## WHAT IS THIS UNIT ABOUT?

### UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS OPTIONAL

This unit has two outcomes.

#### Outcome 1

Work safely when providing special hair and scalp treatments

#### Outcome 2

Provide hair and scalp treatments



Dandruff is commonly caused by overgrowth of certain scalp flora. Use products containing ingredients that specifically target these to effectively clear the condition.

**Philip Kingsley**



#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- What are the important personal skills required when handling sensitive issues?
- How can I upgrade my knowledge of relevant anatomy and physiology?
- What specific tools, products and equipment will support specialist services?

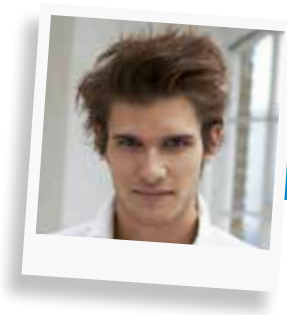
Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the hairdressing industry.



## WHAT IS THIS UNIT ABOUT? (CONTINUED)

### UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS



#### TOPICS

##### Outcome 1

##### Work safely when providing special hair and scalp treatments

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

##### Outcome 2

##### Provide hair and scalp treatments

- 2.1 The scientific principles of specialist hair and scalp treatments
- 2.2 The different factors that can impact services
- 2.3 Provide specialist hair and scalp treatments



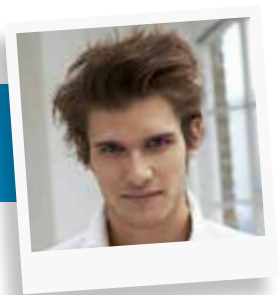
#### HINTS AND TIPS

Always check for adverse hair and scalp conditions and deal with clients in a professional and sympathetic manner if you find any condition that is contagious.



Always reassure a client who asks questions about the service they are having.





## UNIT PLANNER

### UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the unit assignment.

#### What I have learnt

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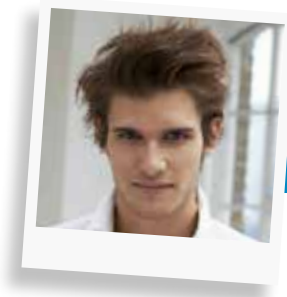
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# WHAT DO YOU NEED TO KNOW?

## UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS



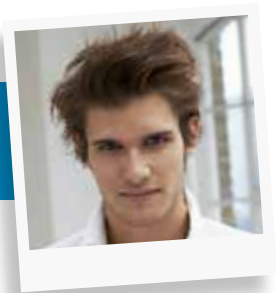
This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to:   | Tick                  |
|--|-----------------------|
| <b>Health and safety principles</b>  |                       |
| <b>understand health and safety working practices and how they affect specialist hair and scalp services, with consideration of:</b> |                       |
| different methods of cleaning, disinfecting and sterilisation in salons  | <input type="radio"/> |
| hazards and risks that exist in the work area  | <input type="radio"/> |
| the implications of not following current relevant legislation and regulations   | <input type="radio"/> |
| responsibilities and reasons for maintaining personal hygiene, protection and appearance   | <input type="radio"/> |
| the potential consequences of failing to carry out tests   | <input type="radio"/> |
| the importance of recording test results   | <input type="radio"/> |
| salon procedures and manufacturers' instructions in relation to products, equipment and tools  | <input type="radio"/> |
| <b>Health and safety working practices</b>   |                       |
| <b>understand the legal significance of maintaining client records:</b>  |                       |
| recording of client responses to questioning in case of legal dispute  | <input type="radio"/> |
| the importance of gaining and recording client agreement to treatments   | <input type="radio"/> |
| the importance of updating client records with details of specialist hair and scalp treatments                                       | <input type="radio"/> |

This optional unit is assessed by means of an assignment. The assignment includes both theory and practical tasks. One overall grade will be provided, against criteria, for each optional unit. This assignment is externally set and internally marked.

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## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 402 SPECIALIST HAIR AND

### SCALP TREATMENTS

Image courtesy of JOICO Salon I-Deas, hair by JOICO

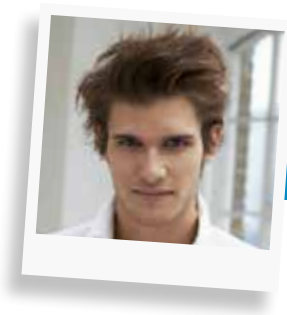
| You need to:   | Tick                  |
|--|-----------------------|
| <b>The scientific principles of specialist hair and scalp treatments</b>   |                       |
| <b>understand the scientific principles of specialist hair and scalp treatment services, including:</b>  | <input type="radio"/> |
| the structure, function and actions of muscles of the head and neck  | <input type="radio"/> |
| the position of the primary bones of the head and neck   | <input type="radio"/> |
| the principles of the endocrine system   | <input type="radio"/> |
| the structure and function of the circulatory system, the lymphatic system, the nervous system   | <input type="radio"/> |
| the structure and function of the skin and hair  | <input type="radio"/> |
| the hair growth cycle  | <input type="radio"/> |
| the reasons for normal and abnormal hair growth; for example, topical, congenital, systemic  | <input type="radio"/> |
| how the active ingredients in specialist hair and scalp products work  | <input type="radio"/> |
| different types of hair loss, their causes and how to recognise them   | <input type="radio"/> |
| the stages of male and female pattern hair loss using different classifications; for example, Hamilton and Ludwig  | <input type="radio"/> |
| the effects of erythema and hyperemia  | <input type="radio"/> |
| the effects of chemotherapy and radiotherapy on hair growth  | <input type="radio"/> |
| the signs, symptoms and causes of treatable adverse hair and scalp conditions including dry, oily, sensitive, pityriasis capitis, scaling, chemically, physically and environmentally damaged hair | <input type="radio"/> |
| how other signs and symptoms can give an indication of the cause of hair and scalp problems  | <input type="radio"/> |
| <b>understand the considerations to be taken when providing specialist hair and scalp treatments, including:</b>   |                       |
| specialist hair and scalp treatment products, oils, creams, lotions, spirit-based, treatment conditioners and shampoos   | <input type="radio"/> |
| the effects of different tools and equipment, high-frequency, vibro massage, heat accelerators, steamers   | <input type="radio"/> |
| preparation and application techniques   | <input type="radio"/> |
| the effects of different massage techniques including tapotment, effleurage, petrissage, friction, vibration   | <input type="radio"/> |
| the importance of adapting massage techniques, treatments and equipment to suit the hair and scalp condition and the client's needs  | <input type="radio"/> |
| the importance of ensuring the hair and scalp are left clear of treatment products   | <input type="radio"/> |
| the different types of medical treatments for hair loss  | <input type="radio"/> |
| the different types of technological advancements for the treatment of hair and scalp conditions.  | <input type="radio"/> |

You will need to work with consideration of the health and safety working practices listed on page xvii.

## WHAT DO YOU NEED TO COVER?

### UNIT 402 SPECIALIST HAIR AND

### SCALP TREATMENTS



#### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved for this unit. You need to:

**Adapt specialist hair and scalp treatments to take account of the relevant factors that may affect services and any problems that may occur, including:**

hair classifications; for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair

hair characteristics; for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length

scalp conditions

unusual features on the scalp

**Provide specialist hair and scalp treatments on adverse hair and scalp conditions, including:**

dry scalp

oily scalp

sensitised scalp

scaling scalp

pityriasis capitis

diffuse hair loss (general thinning)

chemically damaged hair

environmentally damaged hair

physically damaged hair

**Advise clients and make recommendations following specialist hair and scalp treatments, including:**

general factors that contribute to healthy hair and scalp

advice and support available for clients with hair loss

explaining any further requirement for courses of treatment

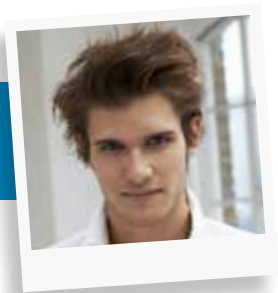
evaluating the effectiveness of the hair and scalp treatment

products and services provided in the salon

#### HINTS AND TIPS

Ask open-ended questions when communicating with your client. These questions usually start with how, when, who, what, why.





## USEFUL WORDS

### UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS

Some terms that you will come across in this unit are explained below.

#### Chemically damaged hair

Hair that has been damaged due to excess chemical products.

#### Diffuse hair loss

Diffuse hair loss is a loss of hair or generalised hair thinning that affects the entire scalp, and is a common type of hair loss in both females and males of all ages.

#### Effleurage

A gentle stroking movement used during the shampooing and conditioning process. Used to distribute the shampoo and conditioner evenly through the hair.

#### Environmentally damaged hair

Hair that has been damaged due to the environment, eg the weather.

#### Heat accelerator

A piece of equipment that speeds up the processing time, eg a steamer.

#### High-frequency

A high-frequency machine uses an alternating electric current to stimulate the blood flow to the scalp, increasing the flow of nutrients and oxygen to the hair follicles and encouraging hair growth.

#### Petrissage

A massage movement used during the conditioning process; this is used to stimulate the scalp. The massage is a slow, firm and deep kneading movement.

#### Physically damaged hair

Damaged caused by a physical action, eg pulling the hair too tight.

#### Pityriasis capitis

This skin condition is more often called dandruff. The cause is overproduction of the epidermal cells. This can be identified by small, itchy, dry scales that appear white or grey.

#### Spirit-based product

A spirit-based product is a product that contains a form of alcohol.

#### Steamers

Equipment used to apply heat to oils, conditioning creams and deep-acting conditioners. This will encourage them to penetrate further into the hair.

#### Vibro massage

A mechanical massage that can be used instead of a hand massage. It produces very strong tapotement (tapping) movements, which are suitable only for fleshy areas of skin.

#### Vibration

The hands or fingers of one hand are vibrated so that a fine tremor is produced in the tissues. The tremor is produced by the contraction of the forearm muscles.

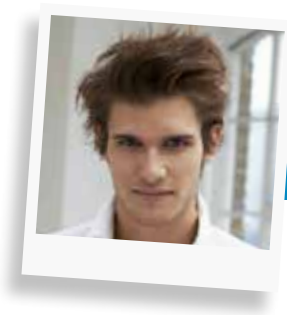
You will have a lot of knowledge to give other junior members of your salon team. Always support and answer their questions as clearly and in as much detail as you can.



## SCOPE RECORD

### UNIT 402 SPECIALIST HAIR AND

### SCALP TREATMENTS



Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Factors

Record the factors taken into account for each client.

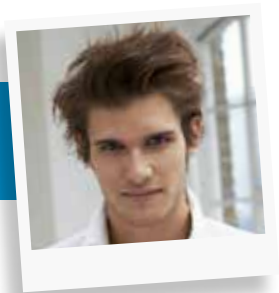
|                               |                                      |                                      |                                      |
|-------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Hair classifications          | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Hair characteristics          | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Scalp conditions              | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Unusual features on the scalp | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

#### Treat hair and scalp conditions

Record the specialist hair and scalp techniques used for each client.

|                                      |                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Dry scalp                            | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Oily scalp                           | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Sensitised scalp                     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Scaling scalp                        | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Pityriasis capitis                   | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Diffuse hair loss (general thinning) | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Chemically damaged hair              | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Environmentally damaged hair         | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Physically damaged hair              | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

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## SCOPE RECORD (CONTINUED)

### UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS

#### Advice and recommendations

General factors that contribute to healthy hair and scalp

Advice and support available for clients with hair loss

Explaining any further requirement for courses of treatment

Evaluating the effectiveness of the hair and scalp treatment

Products and services provided in the salon

Record the advice and recommendations given to each client.

|                                      |                                      |                                      |
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| <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
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| <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |



#### HINTS AND TIPS

Always make sure that you do not get the towel wet around the client's neck when shampooing.

## UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS



**Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the Level of my performance key below and add your comments. Your tutor will also give you feedback based on their observation.**

### Level of my performance

- 1 I am still learning this technique
- 2 I am still practising this technique
- 3 I can now demonstrate competence of this technique
- 4 I can now work at commercial standard and timings for this technique

[illegible]

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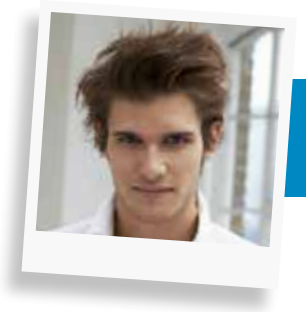


Image courtesy of JOICO Salon I-Deas, hair by JOICO

[illegible]

# SUPPLEMENTARY COMMENTS

## UNIT 402 SPECIALIST HAIR AND SCALP TREATMENTS



Use this space to record any workplace, employer or client comments.

Comments

Date

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### HAS ALL TOPIC CONTENT BEEN COVERED?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 104.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Unit grade

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Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:



Photographer: Esther Escalante Models: Tenika Mahoney and Danny Wright  
Make-up: Olubunmi Ogedengbe Styling: Junior Green and Joe Sloan

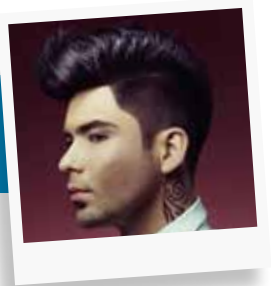


## UNIT 403

# CREATIVE HAIR DESIGN SKILLS

Hairdressing is an art – you can use this unit to show off your creative hairdressing skills. You can also combine all of your technical skills to create beautiful hairdressing images that promote your professional profile – your imagination will be your main guide! You will research, plan and create a range of images in conjunction with others, including photographers, make-up artists

and others in the hair industry, for different events such as photo shoots, hair and fashion shows, and competitions. You will plan showcasing opportunities and consider the market benefits of showcasing their work in this way. Evaluation of the results and how the design image may be adapted for commercial use also forms an important part of this unit.



## WHAT IS THIS UNIT ABOUT?

### UNIT 403 CREATIVE HAIR DESIGN SKILLS

#### OPTIONAL

This unit has three outcomes.

#### Outcome 1

Work safely when producing creative hair designs

#### Outcome 2

Research creative hair designs and plan showcasing opportunities

#### Outcome 3

Develop creative hair designs

#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- Why is it beneficial to showcase my work?
- What sources of inspiration could influence my designs?
- Where can my design skills progress to?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the hairdressing industry.



Research the image you want to create on the internet or in magazines to complement the overall design image.

Melanie Mitchell, Cheynes

CHEYNES

## WHAT IS THIS UNIT ABOUT? (CONTINUED)

### UNIT 403 CREATIVE HAIR DESIGN SKILLS



#### TOPICS

##### Outcome 1

##### Work safely when producing creative hair designs

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

##### Outcome 2

##### Research creative hair designs and plan showcasing opportunities

- 2.1 Communicating with stakeholders
- 2.2 Research creative hair designs
- 2.3 Plan showcasing opportunities

##### Outcome 3

##### Develop creative hair designs

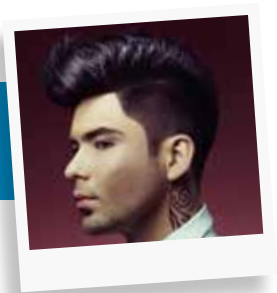
- 3.1 Tools, products, equipment and techniques for developing creative hair designs
- 3.2 Produce creative hair design images
- 3.3 Evaluate creative hair designs

#### HINTS AND TIPS

A good design plan will enable you to clearly develop your image from start to finish. Think about colours, textures and shape. Think about how, visually, you are going to present your image.



When organising a show, always have back-up plans just in case a model does not turn up for the event.



## UNIT PLANNER

### UNIT 403 CREATIVE HAIR DESIGN SKILLS

MayerGeorge/Shutterstock.com

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the unit assignment.

#### What I have learnt

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# WHAT DO YOU NEED TO KNOW?

## UNIT 403 CREATIVE HAIR DESIGN SKILLS



This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

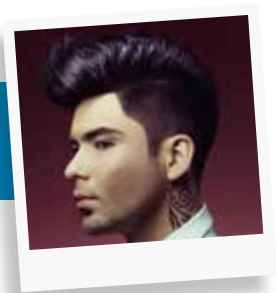
| You need to:   | Tick                  |
|--|-----------------------|
| <b>Health and safety principles</b>  |                       |
| <b>understand the relevant health and safety working practices, with consideration of:</b>                                 |                       |
| safe and hygienic working practices; for example, clean and tidy work area, preparing model's hair and protecting clothing | <input type="radio"/> |
| different methods of cleaning, disinfecting and sterilisation  | <input type="radio"/> |
| hazards and risks that exist in the work area  | <input type="radio"/> |
| carrying out risk assessment; for example, when working at external venues or off site                                     | <input type="radio"/> |
| the potential hazards and risks to consider when working at external venues or off site                                    | <input type="radio"/> |
| <b>Communicating with stakeholders</b>   |                       |
| <b>understand how to use effective communication skills with stakeholders, including:</b>                                  |                       |
| ways of visually presenting design ideas or concepts effectively to others   | <input type="radio"/> |
| accepting constructive feedback when presenting design ideas or concepts   | <input type="radio"/> |
| listening to and respecting the views and opinions of others   | <input type="radio"/> |
| how and when to participate in discussions and move them forward   | <input type="radio"/> |
| how to encourage interaction of ideas  | <input type="radio"/> |

This optional unit is assessed by means of an assignment. The assignment includes both theory and practical tasks. One overall grade will be provided, against criteria, for each optional unit. This assignment is externally set and internally marked.

[Continues on next page](#)

### HINTS AND TIPS

Don't expect your image to be perfect on your first attempt. You will need to practise time and time again. A head block is a great tool to use for practising the image.



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 403 CREATIVE HAIR DESIGN SKILLS

MayerGeorge/Shutterstock.com

| You need to:   | Tick                  |
|--|-----------------------|
| <b>Plan showcasing opportunities</b>   |                       |
| <b>understand how to plan showcase opportunities with consideration of:</b>  |                       |
| the range and availability of resources for showcasing   | <input type="radio"/> |
| identifying stakeholders including models, photographers, line manager, make-up artists, colleagues, audience, competition judges  | <input type="radio"/> |
| clearly defining the roles and responsibilities of others involved   | <input type="radio"/> |
| detailed and accurate planning   | <input type="radio"/> |
| identifying how to resolve common problems associated with showcasing events, such as staffing, tools and equipment breakdowns and time overruns                               | <input type="radio"/> |
| considering factors when planning promotional activities; for example, working to a budget, venue requirements, objective  | <input type="radio"/> |
| gaining feedback from stakeholders   | <input type="radio"/> |
| identifying potential commercial benefits that can arise from showcasing creative hair design work   | <input type="radio"/> |
| <b>Tools, products, equipment and techniques for developing creative hair designs</b>  |                       |
| <b>understand the selection of tools, products, equipment and techniques when developing creative hair designs, with consideration of:</b>                                     |                       |
| the different effects products, tools and equipment can achieve  | <input type="radio"/> |
| creative techniques including finger waving, pin curling, adding hair, plaiting, twisting, weaving   | <input type="radio"/> |
| the types of non-conventional items that may be used when styling hair and the effects they can create; for example, tin cans, chopsticks, rik-raks, foil, cardboard, postiche | <input type="radio"/> |
| ways in which additional media can be used to complement the overall design image; for example, ornamentation, accessories, clothes, make-up                                   | <input type="radio"/> |
| adapting designs to meet any influencing factors; for example, model cancellation, availability of resources, limitations of hair type   | <input type="radio"/> |
| ensuring the finished images meets agreed design plans   | <input type="radio"/> |

Image courtesy of KMS California



You will need to work with consideration of the health and safety working practices listed on page xvii.

# WHAT DO YOU NEED TO COVER?

## UNIT 403 CREATIVE HAIR DESIGN SKILLS



### SCOPE OF CONTENT

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved for this unit. You need to:

#### Research creative design ideas, including:

developing a theme as a basis for a hair design image; for example, historical, cultural, fashion, avant garde

using sources of creative information; for example, magazine covers, catwalks, Instagram, Pinterest

using basic principles of design, scale and proportion when creating an image

identifying the intended activity for which the images are required

identifying ways to showcase creative hair designs; for example, photographic shoots, hair shows and competitions, social media

#### Produce hair images using a combination of creative techniques that could be showcased, including:

avant-garde

based on a theme

commercial

#### Evaluate your creative hair designs by:

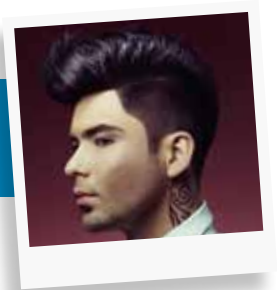
presenting final results in a way that demonstrates innovative feature designs and enhances professional profile

seeking feedback from relevant stakeholders on the impact and effectiveness of images

evaluating performance against objectives

evaluating how the design image may be adapted for commercial use





## USEFUL WORDS

### UNIT 403 CREATIVE HAIR DESIGN SKILLS

MayerGeorge/Shutterstock.com

Some terms that you will come across in this unit are explained below.

#### Added hair

Hair attached to the head or blended into the hair; for example, hair pieces and extensions.

#### Additional media

Make-up, accessories, ornamentation, clothes, etc.

#### Avant-garde

A daring style that is at the cutting edge of fashion: you wouldn't look this way every day.

#### Commercial

An image that clients would want to wear on a regular basis.

#### Design plans

A detailed outline of the selected image, including accessories, clothes, any other media, and timescale for delivery etc.

#### Design principles

The image's balance, weight, angles, media and colour, etc.

#### Locking

A styling technique usually used on African type hair.

#### Mood board

A combination of images, colours and textures: your first ideas for creating an image are collected together on a board.

#### Theme

A set subject area; for instance, hair up, fantasy, or images reflecting an era, like the 70s or 80s.

#### HINTS AND TIPS

When planning a hair show, always consider health and safety in the venue you choose to use.



Image courtesy of Goldwell

When arranging the time, location and date of an event, always formally confirm the details (for example, via email) with everyone involved.



# SCOPE RECORD

## UNIT 403 CREATIVE HAIR DESIGN SKILLS



Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

### Research creative design ideas

Record the research carried out for each client.

|  |                                      |                                      |                                      |
|--|--------------------------------------|--------------------------------------|--------------------------------------|
| Developing a theme                                     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Using sources of creative information                  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Using basic principles of design, scale and proportion | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Identifying the intended activity                      | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Identifying ways to showcase creative hair designs     | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

### Produce hair images

Record the hair images produced for each client.

|                  |                                      |                                      |                                      |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Avant-garde      | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Based on a theme | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Commercial       | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

### Evaluate creative hair designs

Record the date that the creative hair design was evaluated.

|   |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Presenting final results  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Seeking feedback  | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Evaluating performance against objectives                         | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |
| Evaluating how the design image may be adapted for commercial use | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: | <input type="radio"/> Date:<br>Sign: |

If you are live on stage, your image may not turn out as planned. Therefore, always be flexible and have another idea in your head that you could use.





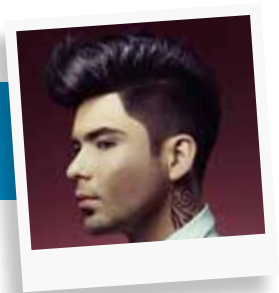
## MayerGeorge/Shutterstock.com

### Level of my performance

- [illegible]

124 Level 3 Advanced Technical Diploma in Barbering

[illegible]



## SUPPLEMENTARY COMMENTS

### UNIT 403 CREATIVE HAIR DESIGN SKILLS

MayerGeorge/Shutterstock.com

Use this space to record any workplace, employer or client comments.

Comments

Date

## HAS ALL TOPIC CONTENT BEEN COVERED?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 118.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Unit grade

Candidate signature:

Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:







# UNIT 404

## DESIGN AND CREATE PATTERNS IN HAIR

Hair art, pictorial three-dimensional designs and two-dimensional designs are on the rise, with more people than ever going for a look that is unique and personal. Whether the client wants a special design as a one-off or is looking for something that can be recreated on a later visit, you will be able to let your artistic and creative skills flow. Inspiration and ideas can be found all around

you, from patterns and textures that appear in nature, to emblems and logos for your favourite football team.

To complete this unit, you will need to design and create advanced patterns in hair using a combination of barbering techniques including 3D, 2D, pictorial designs and stencils, remembering to take into account any factors that may impact the style.



## WHAT IS THIS UNIT ABOUT?

### UNIT 404 DESIGN AND CREATE

#### PATTERNS IN HAIR

#### OPTIONAL

This unit has two outcomes.

#### Outcome 1

Work safely when designing and creating patterns in hair

#### Outcome 2

Design and create patterns in hair

#### GETTING STARTED

Introduce yourself to this unit by asking yourself:

- How can I use my existing barbering skills to create advanced hair designs?
- Could this lead into barbering competitions and fashion shows?
- Can I create my own designs?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the barbering industry.

#### HINTS AND TIPS

Look for inspiration in magazines, trade shows and exhibitions. Tribal, cultural and sporting themes are particularly popular.



There is no limit to how you use your creative skills whilst designing patterns. But don't be tempted to add lines or features that you have not first agreed with the client!



# WHAT IS THIS UNIT ABOUT? (CONTINUED)

## UNIT 404 DESIGN AND CREATE

### PATTERNS IN HAIR



#### TOPICS

##### Outcome 1

##### Work safely when designing and creating patterns in hair

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

##### Outcome 2

##### Design and create patterns in hair

- 2.1 The different factors that can impact services
- 2.2 Products, tools, equipment for creating and designing patterns in hair
- 2.3 Patterns in hair
- 2.4 Aftercare advice and recommendations



From the subtle to the outrageous, following the instructions of the client, you can learn to use your imagination and flair at work to create designs which both you and your clients will love.

**MK**



Always manage your clients' expectations and clearly outline the limits of the chosen design. For example, male pattern baldness or scarring may limit the extent of the pattern.



#### HINTS AND TIPS

Creating patterns in hair is sometimes known as 'hair tattooing'.



## UNIT PLANNER

### UNIT 404 DESIGN AND CREATE

### PATTERNS IN HAIR

Shutterstock/Timur G

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

#### What I know

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#### What I want to learn

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Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the unit assignment.

#### What I have learnt

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# WHAT DO YOU NEED TO KNOW?

## UNIT 404 DESIGN AND CREATE

### PATTERNS IN HAIR

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This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

| You need to:   | Tick                  |
|--|-----------------------|
| <b>Health and safety principles</b>  |                       |
| <b>understand the health and safety working practices when designing and creating patterns in hair:</b>        |                       |
| different methods of cleaning, disinfecting and sterilisation in salons  | <input type="radio"/> |
| hazards and risks that exist in the work area  | <input type="radio"/> |
| safe working practices that must be followed   | <input type="radio"/> |
| the importance of using the correct type of barber's chair   | <input type="radio"/> |
| safe handling and disposal of razor blades   | <input type="radio"/> |
| the protective clothing that should be available for clients   | <input type="radio"/> |
| the importance of preventing cross-infection and cross-infestation   | <input type="radio"/> |
| methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation       | <input type="radio"/> |
| <b>Products, tools and equipment for creating and designing patterns in hair</b>                               |                       |
| <b>understand how to use products, tools and equipment when designing and creating patterns in hair:</b>       |                       |
| why hair products should be removed from hair prior to cutting   | <input type="radio"/> |
| how to maintain cutting tools and equipment including clippers, trimmers, razors                               | <input type="radio"/> |
| effects that different sizes of clipper blades and attachments achieve   | <input type="radio"/> |
| how to align and test clippers   | <input type="radio"/> |
| the types of products available for finishing patterns in hair; for example, wax, shine spray, coloured sprays | <input type="radio"/> |

This optional unit is assessed by means of an assignment. The assignment includes both theory and practical tasks. One overall grade will be provided, against criteria, for each optional unit. This assignment is externally set and internally marked.

Continues on next page



## WHAT DO YOU NEED TO KNOW? (CONTINUED)

### UNIT 404 DESIGN AND CREATE

#### PATTERNS IN HAIR

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You need to: Tick

#### Patterns in hair

**understand the considerations to be taken when designing and creating patterns in hair:**

effects that can be created by combining and adapting different cutting techniques; for example, clipper over comb, freehand, fading



positioning the design to meet the design plan



adapting the size of the coverage to suit client head size, shape and existing haircut, including full head or partial head



how to create and follow guidelines; for example, stencils, freehand



the importance of weight distribution



personalising finishing techniques



making visual checks to ensure the finished designs are accurate



You will need to work with consideration of the health and safety working practices listed on page xvii.

Give good advice on the maintenance of the achieved design. Ensure that your client leaves with any gels or waxes needed to define the pattern, and/or aloe vera gel or cream to soothe their skin as part of your aftercare advice.



Identify the most sparse areas first – cutting the abundant areas lower, to match the sparse areas, will ensure you can achieve the most uniform look possible and will aid you in making the finished look even.

**MK**



Image courtesy of MHD

# WHAT DO YOU NEED TO COVER?

## UNIT 404 DESIGN AND CREATE

### PATTERNS IN HAIR



#### SCOPE OF CONTENT

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved for this unit. You need to:

**Adapt services to take into account factors that may influence designing and creating patterns in hair, including:**

hair classifications

hair characteristics

head and face shape

piercings

tattoos

scarring

adverse skin conditions

the average rate of hair growth

the potential risks resulting from continual close cutting

problems that may arise

**Design and create patterns in hair using cutting techniques to achieve definition, shape and depth of design, including:**

2D

3D

pictorial

symmetrical

fading

**Advise clients and make recommendations following designing and creating patterns in hair, such as**

how to maintain the look

suggested time between cuts

the products and services provided in the salon

#### HINTS AND TIPS

Notching the eyebrows can add interest to the overall hair pattern design.



## USEFUL WORDS

### UNIT 404 DESIGN AND CREATE

### PATTERNS IN HAIR

Some terms that you will come across in this unit are explained below.



#### 2D

A pattern that lies flat to the head shape.



#### Pictorial

A pattern that represents a picture, such as a logo or an emblem



#### 3D

A pattern that stands out from the head shape, using graduation and perception of near and far.

#### Positive and negative designs

Simply put, a positive design is the actual subject; a negative design is the area around the subject.

#### Symmetrical

A pattern which mirrors itself, and gives two equal halves that look exactly the same.

#### Trimmers

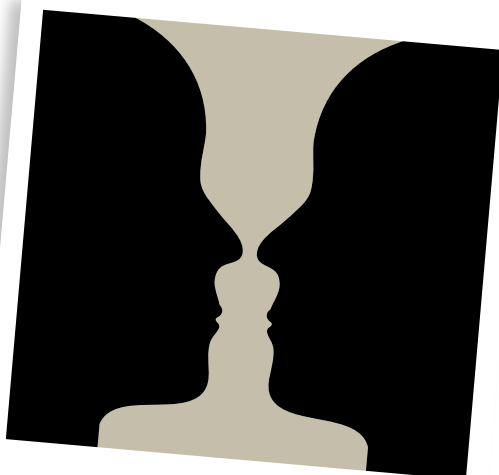
Small clippers with smaller blades to create a closer, finer cut with more definition and detail.

#### HINTS AND TIPS

Most people go with the grain to keep the elasticity and the natural fall of the hair whilst designing with clippers.

#### HINTS AND TIPS

Take a look at the picture. Do you see a vase or do you see two faces? If you see a vase then you are seeing the white area as a positive space and the black becomes negative. If you see the two faces, then you are seeing the black area as a positive space and the white area as the negative space.



# SCOPE RECORD

## UNIT 404 DESIGN AND CREATE

### PATTERNS IN HAIR



Use this section to track your coverage of the scope of content for this unit. Tick, date and sign each time you practise the skills listed below.

#### Factors

Tick and record the date that the factors were taken into account.

|  |   |   |   |
|--|---|---|---|
| Hair classifications                                       | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| Hair characteristics                                       | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| Head and face shape  | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| Piercings  | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| Tattoos  | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| Scarring   | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| Adverse skin conditions                                    | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| The average rate of hair growth                            | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| The potential risks resulting from continual close cutting | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |
| Problems that may arise                                    | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: | <input type="checkbox"/> Date:<br>Sign: |

Continues on next page





## SCOPE RECORD (CONTINUED)

### UNIT 404 DESIGN AND CREATE

#### PATTERNS IN HAIR

Shutterstock/Timur G

#### Patterns

Record the types of patterns created for each client.

|             |  |  |  |
|-------------|--|--|--|
| 2D          | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| 3D          | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Pictorial   | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Symmetrical | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Fading      | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |

#### Advice and recommendations

Record the advice and recommendations given to each client.

|                                |  |  |  |
|--------------------------------|--|--|--|
| How to maintain the look       | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Suggested time between cuts    | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |
| Products and services provided | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ | <input type="radio"/> Date: _____<br>Sign: _____ |

Recommend when the client should book their next appointment – in shorter styles this may be every two to four weeks or sooner, to ensure the pattern does not fade.



Image courtesy of Milos Stojanovic

## Shutterstock/Timur G

## Level of my performance

- [illegible]

Unit 404 Design and Create Patterns in Hair 139



## UNIT 404 DESIGN AND CREATE PATTERNS IN HAIR

Shutterstock/Timur G

[illegible]

# SUPPLEMENTARY COMMENTS

## UNIT 404 DESIGN AND CREATE

### PATTERNS IN HAIR

Shutterstock/Timur G



Use this space to record any workplace, employer or client comments.

Comments

Date

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## HAS ALL TOPIC CONTENT BEEN COVERED?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 132.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Unit grade

Candidate signature:

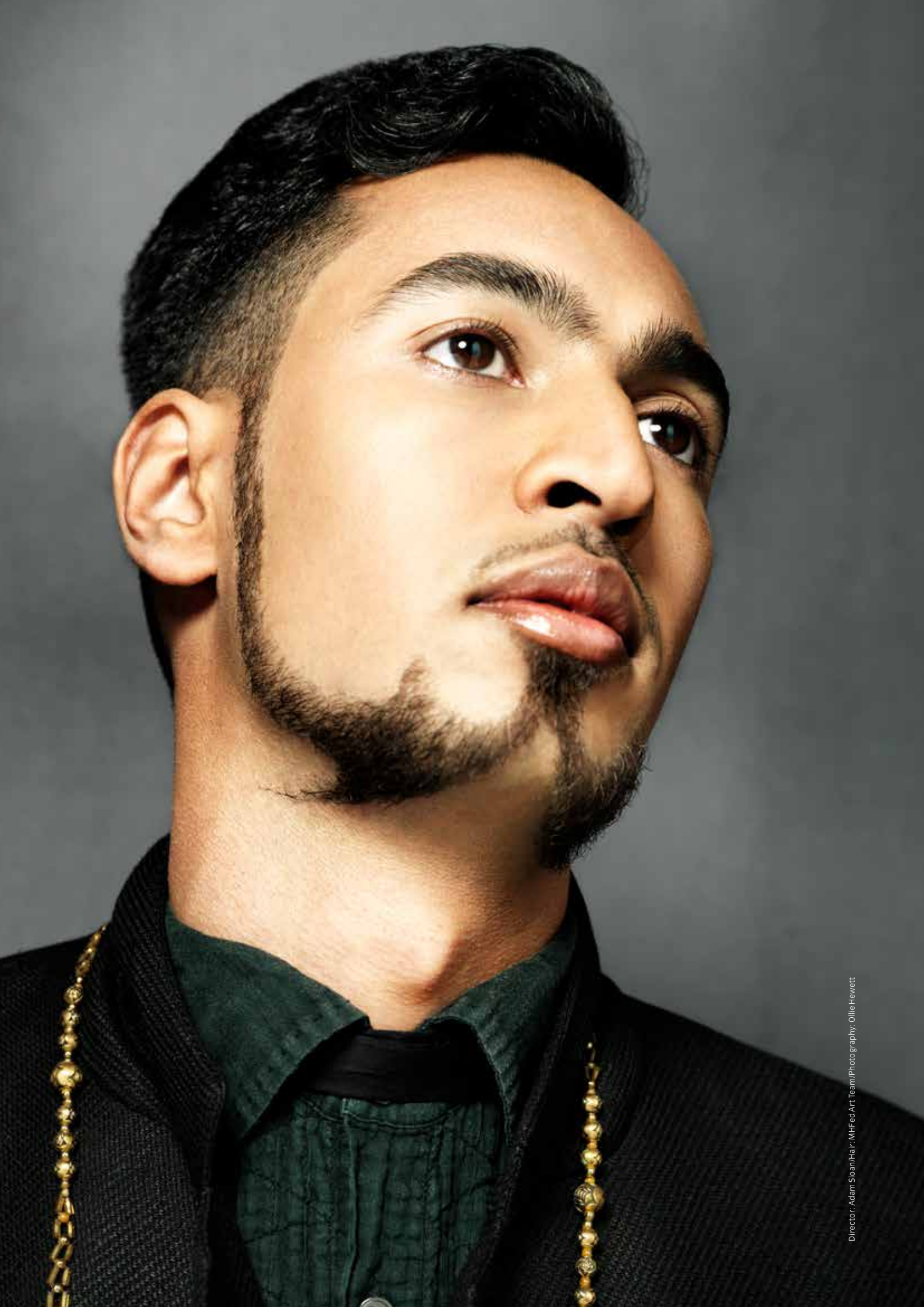
Date:

Assessor signature:

Date:

IQA signature (if sampled):

Date:





# MORE INFORMATION



## HEALTH AND SAFETY AND OTHER LEGISLATION

Image courtesy of Goldwell

It is essential to know your responsibilities for health and safety as defined by any specific legislation covering your job role. The following are the principal items of legislation which apply to general salon operations and, therefore, to employers and employees/trainees alike:

- Health and Safety at Work Act.
- The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR).
- The Health and Safety (First Aid) Regulations.
- The Regulatory Reform (Fire Safety) Order.
- The Manual Handling Operations Regulations.
- The Control of Substances Hazardous to Health (COSHH) Regulations.
- The Electricity at Work Regulations.
- The Environmental Protection Act.
- The Management of Health and Safety at Work Regulations.
- The Health and Safety (Information for Employees) Regulations.
- Data Protection Act.
- Working Time Directives.
- Cosmetic Products Regulations.
- Sale of Goods Act.
- Distance Selling Regulations (note: replaced June 2014 by Consumer Contracts Regulations).
- Trade Descriptions Act.
- Consumer Protection legislation.
- Disability Discrimination Act.



Image courtesy of Cheynes  
Hair: Daniel Rymer @daniel\_rymer www.danielrymer.com/Photographer: Leil Burnett www.mutemedia.co.uk/M.u.a Grace Kingsley

# ENVIRONMENTAL AND SUSTAINABLE WORKING PRACTICES

Image courtesy of Goldwell



You must know the different types of working methods that promote environmental and sustainable working practices. These form part of the knowledge range required for your qualification.

- 1 Reducing waste and managing waste (recycle, reuse, safe disposal).
- 2 Reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels).
- 3 Reducing water usage and other resources.
- 4 Preventing pollution.
- 5 Using disposable items (easy dry towels).
- 6 Using recycled, eco-friendly furniture.
- 7 Using low chemical paint.
- 8 Using organic and allergy-free hair products.
- 9 Using ultra-low ammonia hair colourants.
- 10 Using environmentally-friendly product packaging.
- 11 Choosing responsible domestic products (Fairtrade tea and coffee).
- 12 Encouraging carbon reducing journeys to work.



Image courtesy of Wella



CURApotography/Shutterstock.com

# GLOSSARY OF TERMS



Denman



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## 2D

A pattern that lies flat to the head shape.

## 3D

A pattern that stands out from the head shape, using graduation and perception of near and far.

## Added hair

Hair attached to the head or blended into the hair; for example, hair pieces and extensions.

## Additional media

Make-up, accessories, ornamentation, clothes, etc.

## Adverse hair, skin and scalp conditions

Factors of the hair, skin or scalp may limit what services clients can have; for example, if a client has psoriasis, then it may not be advisable to have a lot of harsh chemicals used on their hair.

## Advertising campaign

A promotional activity that is put together to advertise a certain product or products.

## Alopecia

Hair loss, for example, thinning hair, bald patches over the head, or total hair loss over the head and body.

Korionov/Shutterstock.com



## Anchor

Beard shaped like an anchor, from the centre of the bottom lip and around and up the chin.

## Astringent

A product such as an aftershave that soothes, cleanses and closes the skin pores.

## Avant-garde

A daring style that is at the cutting edge of fashion: you wouldn't look this way every day.

## Backhand razoring

A shaving method in which you face the blade in the opposite direction and turn your hand upside down.



## Budget

An amount of money allocated to pay for a particular project.

## Chemically damaged hair

Hair that has been damaged due to excess chemical products.

## Client's lifestyle

Factors in the client's life that influence the choice of hairstyle; eg a client who works in the fashion industry may wish to match their image with the latest fashions.

## Commercial

An image that clients would want to wear on a regular basis.



## Consultation

A discussion between the stylist and a client to determine the services and treatments that reflect the client's requirements.



## Contra-indication

A disease, hair disorder, infection of the scalp, infection of the skin, breakage of the hair or infestation, which prevents a service or treatment from taking place.

## Curtain rail

A narrow beard following the mandible

Image courtesy of Goldwell

Pall Mall Barbers

Central Training Group

Mediscan



### Demonstration

A physical display that may include explanation or description.

### Design plans

A detailed outline of the selected image, including accessories, clothes, any other media, and timescale for delivery etc.

### Design principles

The image's balance, weight, angles, media and colour, etc.

### Diffuse hair loss

Diffuse hair loss is a loss of hair or generalised hair thinning that affects the entire scalp, and is a common type of hair loss in both females and males of all ages.



### Disconnecting

Ideal for high-fashion cuts, it is used for undercuts and helps to create unblended lengths and give the illusion of blended lengths.



### Display

An arrangement of products and other media to attract attention.

### Effleurage

A gentle stroking movement used during the shampooing and conditioning process. Used to distribute the shampoo and conditioner evenly through the hair.



### Elasticity test

A test to see how much the hair will stretch and return to its original length.



### Environmentally damaged hair

Hair that has been damaged due to the environment, eg the weather.

### Evaluation

Measuring how successful or not the promotional activity has been.

### Exfoliator

A product used to remove dead skin cells, helping to improve the appearance of the skin.

### Factors

How to take into account certain characteristics of your client's hair and appearance.

### Fading

A technique used to blend facial hair into the hairline.

### Forehand razoring

A shaving method in which you hold the razor with the thumb placed on the inside of the blade, with the blade facing down.

### Full neckline

Collar-length hair.

### Goatee

A narrow beard that circles the mouth and chin.



### Graduating cutting

Blending hair layers from a longer to a shorter length, or from a shorter to a longer length.

### Heat accelerator

A piece of equipment that speeds up the processing time, eg a steamer.



## High-frequency

A high-frequency machine uses an alternating electric current to stimulate the blood flow to the scalp, increasing the flow of nutrients and oxygen to the hair follicles and encouraging hair growth.

## Hydrogen peroxide

This chemical is mixed with colour cream/gel to create permanent hair colour.



## Incompatibility test

A test to see if the hair will react to any of the products that are about to be used. This is carried out before colouring a client's hair.



## Infestation

A condition whereby parasites such as head lice or scabies live on a person's head or skin, feeding off nutrients found in their blood

and body tissue. The parasites spread very easily from one person to another.

## Keloid scarring

Excess growth of scar tissue at the site of a healed skin injury.



## Lightener

A product that lightens the natural pigments of the hair without depositing artificial colour (also known as bleach or pre-lightener).

## Lip line moustache

A horizontal moustache about the width of a pencil.

## Locking

A styling technique usually used on African type hair.

## Mexican moustache

A moustache following the natural line of the upper lip and extending down towards the chin.

## Mood board

A combination of images, colours and textures: your first ideas for creating an image are collected together on a board.

## Non-infectious skin condition

A condition that does not spread from one person to another; for example, eczema.

## Non-sodium relaxer

This type of relaxer does not contain sodium.

## Normalising shampoo

(Also known as neutralising shampoo) – this is applied after the hair has been relaxed to remove any remaining relaxer and to bring the hair back to a pH of around 5.5.



## Partial beard

Any facial hair that is neither a full beard nor a moustache.

## Pencil moustache

A narrow moustache following the natural line of the upper lip.

## Petrissage

A massage movement used during the conditioning process; this is used to stimulate the scalp. The massage is a slow, firm and deep kneading movement.

## Pharaoh

A beard starting from the base of the chin. It can be of any length.

## Physically damaged hair

Damaged caused by a physical action, eg pulling the hair too tight.



### **Pictorial**

A pattern that represents a picture, such as a logo or an emblem

### **Pityriasis capitis**

This skin condition is more often called dandruff. The cause is overproduction of the epidermal cells. This can be identified by small, itchy, dry scales that appear white or grey.

### **Porosity test**

A test to see how porous the hair is (how able it is to absorb moisture from liquid).

### **Positive and negative designs**

Simply put, a positive design is the actual subject; a negative design is the area around the subject.

### **Post-relaxing treatment**

This is applied after the relaxer has been rinsed from the hair.

### **Powder**

Talcum powder is used to calm the skin and absorb residual moisture and oil.

### **Pre-relaxing treatment**

This is usually carried out on porous hair, prior to the application of a relaxer.

### **Quasi-permanent colour**

Colour that lasts almost as long as permanent. It should be treated as permanent colour in terms of testing and future services.

### **Referral**

When a client is advised to seek further advice from an expert; for example, if a client had visible signs of head lice, you would refer them to a pharmacist.

### **Rooftop moustache**

A moustache that extends from under the nose to form a straight 'chevron' shape.

### **Scalp protector**

This protects the client's scalp from the chemical used during relaxing.



### **Scissor over comb**

The cutting of hair using the comb as a guide for the scissors. Good for blending short hair into the neck or above the occipital bone, softening and fine detailing hairlines.

### **Semi-permanent**

Colour that lasts for six to eight washes. Ideal for clients who would like to colour their hair but are unsure about maintaining permanent colour.



### **Shoe shine**

A quick and easy technique, placing colour to enhance the haircut.

### **Skin fade**

Also known as a bald fade, this is similar to a taper cut. The cut is achieved by the settings and going from a skin fade and then blending into the rest of the haircut.



### **Skin tensioning**

Stretching the skin to allow the blade to glide smoothly over the skin.



### **Skin test**

A test that is often used before colouring to test whether a client's skin will react to chemical products, for example PPD, which is found in permanent colour.



## SMART objectives

A management acronym to describe how objectives should be written and planned: Specific, Measurable, Achievable, Realistic, Time-bound.



## Sodium relaxer

The main active ingredient is sodium hydroxide. Sodium hydroxide relaxers are used to break down the hair's bonds.

## Spirit-based product

A spirit-based product is a product that contains a form of alcohol.

## Sponge shaving

Carried out only on a coarse, stubborn beard. Place a clean, sterile sponge in hot water and stroke it over the skin directly before the shave.



## Square neckline

This is known as a Boston.

## Steamers

Equipment used to apply heat to oils, conditioning creams and deep-acting conditioners. This will encourage them to penetrate further into the hair.



## Stubble

A neatened, several-day, full beard growth.

## Symmetrical

A pattern which mirrors itself, and gives two equal halves that look exactly the same.

## Tapering

Cutting short layers; you can use scissors or clippers. This technique is good for detailing hairlines, softening a look and removing weight.

## Tapotement

A form of facial massage. It stimulates and improves circulation of the facial muscle tissue. It is achieved by using the edges of the fingers or hands in a light tapping movement.

## Texturising (using chemicals)

A method of relaxing African-type hair that reduces the natural curl pattern, to leave the hair softer and more manageable. This process is carried out on hair up to 5 cm (2 inches) in length.

## Theme

A set subject area; for instance, hair up, fantasy, or images reflecting an era, like the 70s or 80s.

## Trichologist

A specialist in hair and scalp disorders, to whom you might refer a client with signs of thinning, weak hair.

## Trimmers

Small clippers with smaller blades to create a closer, finer cut with more definition and detail.

## Vibration

The hands or fingers of one hand are vibrated so that a fine tremor is produced in the tissues. The tremor is produced by the contraction of the forearm muscles.

## Vibro massage

A mechanical massage that can be used instead of a hand massage. It produces very strong tapotement (tapping) movements, which are suitable only for fleshy areas of skin.

## Virgin application

This is hair that has not been relaxed before.







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