

# City & Guilds Level 3 NVQ Diploma in Barbering (6008- 05)

**November 2025 Version 2.3**

For teaching from September 2024 onwards

## Qualification Handbook

## Qualification at a glance

<b>Subject area</b>	Hairdressing
<b>City &amp; Guilds number</b>	6008
<b>Age group approved</b>	16-19, 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Multiple Choice; Portfolio; Assignment
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Approval application required; Fast Track approval
<b>Support materials</b>	Qualification handbook; Assessment pack; Support Materials
<b>Apprenticeship</b>	The qualification is included in: - Advanced Level Apprenticeship in Hairdressing
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 NVQ Diploma in Barbering	538	660	6008-05	601/5698/3

Version and date	Change detail	Section
1.1 April 2015	Amended assessment type for unit 219 – unit does not need to be assessed externally	Assessment

Version and date	Change detail	Section
1.2 July 2015	Unit 304 - range "advice and recommendations" linked to AC2.3 Unit 310 - "razors" removed from "tools and equipment" range Values and Behaviours amended to match those in logbook Corrected definitions for "3D" and "Disinfection" in Appendix 3	Units, Appendix 1, Appendix 2, Appendix 3
1.3 October 2015	Added text to the evidence requirements for unit 209 (CH5)	Units
2.0 May 2016	Unit evidence requirements updated in line with revised Habia assessment strategy	Units
2.1 September 2017	Added GLH and TQT details	Qualification at a glance and Introduction
2.2 September 2024	Updated CASS statement Updated assessment methods	Section 3 Throughout
2.3 November 2025	Grading added (Pass/Fail) Updated the Quality assurance section Added CPD statement Access arrangements, Inclusion and Sustainability sections added Sources of general information updated	Qualification at a glance Centre requirements Delivering the qualification Appendix 4

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# 1 Introduction

Area	Description
Who are the qualifications for?	<p>The Level 3 NVQ Diploma in Barbering is designed for learners who work in or wish to pursue a career in barbering.</p> <p>The Level 3 NVQ Diploma in Barbering provides the necessary skills and knowledge that prove occupational competence as a senior barber.</p>
What does the qualifications cover?	<p>This qualification allows candidates to learn, develop and practice the skills required to provide barbering services for all hair types. The Level 3 NVQ Diploma in Barbering covers shaving, cutting facial hair, creating patterns in hair as well as cutting and styling men's hair and consulting with clients.</p>
What opportunities for progression are there?	<p>Learners may progress to employment as a senior stylist or barber, or the following City &amp; Guilds qualification: Level 4 Diploma in Management &amp; Advanced Techniques in the Hair &amp; Beauty Industry</p>
Who did we develop the qualification with?	<p>This qualification has been developed with Habia.</p>
Is it part of an apprenticeship framework or initiative?	<p>This qualification can form part of the following apprenticeship: Advanced Level Apprenticeship in Barbering</p>

## 2 Structure

To achieve the **City & Guilds Level 3 NVQ Diploma in Barbering**, learners must achieve a minimum of **66 credits** overall. **40 credits** must be achieved from the mandatory units, and a **minimum of 26 credits** must be achieved from the optional units.

UAN	City & Guilds unit number	Unit title	Credit value	GLH
<b>Mandatory</b>				
A/506/9367	304	Provide client consultation services	8	68
D/506/9779	309	Creatively cut hair using a combination of barbering techniques	14	121
R/506/9780	310	Design and create a range of facial hair shapes	7	60
F/506/9774	311	Provide shaving services	11	110
<b>Optional</b>				
M/506/9382	209	Perm and neutralise hair	10	93
R/506/9584	213	Fulfil salon reception duties	6	47
H/506/9363	219	Colour and lighten men's hair	14	122
Y/506/9361	305	Provide a variety of relaxing services	9	82
H/506/9587	308	Contribute to the financial effectiveness of the business	7	55
M/506/9365	401	Hair colour correction services	15	137
H/506/9380	402	Develop, enhance and evaluate your creative hairdressing skills	9	63
Y/506/9585	403	Provide specialist hair and scalp treatments	12	97
D/506/9586	404	Contribute to the planning and implementation of promotional activities	10	61

UAN	City & Guilds unit number	Unit title	Credit value	GLH
Y/506/9781	405	Design and create patterns in hair	12	96

### Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 NVQ Diploma in Barbering	538	660

## 3 Centre requirements

### Approval

If your Centre is approved to offer the qualification 3008-06/3008-56/3008-82 Level 3 NVQ Diploma in Barbering you can apply for the new 6008-05/6008-95 Level 3 Diploma in Barbering approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### ***Centre staffing***

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

The assessor must:

- hold, or be working towards a valid assessors' qualification based on LSIS, formally LLCC, Learning and Development National Occupational Standards (2010)
- have an in-depth technical knowledge of the qualification
- complete a minimum of 30 CPD hours per annum (1 Sep-31 Aug).

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Please refer to the Assessor Guide document for details on the role of the supervisors and managers as witnesses.

## Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area remains current and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## Age restrictions

The Level 3 NVQ Diploma in Barbering is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Centres and candidates should be fully aware of minimum age requirements and any implications on completing assessments.

## **Access arrangements, reasonable adjustments and special consideration**

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **[City & Guilds website](#)**

## 4 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.
- If the candidate understands the people involved in the assessment and how to evidence their performance at work and compile a portfolio of evidence

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

## Support materials

The following resources are available for these qualifications:

Description	How to access
Assessor guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Question papers and mark scheme	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds premium logbooks can be ordered from the Walled Garden ([www.walledgarden.com](http://www.walledgarden.com)).

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

## 5 Assessment

### E-volve knowledge-based assessments

Paper based knowledge assessment will no longer be available to learners from 1st September 2024 onwards for units where online e-volve assessment is available. Where a unit has only paper-based assignments for assessment of knowledge, this will remain the case.

From this date online e-volve assessments (500 component numbers) must be completed for units where they are available – see assessment table below for further details.

After 1st September 2024, to confirm correct completion of e-volve knowledge assessments, the relevant 000 'Confirmation of e-volve assessment completion' component (shown below) must be claimed on the Walled Garden by providers, alongside results entry for practical assessments.

**NB** – Paper based assessments completed by learners prior to 1st September 2024 may be claimed within a learner's period of registration (the relevant 000 'Confirmation of e-volve assessment completion' must be claimed regardless).

### Confirmation of e-volve assessment completion' component numbers

Title	Component number
Level 3 NVQ Diploma in Barbering (6008-05)	005
Level 3 NVQ Diplomas in Hairdressing and Barbering (6008-93)	007
<b>6008-93 suit</b>	
Level 3 NVQ Diploma in Hairdressing	008
Level 3 NVQ Diploma in Barbering	009

## Summary of assessment methods

Candidates must:

- have a completed portfolio of evidence for each unit
- have achieved the externally set tests for the units detailed in the Assessment Strategy (see table below)
- have achieved/completed the essential knowledge and understanding requirements

## Assessment types

Unit	Title	Assessment method	Where to obtain assessment materials
	Cross-unit knowledge	Online test	Online test number <b>790</b>
209	Perm and neutralise hair	Portfolio and Online test	Online test number <b>609</b>
213	Fulfil salon reception duties	Portfolio and Online test	Online test number <b>613</b>
219	Colour and lighten men's hair	Portfolio and Online test	Online test number <b>619</b>
304	Provide client consultation services	Portfolio and Online test	Online test number <b>704</b>
305	Provide a variety of relaxing services	Portfolio and Online test	Online test number <b>705</b>
308	Contribute to the financial effectiveness of the business	Portfolio and Assignment	Assessment pack available on City & Guilds website
309	Creatively cut hair using a variety of barbering techniques	Portfolio and Online test	Online test number <b>709</b>
310	Design and create a range of facial hair shapes	Portfolio and Online test	Online test number <b>710</b>
311	Provide shaving services	Portfolio and Online test	Online test number <b>711</b>

Unit	Title	Assessment method	Where to obtain assessment materials
401	Hair colour correction services	Portfolio and Online test	Online test number <b>801</b>
402	Develop, enhance and evaluate your creative hairdressing skills	Portfolio and Assignment	Assessment pack available on City & Guilds website
403	Provide specialist hair and scalp treatments	Portfolio and Online test	Online test number <b>803</b> available on City & Guilds website
404	Contribute to the planning, implementation and evaluation of promotional activities	Portfolio and Assignment	Assessment pack available on City & Guilds website
405	Design and create patterns in hair	Portfolio and Online test	Online test number <b>805</b>

## Assessment strategy

The assessment strategy for this qualification has been produced in partnership with industry, awarding organisations and Habia.

It outlines the principles and requirements to be applied to assessment of performance and competence, and knowledge and understanding for this qualification. All of the information from the strategy can be found in the Qualification Handbook and the Assessor Guide documents, in addition a full copy of the strategy can be downloaded from the Habia website.

The strategy specifies the evidence requirements for each unit. These are included in the supporting evidence section of each unit in the handbook.

The strategy specifies that candidates **must sit externally set questions** for the following units:

City & Guilds Unit Number	NOS Reference	Level	Unit Title
<b>Level 3 NVQ Diploma in Barbering</b>			
790	n/a	3	Cross unit knowledge test
209	CH5	2	Perm and neutralise hair
219	CB6	2	Colour and lighten men's hair

City & Guilds Unit Number	NOS Reference	Level	Unit Title
304	CHB14	3	Provide client consultation services
305	AH7	3	Provide a variety of relaxing services
311	CB10	3	Provide shaving services
401	CH11	4	Hair colour correction services
403	CHB16	4	Provide specialist hair and scalp treatments

City & Guilds has also produced assessments for all the remaining units.

For more information on how this qualification is assessed, please refer to the Assessor Guide document.

### Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process which makes use of evidence of a learner's **previous non-certificated achievements** to demonstrate competence or achievement within a unit or qualification. RPL allows an individual to avoid unnecessary learning, meaning that they can present for summative assessment without repeating learning in areas where they will be able to show that they can meet the learning outcome(s).

It remains the role of assessors and quality assurance staff to ensure that evidence for RPL meets the relevant outcomes of the qualification.

The centre manual contains further information on RPL.

## 6 Units

### Units

The qualifications comprise of a number of **units**. A unit describes what is expected of a competent person in particular aspects of his/her job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard. The practical and knowledge requirements from the National Occupational Standards are mapped to each assessment criteria.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied. There are two types of range: practical and knowledge. Practical range is specific to learning outcome which assess competence/practical skills. Knowledge range is specific to learning outcomes which assess knowledge and understanding. All of the units are underpinned with expected values and behaviours. These are detailed in Appendices 1 and 2.

### Unit numbering

Habia unit numbers in the National Occupational Standards begin with either 'CHB' for Combined hair hairdressing and barbering, 'C' for Combined hair, 'CH' for Combined hair hairdressing, 'CB' for Combined hair barbering, 'AH' for African type hair. City & Guilds unit numbers (three digit number placed in front of unit titles in both the handbook and logbooks) are to be used for candidate registration and results entries.

## Unit 209

## Perm and neutralise hair (CH5)

<b>UAN:</b>	M/506/9382
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	10
<b>GLH:</b>	93
<b>Unit aim:</b>	This standard is about carrying out basic perming and neutralising services to the satisfaction of your client. You will be required to demonstrate a number of winding techniques and the ability to conduct a range of tests on hair.
<b>Relationship to NOS:</b>	SKACH5
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and an <b>externally set</b> online test

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### Learning outcome

The learner will:

- 1 Be able to perm and neutralise hair

### Assessment criteria

The learner can:

- 1.1 Prepare for perming and neutralising services
  - a Prepare your client to meet salon's requirements (P2)
  - b Protect your client's clothing throughout the service (P3)
  - c Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
  - d Protect your client's hair and skin prior to perming (P20)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Wear personal protective equipment when using perming and neutralising chemicals (P4)
  - c Position your client to meet the needs of the service without causing them discomfort (P5)
  - d Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)

- e Keep your work area clean and tidy throughout the service (P7)
  - f Use working methods that minimise the risk of cross-infection (P8.2)
  - g Use working methods that ensure the use of clean resources (P8.4)
  - h Minimise the risk of harm or injury to yourself or others (P8.5)
  - i Promote environmental and sustainable working practices (P8.6)
  - j Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
  - k Dispose of waste materials (P11)
  - l Follow manufacturers' instructions when applying perming lotion and neutralisers evenly to all wound hair (P28.1)
  - m Follow manufacturers' instructions when monitoring and timing the development of the perming and neutralising processes (P28.2)
  - n Follow manufacturers' instructions when applying suitable conditioners, if necessary (P28.3)
- 1.3 Consult with clients about services and outcomes of tests
- a Ask your client relevant questions to identify if they have any contra- indications to perming services (P13)
  - b Record your client's responses to questioning (P14)
  - c Conduct necessary tests following manufacturers' instructions and recognised industry procedures (P15)
  - d Record the outcomes of tests on the client's record card (P16)
  - e Seek assistance from the relevant person when contra-indications and or reactions to tests cause doubts as to the suitability of the service for your client (P17)
- 1.4 Confirm with clients the desired effect
- 1.5 Select suitable products, tools and equipment
- a Choose products, tools and equipment based on the results of necessary tests, consultation with your client and factors influencing the service (P18)
  - b Prepare products following manufacturers' instructions (P19)
- 1.6 Carry out perming and neutralising services
- a Use working methods that minimise wastage of products (P8.1)
  - b Use working methods that make effective use of your working time (P8.3)
  - c Complete the service within a commercially viable time (P12)
  - d Use the correct sectioning techniques so that the hair is sectioned cleanly and evenly to achieve the desired look (P21)
  - e Use products and techniques taking into account factors influencing the service (P22)
  - f Confirm straightening has been achieved by the rearranging process, if required (P23)
  - g Leave the hair and scalp clean and free from chemicals and excess moisture prior to the winding process, if required (P24)
  - h Take meshes of hair which suit the size of the perm rod (P25)
  - i Maintain an even tension throughout the winding process (P26)
  - j Ensure all wound perm rods sit on their own base (P27)
  - k Confirm the required degree of curl has been achieved (P29)

- l Ensure the water temperature and flow suit your client's hair, scalp and comfort needs (P30)
  - m Leave the hair free of perm lotion when the desired degree of curl is achieved (P31)
  - n Remove excess moisture before neutralising without disturbing the wound hair (P32)
  - o Effectively apply the neutraliser to the hair, taking care not to disturb the wound hair (P33)
  - p Remove the perm rods without disturbing the curl formation (P34)
  - q Leave the hair free of neutraliser after the final rinse (P35)
  - r Identify any problems during the perming and neutralising processes and resolve them within the limits of your own authority to do so (P36)
  - s Refer problems you cannot resolve to the relevant person (P37)
  - t Achieve the correct degree of curl necessary for the final, desired look (P38)
- 1.7 Provide clients with advice and recommendations on the service(s) provided
- a Give your client advice and recommendations on the service provided (P39)

### Range

- (AC1.3) **Tests:** strand development  
elasticity  
porosity  
incompatibility
- (AC1.5) **Factors:** hair characteristics  
hair classification  
temperature  
direction and degree of movement required  
hair length  
length of re-growth  
colour treated hair
- (AC1.6) **Products:** barrier cream  
pre-perm treatments  
chemical rearranger  
perm lotions  
neutralisers  
post-perm treatments
- (AC1.6) **Sectioning techniques:** basic  
directional  
brick
- (AC1.7) **Advice and recommendations:** how to maintain their perm  
time interval between services  
additional products  
additional services

### Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affecting perming, neutralising and chemical rearranging services

## Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
  - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
  - b The range of protective clothing and products that should be available to yourself and clients (K3)
  - c Why it is important to use personal protective equipment (K4)
  - d The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K14)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
  - a The hazards and risks which exist in your workplace and the safe working practices which you must follow (K12)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
  - a Your salon's requirements for client preparation (K2)
  - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K7)
  - c Why it is important to position your tools and equipment for ease of use (K10)
  - d The different types of working methods that promote environmental and sustainable working practices (K13)
  - e The correct methods of waste disposal (K16)
- 2.4 Describe contact dermatitis and how it can be prevented
  - a What contact dermatitis is, and how to avoid developing it whilst carrying out perming and neutralising services (K5)
- 2.5 Explain the importance of questioning clients prior to and during services
  - a The legal significance of client questioning and the recording of client's responses to questioning (K18)
- 2.6 State the importance of preventing cross-infection and cross-infestation
  - a Why it is important to keep your work area clean and tidy (K8)
  - b Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K9)
  - c The different methods of cleaning, disinfecting and sterilisation used in salons (K11)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Regulations (COSHH)
- 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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

### Learning outcome

The learner will:

- 3 Understand the factors that influence the perming, neutralising and chemical rearranging services

### Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services
  - a Your salon's expected service times for perming and neutralising work (K17)
  - b How different factors can affect your choice of perming and neutralising products (K32)
  - c The different factors that influence the use of different sized perm rods (K34)
  - d How to adapt the application method of chemical re-arrangers when working on regrowth or virgin hair (K37)
- 3.2 Describe ways of dealing with any influencing factors
- 3.3 Explain why and when chemical re-arranging of the hair is necessary
  - a Why and when chemical re-arranging of the hair is necessary (K35)

### Range

(AC3.1) **Factors:** How different factors can affect your choice of perming and neutralising products

- hair characteristics

- hair classification
  - temperature
  - direction and degree of movement required
  - hair length
  - length of re-growth
  - colour treated hair
- 

### Learning outcome

The learner will:

- 4 Understand the science of the perming, neutralising and chemical rearranging services

### Assessment criteria

The learner can:

- 4.1 Describe how to recognise contra-indications and how they affect perming, neutralising and chemical rearranging services
    - a The importance of recognising any contra-indications to perming and neutralising services (K6)
    - b How and why the contra-indications can affect the delivery of perming services (K25)
  - 4.2 Explain why it is important to test the hair and scalp prior to and during perming, neutralising and chemical rearranging services
    - a Why it is important to record test results (K24)
    - b The importance of confirming straightening has been achieved by taking strand tests on different areas of the head and at suitable times in the rearranging process (K38)
  - 4.3 Describe when and how perming and neutralising tests are carried out
    - a The types and purposes of tests (K19)
    - b When and how tests should be carried out and the expected results (K20)
    - c Method of checking curl development by taking development test curls (K43)
    - d Confirm the required degree of curl has been achieved (K48)
  - 4.4 Explain how test results influence the perming, neutralising and chemically rearranging service
    - a How the results of tests can influence the perming service (K21)
    - b Potential consequences of failing to test (K22)
    - c The courses of action to take in the event of adverse reactions to tests (K23)
  - 4.5 Explain the effects on the hair structure when perming, neutralising and chemically rearranging hair
    - a The effects of chemical re-arrangers, perm lotions and neutralisers on the hair structure (K28)
    - b The importance and effects of restoring the hair's pH balance after the perming and neutralising process (K45)
  - 4.6 State the active ingredients in perming and neutralising products
    - a The active ingredients in perming and neutralising products (K27)
  - 4.7 Explain the effects that temperature has on the perming process
-

- a How temperature affects the perming process (K29)
  - b The importance of considering water temperature during the neutralising process (K44)
- 

### Range

(AC4.1) **Contra-indications (examples only):** How and why the contra-indications can affect the delivery of perming services

- history of previous allergic reaction to perming products
  - other known allergies
  - skin disorders
  - incompatible products
  - medical advice or instructions
  - previous chemical treatments
  - recent removal of hair extensions or plaits
- 

### Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used for perming, neutralising and chemical rearranging services

### Assessment criteria

The learner can:

- 5.1 Identify the techniques, tools, equipment and products available and the effects they achieve
    - a The types and purposes of equipment used during the perm development process (K30)
    - b The different types and uses of perm lotions, chemical rearrangers and neutralisers (K31)
    - c When to use different types of sectioning techniques and why (K33)
    - d Why different applicators are used when chemically rearranging and their effect on the hair and scalp (K36)
    - e When and why it is important to use pre-perm treatments (K40)
    - f Methods of applying perm lotions and neutralisers (K41)
    - g The types and uses of post-perm conditioners (K46)
  - 5.2 Explain the importance of following salon and manufacturers' instructions during perming, neutralising and chemical rearranging services
    - a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K15)
    - b The manufacturers' instructions for the specific perming and neutralising products in your salon (K26)
    - c The importance of accurate timing and thorough rinsing of products (K39)
  - 5.3 Identify the types and causes of problems that may occur during services
    - a The effects of overlapping products on previous chemically treated hair (K42)
-

- b Types and causes of problems that can occur during the perming and neutralising processes and how to resolve them (K49)
  - 5.4 Describe ways of dealing with perming, neutralising and chemical rearranging problems
  - 5.5 Outline the importance of using products cost effectively
    - a The importance of using products economically (K47)
  - 5.6 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
    - a The importance of providing advice and recommendations on the products and services provided in the salon (K50)
- 

### Range

(AC5.6) **Advice and recommendations:** additional services  
additional products

## Unit 209

## Perm and neutralise hair (CH5)

### Supporting Information

#### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 You must practically demonstrate in your everyday work that you have met the standard for perming and neutralising hair
- 3 Your Assessor will observe these aspects of your performance on **at least 2 occasions each on a different client**.
- 4 From the range, you must show that you have:
  - 1 of the observed performances must be carried out on a full head
  - used **3 out of the 6** the products\*
  - carried out **4 out of the 5** tests.
  - taken into account **all** the factors
  - carried out **1 out of the 3** sectioning techniques
  - given **all** the advice and recommendations
- 5 However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 213

## Fulfil salon reception duties (CHB13)

<b>UAN:</b>	R/506/9584
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	6
<b>GLH:</b>	47
<b>Unit aim:</b>	This standard is about the important skills of welcoming and receiving people entering the salon, handling enquiries, making appointments, dealing with client payments and generally maintaining the reception area. Dealing with people in a polite manner whilst questioning them to find out what they require forms an important part of this standard.
<b>Relationship to NOS:</b>	SKACHB13
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online test

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### Learning outcome

The learner will:

- 1 Be able to carry out salon reception duties

### Assessment criteria

The learner can:

- 1.1 Maintain the reception area
  - a ensure the reception area is clean and tidy at all times (P1)
  - b maintain the agreed levels of reception stationery (P2)
  - c ensure that product displays have the right levels of stock at all times (P3)
- 1.2 Attend to clients and respond to enquiries
  - a Offer clients hospitality to meet your salon's client care policies (P4)
  - b Attend to people in a polite manner (P5)
  - c Identify the purpose of enquiries (P6)
  - d Confirm appointments informing the relevant person (P7)
  - e Refer enquiries which cannot be dealt with to the relevant person for action (P8)
  - f Record messages and pass them on to the relevant person at the right time (P9)
  - g Provide clear information (P10)

- h Give confidential information only to authorised people (P11)
  - i Balance the need to give attention to individuals whilst ensuring others are not left without attention (P12)
- 1.3 Carry out the booking of appointments for salon services
- a Deal with all requests for appointments (P13)
  - b Identify client requirements for the service requested (P14)
  - c Confirm the client has had relevant tests when scheduling appointments (P15)
  - d Arrange for the client to have relevant tests, when necessary, within the limits of your authority (P16)
  - e Schedule appointments in a way that satisfies the client, the stylist and ensures the most productive use of salon time (P17)
  - f Confirm the appointment details are acceptable to the client (P18)
  - g Record appointment details to meet your salon's requirements (P19)
- 1.4 Manage payments from clients
- a Calculate total charges for the client (P20)
  - b Inform clients of charges (P21)
  - c Visually inspect purchases for condition and quality as they are processed for payment (P22)
  - d Establish the client's method of payment and acknowledge receipt of payments (P23)
  - e Ensure accepted payments are correct (P24)
  - f Record information about the sale to meet your salon's requirements (P25)
  - g Gain authorisation for accepting non-cash payments when the value exceeds the limit you are able to accept (P26)
  - h Inform clients when authorisation cannot be obtained for non-cash payments (P27)
  - i Identify and resolve, where possible, any discrepancies in payments within the limits of your own authority (P28)
  - j Refer payment discrepancies which you cannot resolve to the relevant person for action (P29)
  - k Give the correct change and issue receipts when required by clients (P30)
  - i Follow cash point security procedures at all times (P31)
  - j Identify and report low levels of change in time to avoid shortages (P32)

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### Range

- (AC1.2) **People:** who have different needs and expectations  
who have a complaint
  - (AC1.2) **Enquiries:** in person  
by telephone  
electronically
  - (AC1.3) **Appointments:** in person  
by telephone
  - (AC1.4) **Method of payment:** cash  
non-cash payment
-

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## Learning outcome

The learner will:

- 2 Understand salon and legal requirements for carrying out salon reception duties

## Assessment criteria

The learner can:

- 2.1 Outline salon procedures for reception duties
    - a your salon's procedures for:
      - (K1.1) maintaining the reception area
      - (K1.2) client care at reception
    - b what and how much reception stationery should be kept at your reception area (K4)
    - c your salon's procedures for:
      - (K11.1) maintaining confidentiality
      - (K11.2) taking messages
      - (K11.3) making and recording appointments
      - (K11.4) carrying out tests
      - (K11.5) dealing with suspected fraud
      - (K11.6) authorising non-cash payments when these are 'over limit'
      - (K11.7) personal safety
    - d the importance of checking that clients have had tests for specific services (K19)
    - e who to refer to with different types of enquiries(K17)
  - 2.2 Explain own responsibilities for reception duties
    - a the limits of your authority when maintaining the reception areas (K2)
    - b the limits of your authority when:
      - (K12.1) attending to people and enquiries
      - (K12.2) making appointments
      - (K12.3) carrying out tests
      - (K12.4) dealing with payments and discrepancies
    - c the person in your salon to whom you should refer reception problems (K18)
  - 2.3 Explain the importance of taking messages and the procedures for dealing with them
    - a the importance of taking messages and passing them on to the right person at the right time (K16)
  - 2.4 Outline the methods of communication and how to apply them effectively
    - a the importance to the salon's business of effective communication (K5)
    - b how and when to ask questions (K6)
    - c how to speak clearly in a way that suits the situation (K7)
    - d how to show you are listening closely to what people are saying to you (K8)
    - e how to adapt what you say to suit different situations (K9)
    - f how to show positive body language (K10)
  - 2.5 Explain the legal requirements of the Consumer Rights Act and the Data Protection Act/GDPR
    - a relevant rights, duties and responsibilities relating to the Consumer Rights Act and the Data Protection Act/GDPR (K20)
-

- b the consequences of breaking confidentiality (K21)
  - c the importance of checking and identifying any defects in retail products (K3)
- 

### Learning outcome

The learner will:

- 3 Know the operations of the salon

### Assessment criteria

The learner can:

- 3.1 Explain the salon's procedures for maintaining the reception area and the care of clients
    - a how to balance giving the correct amount of attention to individual clients whilst maintaining a responsibility towards other clients in busy trading periods (K25)
  - 3.2 Identify the products available for sale and the salon's services, their duration and cost
    - a the services available and their duration and cost (K22)
    - b the products available for sale and their cost (K23)
  - 3.3 Explain how to book and confirm clients' appointments
    - a The importance of confirming and making appointments correctly (K13)
    - b The types of information required to make an appointment (K14)
    - c The common systems available for making appointments such as manual and electronic (K15)
  - 3.4 Identify current discounts and special offers available
    - a how to identify any current discounts and special offers such as 2-for-1 offers and vouchers (K24)
  - 3.5 Outline methods of calculating payments
    - a common methods of calculating payments including point of sale technology and physical calculations (K26)
  - 3.6 Explain how to handle payments securely
    - a how to keep cash and other payments safe and secure (K27)
    - b the types of payment that you are authorised to accept (K28)
    - c how to gain electronic authorisation for payment cards (K29)
  - 3.7 Describe how to resolve any payment discrepancies that may occur
    - a how to identify and deal with discrepancies:
      - (K30.1) counterfeit payments
      - (K30.2) invalid currency
      - (K30.3) suspected stolen cheques, credit cards and payment cards
      - (K30.4) invalid card
      - (K30.5) incorrect completion of cheque
      - (K30.6) payment disputes
    - b how to deal with customers offering suspect tender or suspect non-cash payments (K31)
    - c consequences of failure to handle payments correctly (K32)
-

## Unit 213

## Fulfil salon reception duties (CHB13)

### Supporting Information

#### ***Evidence requirements***

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 You must practically demonstrate in your work situation that you have met the standards for fulfilling salon reception duties.
- 3 Your Assessor will observe these aspects of your performance on **at least 1 occasion**.
- 4 From the range statement, you must show that you have:
  - handled **1 of the 2** types of people
  - handled **2 of the 3** types of enquiries
  - handled **both** types of appointments
  - handled **both** the methods of payment
- 5 However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 219

## Colour and lighten men's hair (CB6)

<b>UAN:</b>	H/506/9363
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	14
<b>GLH:</b>	122
<b>Unit aim:</b>	This standard is about changing hair colour using semi-permanent, quasi-permanent, permanent and lightening products. This standard covers the ability to colour a full head, a partial head, re-growth and the creation of highlight and lowlight effects. The ability to take into account a variety of factors and any contra-indications is required.
<b>Relationship to NOS:</b>	SKACB6
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online test

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### Learning outcome

The learner will:

- 1 Be able to colour and lighten men's hair

### Assessment criteria

The learner can:

- 1.1 Prepare for men's colouring and lightening services
  - a prepare your client to meet salon's requirements protect your client's clothing throughout the service (P2)
  - b ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a maintain your responsibilities for health and safety throughout the service (P1)
  - b wear personal protective equipment when using colouring and or lightening chemicals (P3)
  - c position your client to meet the needs of the service without causing them discomfort (P4)

- d ensure your own posture and position whilst working minimise fatigue and the risk of injury (P5)
  - e keep your work area clean and tidy throughout the service (P6)
  - f use working methods that:
    - (P7.1) minimise the wastage of products
    - (P7.2) minimise the risk of cross-infection
    - (P7.3) make effective use of your working time
    - (P7.4) ensure the use of clean resources
    - (P7.5) minimise the risk of harm or injury to yourself and others
    - (P7.6) promote environmental and sustainable working practices
  - g follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P9)
  - h dispose of waste materials (P10)
- 1.3 Consult with clients about the service and the outcome of tests
- a ask your client relevant questions to identify if they have any contra-indications to colouring and or lightening services (P12)
  - b record your client's responses to questions (P13)
  - c conduct all necessary tests following manufacturers' instructions and recognised industry procedures (P14)
  - d record the outcomes of tests on the client's record card (P15)
  - e confirm the desired effect with your client prior to the application of products (P23)
- 1.4 Confirm with clients the desired effect
- 1.5 Select suitable products, tools and equipment
- a seek assistance from the relevant person when contra-indications and or reactions to tests cause doubts as to the suitability of the service for your client (P16)
  - b choose products, tools and equipment based on the results of necessary tests, consultation with your client and relevant factors influencing the service (P19)
  - c prepare materials to meet the application requirements, when necessary (P20)
  - d prepare products to meet manufacturers' instructions (P21)
  - e prepare your client's hair and protect their skin, where necessary, prior to service. (P22)
- 1.6 Carry out colouring and lightening services on men's hair
- a complete the service within a commercially viable time (P11)
  - b section the hair cleanly and evenly to assist the application of products (P24)
  - c apply products taking into account relevant factors influencing the service (P25)
  - d use colour and lightening techniques suitable for achieving the desired look and following manufacturers' instructions (P26)
  - e apply products in a way that minimises the risk of the product being spread to your client's skin, clothes and surrounding area (P27)
  - f time the development of products following manufacturers' instructions (P28)
  - g confirm the required result has been achieved by taking strand tests at suitable times throughout the process (P29)
  - h massage the hair and scalp to emulsify the colour, as necessary, prior to removal, following manufacturers' instructions (P30)

- i remove from the hair products that have developed, avoiding disturbance to areas still processing (P31)
  - j remove colouring or lightening materials from hair with minimum discomfort to your client (P32)
  - k leave the hair and scalp free of products after the desired effect is achieved (P33)
  - l identify any problems during the services and resolve them within the limits of your own authority (P34)
  - m refer problems which cannot be resolved to the relevant person (P35)
  - n achieve the desired effect to the satisfaction of your client (P36)
- 1.7 Provide clients with advice and recommendations on the service(s) provided
- a base your recommendations on an evaluation of your client's hair and its potential to achieve the effect required (P17)
  - b inform your client of the likely cost, duration and expected outcome of the service (P18)
  - c give your client advice and recommendations on the service provided (P37)

### Range

- (AC1.2) **Products:** semi-permanent  
quasi-permanent  
permanent  
lighteners  
toners
- (AC1.3) **Tests:** skin  
incompatibility  
porosity  
elasticity  
colour
- (AC1.5) **Factors:** hair classifications  
hair characteristics  
temperature  
existing colour of hair  
percentage of white hair  
test results  
strength of hydrogen peroxide  
hair length  
skin tone
- (AC1.6) **Colouring and lightening techniques:** full head virgin application  
re-growth application  
partial head application  
highlights or lowlights
- (AC1.7) **Advice and recommendations:** how to maintain their colour  
time interval between services  
present and future products and services

### Learning outcome

The learner will:

- 02 Know how health and safety policies and procedures affect men's colouring and lightening services

## Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
    - a your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
    - b the types of protective clothing and products that should be available to yourself and clients (K3)
    - c the current legal requirements and guidance relating to age restrictions for colouring and lightening services. (K12)
    - d why colouring and lightening services should not be carried out on minors under 16 years of age (K13)
    - e the importance of personal hygiene and presentation in maintaining health and safety in your workplace (K15)
  - 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
    - a the hazards and risks which exist in your workplace and the safe working practices which you must follow (K8)
    - b the dangers associated with the inhalation of powder lighteners (K56)
  - 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
    - a your salon's requirements for client preparation (K2)
    - b how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K4)
    - c the safety considerations which must be taken into account when colouring and lightening hair (K10)
    - d the different types of working methods that promote environmental and sustainable working practices (K11)
    - e the correct methods of waste disposal (K17)
    - f the importance of preparing your client's hair and protecting their skin prior to service. (K38)
    - g the importance of applying products in a way that minimises the risk of the product being spread to your client's skin, clothes and surrounding area) (K45)
    - h the precautions that must be taken when using powder and other lighteners (K57)
  - 2.4 Describe contact dermatitis and how it can be prevented
    - a what contact dermatitis is, and how to avoid developing it whilst carrying out colouring services (K14)
  - 2.5 Explain the importance of questioning clients prior to and during services
    - a the legal significance of client questioning and the recording of clients' responses to questioning (K22)
    - b the importance of confirming the desired effect with your client prior to the application of products (K39)
    - c the importance of confirming the clients satisfaction (K60)
  - 2.6 State the importance in preventing cross-infection and cross-infestation
    - a why it is important to keep your work area clean and tidy (K5)
-

- b methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K6)
  - c methods of cleaning, disinfecting and sterilisation used in salons (K9)
- 

## Range

- (AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role
- 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 Regulations (COSHH)
  - 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
- (AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices
- reducing waste and managing waste (recycle, reuse, safe disposal)
  - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
  - reducing water usage and other resources
  - preventing pollution
  - using disposable items (easy dry towels)
  - using recycled, eco friendly furniture
  - using low chemical paint
  - using organic and allergy free hair products
  - using ultra-low ammonia hair colourants
  - using environmentally friendly product packaging
  - choosing responsible domestic products (Fairtrade tea and coffee)
  - encouraging carbon reducing journeys to work
- (AC2.4) **Colouring services (examples only):** The different types of colouring services available for men
- dip dye
  - block
  - ombre colour
  - shoe shine
  - cap/foil highlights or lowlights
  - pulled through highlights or lowlights (services could include combs, spatula, cap, foil or film pull-through strips, cones)
- 

## Learning outcome

The learner will:

- 3 Understand the factors that influence men's colouring and lightening services

## Assessment criteria

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The learner can:

- 3.1 Explain the factors that may influence the services provided
    - a the importance of making effective use of you time and your salon's expected service times for basic colouring and lightening work (K18)
    - b the different factors that must be taken into consideration prior to and during colour and lightening and how these impact on the services (K42)
    - c the factors that must be taken into account to judge the quantity of hair to be woven to achieve a balanced look (K43)
  - 3.2 Describe ways of dealing with any influencing factors
    - a the different factors that must be taken into consideration prior to and during colour and lightening and how these impact on the services (K42)
- 

### Range

(AC<sub>3.1</sub>) **Factors:** The different factors that must be taken into consideration prior to and during colour and lightening and how these impact on the services

- hair classifications
  - hair characteristics
  - temperature
  - existing colour of hair
  - percentage of white hair
  - test results
  - strength of hydrogen peroxide
  - hair length
  - skin tone
- 

### Learning outcome

The learner will:

- 04 Understand the science of colouring and lightening hair

### Assessment criteria

The learner can:

- 4.1 Explain the importance of testing hair and scalp prior to and during colouring and lightening
    - a the importance of recognising any contra-indications to colouring and lightening services (K20)
    - b why contra-indications can affect the delivery of colouring and lightening services (K21)
  - 4.2 Explain the importance of testing hair and scalp prior to and during colouring and lightening
    - a the importance of constantly monitoring the development of lightening products (K46)
  - 4.3 Describe when and how colouring and lightening tests are carried out
    - a when and how tests should be carried out and the importance of recording test results (K24)
-

- 4.4 Explain how test results influence colouring and lightening services
    - a the courses of action to take in the event of adverse reactions to tests (K25)
  - 4.5 Explain the effects on the hair structure when colouring and lightening
    - a the effect of different colouring and lightening products on the hair structure (K30)
    - b how the different strengths of hydrogen peroxide influence colouring and lightening (K32)
    - c how porosity levels can affect the choice and application of products and the final results (K33)
    - d the importance of restoring the hair's pH balance after the colouring and lightening process (K49)
  - 4.6 Describe the effects of natural and artificial light on hair colour
  - 4.7 Explain the principles of colour selection
    - a the principles of colour selection, including the International Colour Chart (ICC) (K28)
    - b how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten (K29)
  - 4.8 Explain the effects that temperature has on the colouring and lightening process
    - a effects of temperatures on the application and development of colouring and lightening products (K34)
- 

### Range

- (AC4.1) **Contra-indications (examples only):** the importance of recognising any contra-indications to colouring and lightening services history of previous allergic reaction to colouring products  
other known allergies  
skin disorders  
incompatible products  
medical advice or instructions  
evident hair damage  
age restrictions
- 

### Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used for men's colouring and lightening services

### Assessment criteria

The learner can:

- 5.1 Identify the tools, equipment and products available and the effects they achieve
    - a when to use the different types of lighteners and toners available (K31)
    - b the types of colouring, lightening and toning products available, including temporary colours (K35)
    - c the types of tools, materials and equipment used for highlighting and lowlighting hair (K37)
-

- d when and how shampoos and conditioners should be used when colouring and lightening hair (K47)
- 5.2 Describe the different methods for applying and removing colouring and lightening products
  - a how to handle the hair when weaving to maintain an even tension and to secure the materials to prevent seepage (K40)
  - b why it is important to avoid disturbing areas still processing when removing products from developed areas (K48)
  - c methods of applying and removing colouring and lightening products and materials (K50)
- 5.3 State the importance of following salon and manufacturers' instructions during colouring and lightening services
  - a suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K16)
  - b the importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these tests (K23)
  - c the importance of following manufacturers' instructions when measuring, mixing and timing colouring and lightening products (K36)
  - d the importance of using clean and even to assist application of products (K41)
  - e why it is important to emulsify colour prior to removal (K52)
- 5.4 Identify the types and causes of problems that may occur during the services
  - a the types and causes of colouring and lightening problems that may occur during processing (K53)
  - b the potential risks of using lightening products on previously chemically treated hair. (K55)
- 5.5 Describe ways of dealing with colouring and lightening problems
  - a when and why to carry out colour refreshing techniques the different colour, lowlighting and highlighting techniques (K44)
  - b ways of resolving simple colouring and lightening problems that may occur during processing (K54)
  - c the limits of your authority for resolving colouring and lightening problems (K58)
  - d the person to whom you should report problems you cannot resolve (K59)
- 5.6 Outline the importance of using products cost effectively
  - a the importance of minimising wastage of products (K7)
  - b the importance of using products economically (K51)
- 5.7 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
  - a the importance of making effective use of you time and your salon's expected service times for basic colouring and lightening work (K18)
  - b the different types of colouring services available for men (K19)
  - c the importance of basing your recommendations on an evaluation of your client's hair and its potential to achieve the effect required (K26)
  - d the importance of informing your client on likely cost, duration and expected outcome of the service (K27)

- e the importance of providing advice and recommendations on the products and services provided in the salon (K61)
- 

**Range**

(AC5.7) **Advice and recommendations:** additional services  
additional products

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for changing men's hair colour.
3. Your assessor will observe your performance on **at least 4 occasions, each on different clients**.
4. From the range, you must show that you have:
  - used **4 of the 5** types of products
  - carried out **all** the tests
  - taken into account **all** the factors
  - used **3 of the 4** colouring and lightening techniques
  - given **all** the advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 304

## Provide client consultation services (CHB14)

<b>UAN:</b>	A/506/9367
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	68
<b>Unit aim:</b>	This standard is about providing a comprehensive consultation and advisory service to clients. Client consultation is critical to the success of all technical services ensuring that you fully engage with your client to meet their needs and expectations.
<b>Relationship to NOS:</b>	SKACHB14
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and an <b>externally set</b> online test

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### Learning outcome

The learner will:

- 1 Be able to provide consultation for hair services

### Assessment criteria

The learner can:

- 1.1 Prepare for the consultation services
  - a Use visual aids to present clients with suitable ideas to help them reach a decision (P3)
  - b Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P6)
  - c Identify from your client's previous records, when available, any factors likely to affect future services (P8)
- 1.2 Carry out consultation services
  - a Use consultation techniques in a courteous and supportive manner (P1)
  - b Ask relevant questions in a way your client will understand (P2)
  - c Encourage your client to express their wishes, views and concerns and allow sufficient time for them to do this (P4)

- d Conduct visual checks and any necessary tests on the hair, skin and scalp to meet specified procedures (P7)
- e Identify factors limiting or affecting services and the choice of products (P9)
- f Deal with analysis problems (P11)
- g Ensure your client records are up-to-date, accurate and complete (P16)
- 1.3 Analyse hair and scalp
  - a Base recommendations on the outcomes of your analysis of the client's hair characteristics and hair classifications, skin and scalp condition (P14)
- 1.4 Provide clients with advice and recommendations
  - a Explain the implications of agreed barbering services in a way your client can understand (P5)
  - b Recommend suitable courses of action if your client's needs cannot be met (P10)
  - c Reflect, clarify and review products and service options available to the client (P12)
  - d Agree services, products and outcomes that are acceptable to your client and meet their needs (P13)
  - e Base recommendations on the outcomes of your analysis of the client's hair characteristics and hair classifications, skin and scalp condition (P14)
  - f Make suggestions about alternative services and products if you decide your client's requirements are unrealistic (P15)
  - g Identify your client's current hair care regime (P17)
  - h Explain the impact of your client's current hair care regime on future barbering services (P18)
  - i Give your client advice on ways of improving their current hair care regime (P19)

## Range

- (AC1.2) **Consultation techniques:** Questioning  
Observation
- (AC1.2) **Client:** New  
Regular
- (AC1.2) **Factors limiting or affecting services:** adverse hair, skin and scalp conditions  
incompatibility of previous services and products used  
client's lifestyle  
test results
- (AC1.4) **Implications:** Cost and frequency of maintenance  
Limitations to other services  
Changes to their existing hair and scalp care regime
- (AC1.4) **Courses of action:** offering information, advice and guidance  
referral to sources of support in line with your salons procedure
- (AC1.4) **Hair characteristics:** hair density  
hair texture  
hair elasticity  
hair porosity  
hair condition  
hair growth patterns
- (AC1.4) **Hair classification:**

- Type 1 – straight hair
  - Type 2 – wavy hair
  - Type 3 – curly hair
  - Type 4 – very curly hair
- 

## Learning outcome

The learner will:

- 2 Understand the relevant policies and procedures when carrying out consultation services

## Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
    - a Your responsibilities under current relevant health and safety legislation and any other relevant legislation (K12)
    - b Your responsibilities and reasons for maintaining your own personal hygiene, protection and appearance (K14)
    - c Salon procedures and manufacturers' instructions in relation to conducting tests (K17)
  - 2.2 Explain the importance of following current relevant legislation
    - a The importance of not discriminating against clients with illnesses and disabilities and why (K5)
    - b Your legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services (K13)
    - c The importance of confirming and recording the course of action that is to be taken for the client (K26)
    - d How to complete the client records used in your organisation and the importance and reasons for gaining client consent (K29)
    - e The importance of the correct completion, storage and security of client records (K30)
    - f The importance of confidentiality and what might happen if this is not maintained (K31)
  - 2.3 Describe how to communicate effectively when carrying out consultation services
    - a The importance of creating a setting in which clients feel comfortable (K1)
    - b How to explore clients' expectations, concerns and needs and explain any service limitations (K2)
    - c The importance and means of showing the client courtesy, empathy and sensitivity throughout their visit (K3)
    - d How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender (K4)
    - e The importance of engaging in conversation and making openings in conversations to encourage clients to speak (K6)
    - f The different types of visual aids that can support client consultation (K7)
    - g The cost and frequency of maintenance for all services (K9)
-

- h The duration, commitment and time required to carry out and maintain services (K10)
  - i The implications of changes to their existing hair and scalp regime (K11)
  - j The importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist (K22)
  - k The limits and boundaries of your duties and responsibilities and why it is important to explain these to the client (K25)
  - l The importance of providing advice and recommendations on the products and services provided in the salon (K32)
  - m How to maintain their agreed style (K33)
- 2.4 Explain the roles and responsibilities of specialist service providers
- a The types of additional sources of services, treatments and support that may be of interest to clients (K8)
  - b Your salon's policy for referring clients to other salons, sources and professionals (K23)
  - c The role of the other professional such as pharmacist, trichologist, general practitioner, and the specialist services they can offer (K24)

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## Range

(AC2.2) **Health and safety legislation:** Your responsibilities under current relevant health and safety legislation, standards and guidance such as Health and Safety at Work Act and other relevant legislation

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences 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 Regulations (COSHH)
- 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/GDPR
- Working Time Directives
- Cosmetic Products Regulations
- Consumer Rights Act
- Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations)
- Trade Descriptions Act
- Consumer Protection legislation
- Disability Discrimination Act

(AC2.3) **Advice and recommendations:** additional services  
additional products

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## Learning outcome

The learner will:

- 3 Understand the science of hair, skin and scalp

## Assessment criteria

The learner can:

- 3.1 Describe different hair characteristics and classifications, and how they affect services and the choice of products
    - a How different types of hair characteristics impact on products and services (K27)
    - b How different types of hair classification impact on products and services (K28)
  - 3.2 Explain the structure and function of hair and skin
    - a The basic structure of hair and skin (K18)
  - 3.3 Describe the growth cycle of hair
    - a The growth cycle of hair (K19)
  - 3.4 Explain why it is important to identify factors that may limit or affect services
  - 3.5 Explain how factors may limit or affect services and choice of products
    - a How different factors limit or affect the services and products that can be offered to clients (K20)
  - 3.6 Describe when and how tests are carried out
    - a The types and purposes of tests (K16)
  - 3.7 Explain how test results influence services
    - a The importance of carrying out tests and the potential consequences of failing to do so (K15)
  - 3.8 Describe how to recognise adverse hair, skin and scalp conditions and their possible causes
    - a How to visually recognise adverse hair and scalp conditions (K21)
- 

## Range

- (AC3.5) **Factors limiting or affecting services:** How different factors limit or affect the services and products that can be offered to clients
- adverse hair, skin and scalp conditions
  - incompatibility of previous services and products used
  - client's lifestyle
  - test results
- (AC3.8) **Adverse hair and scalp conditions:** How to visually recognise adverse hair and scalp conditions and contra-indications:
- ringworm
  - impetigo
  - scabies
  - eczema
  - alopecia
  - psoriasis
  - folliculitis
  - dandruff
  - keloid scarring
  - ingrowing hair
  - head lice
-

## Unit 304

## Provide client consultation services (CHB14)

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You will need to demonstrate in your everyday work that you have met the standard for developing client consultancy skills.
3. Your Assessor will observe these aspects of your performance as part of all technical observations and will be recorded on **at least 5 occasions**. **These recorded observations must cover different technical services.**
4. From the range statement, you must show you:
  - have consulted with new and regular clients
  - have used **all** the means of identifying clients' wishes
  - have adapted your advice to take into account the factors limiting or affecting services
  - have identified or can describe the problems.
  - have taken into account **all** hair characteristics
  - used **3 of the 4** classifications
  - given **all** the advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 305

## Provide a variety of relaxing services (AH7)

<b>UAN:</b>	Y/506/9361
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	9
<b>GLH:</b>	82
<b>Unit aim:</b>	This standard is about providing prescriptive relaxing services. The ability to analyse relaxing issues, deal with chemically treated hair, sensitised hair and plan and agree a course of action is required, as treatment may need to span a period of time and a number of appointments.
<b>Relationship to NOS:</b>	SKAAH7
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and an <b>externally set</b> online test

### Learning outcome

The learner will:

- 1 Be able to provide a variety of relaxing services

### Assessment criteria

The learner can:

- 1.1 Prepare for relaxing services
- 1.2 Apply safe and hygienic methods of working throughout service
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Prepare your client to meet salon's requirements (P2)
  - c Protect your client's clothing throughout the service (P3)
  - d Position your client to meet the needs of the service without causing them discomfort (P4)
  - e Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P5)
  - f Keep your work area clean and tidy throughout the service (P6)
  - g Use working methods that:
    - (P7.1) minimise wastage of products

- (P7.2) minimise the risk of cross-infection
- (P7.3) make effective use of your working time
- (P7.4) ensure the use of clean resources
- (P7.5) minimise the risk of harm or injury to yourself and others
- (P7.6) promote environmental and sustainable working practices
- h Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
- i Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P9)
- j Dispose of waste materials (P10)
- k Protect the hairline and scalp prior to relaxing (P27)
- 1.3 Consult with clients about services and outcomes of test
  - a Use analysis techniques to establish the nature and extent of the relaxing service required by your client (P12)
  - b Identify from your client's previous records, where available, their hair history and how this may affect the relaxing service (P13)
  - c Ask your client questions to identify if they have any contra-indications to relaxing services (P14)
  - d Ask your client questions to gather information on their relaxing issues and the result they would like to see (P15)
  - e Record your client's responses to questioning (P16)
  - f Conduct a range of tests on your client's hair and skin following manufacturers' instructions and recognised industry procedures (P17)
- 1.4 Confirm with clients the desired effect
- 1.5 Evaluate the suitability of products, tools and equipment for relaxing services
  - a Take a suitable course of action when contra-indications and or reactions to tests cause doubts to the suitability of the relaxing service for the client (P18)
  - b Identify available service options and products for resolving your client's relaxing issues based on the results of your analysis (P19)
  - c Present suitable options for a course of action in a way your client will understand (P20)
  - d Base your recommendations on the results of your analysis (P21)
  - e Explain the likelihood of achieving and maintaining the required degree of straightness to your client (P22)
  - f Explain any restrictions your recommendations may have on further hairdressing services (P23)
  - g Gain and record your client's agreement to the service, products and anticipated outcome (P24)
  - h Choose products and tools based on the results of your analysis, tests, consultation with your client and factors influencing the service (P25)
- 1.6 Carry out a variety of relaxing services
  - a Complete the service within a commercially viable time (P11)
  - b Prepare products following manufacturers' instructions (P26)
  - c Protect the hairline and scalp prior to relaxing (P27)

- d Apply a pre-relaxing treatment to even out the hair porosity or protect previously chemically treated hair (P28)
  - e Prepare your client's hair for the:
    - (P29.1) products to be used
    - (P29.2) relaxing service required
    - (P29.3) method of application
    - (P29.4) manufacturer's instructions
  - f Select and use relaxing products from the same product line throughout the service following the manufacturer's instructions (P30)
  - g Apply the type and quantity of product to meet the requirements of your analysis and the required result (P31)
  - h Carry out the relaxing service, taking account of influencing factors (P32)
  - i Use application techniques that minimise the risk of relaxer being spread to the client's skin, clothes and surrounding areas (P33)
  - j Frequently monitor the development of the product, taking strand tests, as required (P34)
  - k Modify and adapt your planned course of action to resolve any unforeseen problems (P35)
  - l Monitor the comfort of your client at regular intervals throughout the relaxing service (P36)
  - m Achieve a degree of straightness anticipated (P37)
  - n Remove chemicals in a way that minimises the risk of damage to the hair by following manufacturer's instructions (P38)
  - o Adapt the water temperature, pressure and direction to protect the hair condition (P39)
  - p Restore the hair's pH balance using a suitable post relaxing treatment (P40)
- 1.7 Assess any relaxing problems and implement suitable action
- a Modify and adapt your planned course of action to resolve any unforeseen problems (P35)
- 1.8 Provide clients with advice and recommendations on the service(s) provided
- a Explain the likelihood of achieving and maintaining the required degree of straightness to your client (P22)
  - b Explain any restrictions your recommendations may have on further hairdressing services (P23)
  - c Give your client advice and recommendations on the service provided (P41)

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## Range

(AC1.2) **Products:** scalp protectors

sodium relaxer  
 non-sodium relaxer  
 pre-relaxing treatments  
 post-relaxing treatments  
 normalising shampoo

(AC1.3) **Tests:** elasticity

porosity  
 strand

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- (AC1.3) **Relaxing services:** correction of under processing
    - partial relaxing
    - relaxing varying texture on the same head
    - relaxing coloured hair
  - (AC1.3) **Analysis:** hair characteristics
    - hair classifications
    - scalp condition
    - previous chemical services
    - degree of relaxation required
    - target area to be relaxed
    - varying degree of elasticity
    - varying degree of porosity
  - (AC1.5) **Tools:** tail combs
    - wide tooth combs
    - hands
    - tint brushes
  - (AC1.6) **Factors:** temperature
    - time
    - sequence of application
    - white hair
    - degree of product build-up
  - (AC1.8) **Advice and recommendations:** how to maintain their look
    - time interval between services
    - additional products
    - additional services
- 

## Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect relaxing services

## Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
    - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
    - b The range of protective clothing and products that should be available for clients (K3)
    - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K11)
    - d Regulations in relation to the use of relaxing and normalising products (K25)
  - 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
    - a The hazards and risks which exist in your workplace and the safe working practices you must follow (K8)
  - 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
    - a Your salon's requirements for client preparation (K2)
-

- b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K4)
  - c The safety considerations which must be taken into account when performing the relaxing service (K6)
  - d The different types of working methods that promote environmental and sustainable working practices (K9)
  - e The correct methods of waste disposal (K13)
- 2.4 Describe contact dermatitis and how it can be prevented
- 2.5 Explain the importance of questioning clients prior to and during relaxing services
- a The legal significance of client questioning and the recording of client's responses (K15)
  - b The importance of presenting and agreeing a course of action in a way your client will understand (K26)
  - c The discomforts clients may experience during the relaxing process and why it is important to check on their wellbeing (K56)
- 2.6 Explain the importance of preventing cross-infection and cross-infestation
- a Why it is important to keep your work area clean and tidy (K5)
  - b Methods of cleaning, disinfection and sterilisation used in salons (K7)
  - c Methods of working safely and hygienically that minimises the risk of cross-infection and cross-infestation (K10)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Regulations (COSHH)
- 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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging

- choosing responsible domestic products (Fairtrade tea and coffee)
  - encouraging carbon reducing journeys to work
- 

### Learning outcome

The learner will:

- 3 Understand the factors that may influence relaxing services

### Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services
    - a Your salon's expected service times for relaxing hair (K14)
    - b How hair characteristics may impact on relaxing hair (K27)
    - c The different hair classifications and how these may impact on relaxing hair (K28)
    - d The factors that should be considered when selecting sodium or non-sodium relaxing products (K30)
  - 3.2 Describe ways of dealing with any influencing factors
- 

### Learning outcome

The learner will:

- 4 Understand the science of relaxing hair

### Assessment criteria

The learner can:

- 4.1 Describe how to recognise contra-indications and how they affect relaxing services
    - a How and why the contra-indications can affect the delivery of the relaxing service to clients (K16)
  - 4.2 Explain why it is important to test the hair and scalp prior to and during relaxing services
    - a Potential consequences of failing to conduct tests (K20)
    - b Why it is important to record test results (K21)
  - 4.3 Describe when and how relaxing tests are carried out
    - a When and how tests should be carried out and the expected results (K18)
    - b The method of checking relaxer development (K45)
    - c The method of checking development when texturising (K46)
  - 4.4 Explain how test results influence the relaxing services
    - a How the hair and scalp analysis can affect the choice of products used (K17)
    - b How the results of tests can influence the relaxing service (K19)
    - c The courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (K22)
  - 4.5 Explain the effects on the hair structure when providing relaxing services
-

- a The effects of relaxing products on the hair structure (K29)
  - b How lithium, calcium and guanidine behave to change the hair structure (K40)
  - c The implications of using a hydroxide based product on ammonium thioglycolate treated hair (K41)
  - d How to identify the difference between hair porosity and natural keratinisation (K42)
  - e How to texturise hair (K44)
  - f How neutralising shampoos work and their affect on the hair structure (K49)
  - g The importance and effects of restoring the hair's pH balance after the relaxing process (K52)
- 

### Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used for relaxing services

### Assessment criteria

The learner can:

- 5.1 Identify the tools, equipment and products available and the effects they achieve
    - a The different types and uses of available pre and post-relaxing treatments (K31)
    - b Thee different types of applicators used during relaxing treatments (K33)
    - c Why it is important to use scalp protectors (K34)
    - d The benefits and effects within pre and post treatments (K35)
    - e The difference between sodium and non-sodium relaxing products (K38)
  - 5.2 Describe methods of applying relaxing products
    - a The importance of preparing the client hair prior to the relaxing services (K37)
    - b The sequence of product application to correct the relaxing services in the range and why this is important (K39)
    - c The percentage of the hair length that is acceptable to leave when transferring from an ammonium thioglycolate based product to a hydroxide based product (K43)
  - 5.3 State the importance of following salon and manufacturers' instructions during relaxing services
    - a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products you must follow (K12)
    - b The manufacturers' instructions for the types of relaxing products used in your salon (K32)
    - c The importance of accurate timing (K53)
    - d Why it is necessary for the thorough rinsing of products (K54)
  - 5.4 Explain the types and causes of relaxing problems
    - a The causes of mid length, end and root under-processing and how to correct them (K47)
    - b The consequences of under-processing and over-processing the hair (K48)
    - c How neutralising shampoos work and their affect on the hair structure (K49)
-

- d The potential consequences of using relaxing products on colour treated hair and white hair and how to deal with them (K51)
  - 5.5 Describe ways of dealing with relaxing problems
    - a Your own limits of authority for resolving relaxing issues (K23)
    - b The person to whom you should report problems that you cannot resolve (K24)
    - c When corrective relaxing treatments should not be used (K50)
    - d How to deal with scalp irritation during and after the relaxing process (K57)
  - 5.6 Outline the importance of using products cost effectively
    - a The importance of using products economically (K36)
  - 5.7 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
    - a The importance of having a sufficient time lapse between relaxing and a corrective relaxing service (K55)
    - b The importance of providing advice and recommendations on the products and services provided in the salon (K58)
- 

### Range

- (AC5.7) **Advice and recommendations:** additional services  
additional products

## Unit 305

## Provide a variety of relaxing services (AH7)

### Supporting Information

#### **Evidence requirements**

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for providing a variety of relaxing services.
3. Your Assessor will observe your performance on **at least 4 occasions**.
4. From the range, you must show that you have:
  - used **all** types of products listed
  - carried out **all** the tests listed
  - provided **all** relaxing services listed
  - covered **all** the analysis areas listed
  - used **2 out of the 4** tools listed
  - considered **all** the factors listed
  - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 308

## Contribute to the financial effectiveness of the business (CHB18)

<b>UAN:</b>	H/506/9587
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	7
<b>GLH:</b>	55
<b>Unit aim:</b>	This standard is about the monitoring and effective use of salon resources and meeting productivity and development targets to make a positive contribution to the effectiveness of the business. You are also required to ensure that individuals who may assist you to deliver services to clients work effectively too.
<b>Relationship to NOS:</b>	SKACHB18
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and assignment

### Learning outcome

The learner will:

- 1 Be able to contribute to the financial effectiveness of the salon business

### Assessment criteria

The learner can:

- 1.1 Implement salon procedures for use and monitoring of resources
  - a follow your salon procedures for monitoring the use of resources (P1)
  - b ensure information relating to stock levels is obtained from colleagues in time to coincide with your salon ordering system (P2)
  - c use resources in a way which complies with legal and salon requirements (P3)
  - d use working methods that promote environmental and sustainable working practices (P4)
  - e check all deliveries are accurate and complete against order documentation reporting any inaccuracies and or damages (P5)
  - f identify and resolve any problems with resources within the limits of your authority (P6)

- g report any resource problems you cannot resolve to the relevant person (P7)
  - h make constructive recommendations to improve the use of resources to the relevant person (P8)
  - i make recommendations which clearly show the benefits of implementing your suggestions (P9)
  - j ensure records for which you are responsible are accurate, legible and up-to-date (P10)
- 1.2 Implement agreed productivity and development targets
- a set, agree and record your productivity and development targets with the relevant person to meet the needs of the business (P11)
  - b seek opportunities that will help you to meet your productivity and development targets (P12)
  - c regularly review and record your progress towards the achievement of your productivity and development targets (P13)
- 1.3 Analyse achievement of productivity and development targets
- a adjust your activities in a way that will help you to meet your productivity and development targets (P14)
  - b meet your set productivity and development targets consistently and within the agreed timescale (P15)
- 

### Range

(AC1.1) **Resources:** human  
stock  
tools and equipment  
time

(AC1.2) **Productivity and development targets:** retail sales  
technical services  
personal learning

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### Learning outcome

The learner will:

- 2 Understand salon procedures and legal requirements for the financial effectiveness of the salon business

### Assessment criteria

The learner can:

- 2.1 Describe the salon procedures and legal requirements for the use and monitoring of resources
- a your salon's requirements relating to the use of the resources in the range (K1)
  - b the critical aspects of current legal requirements relevant to your business relating to the use of resources (K2)
- 2.2 Describe the salon procedures and legal requirements relating to the sale of retail products
- a current legal requirements relating to the sale of retail goods (K3)
-

- 2.3 Explain working methods that promote environmental and sustainable practices
  - a the different types of working methods that promote environmental and sustainable working practices (K4)
- 2.4 State own limits of authority in relation to use of resources
  - a your own limits of authority in relation to the use of resources (K5)
- 2.5 State to whom to report recommendations
  - a to whom to report recommendations (K6)
- 2.6 Describe how to present benefits of recommendations in a positive manner
  - a how to present the benefits of recommendations in a positive manner (K11)

## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Regulations (COSHH)
- 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

(AC2.1) **Your responsibilities for other additional legislation covering your job role:**

- Data Protection Act
- Working Time Directives
- Cosmetic Products Regulations
- Consumer Rights Act
- Distance Selling Act
- Trade Descriptions Act
- Consumer Protection Legislation

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

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## Learning outcome

The learner will:

- 3 Understand resource use, monitoring and recording used in salon business

## Assessment criteria

The learner can:

- 3.1 Explain how effective use of resources contributes to profitability of salon business
  - a how the effective use of resources contributes to the profitability of the business (K7)
- 3.2 Explain the principles of stock control in relation to salon business
  - a how salon ordering systems work and how to interpret them (K8)
  - b the importance of keeping accurate records for the use and monitoring of resources (K9)
- 3.3 Describe common problems associated with salon resources and how to resolve them
  - a the common problems associated with salon resources and how to resolve them (K10)
- 3.4 Explain the general principles of time management for the delivery of salon services
  - a general principles of time management applicable to the delivery of salon services (K14)

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## Learning outcome

The learner will:

- 4 Understand how effective communication affects the achievement of productivity and development targets

## Assessment criteria

The learner can:

- 4.1 Explain how to negotiate and agree productivity and development targets
  - a how to negotiate and agree productivity and development targets (K12)
- 4.2 Explain the importance of regularly reviewing your targets
  - a why you should regularly review your targets (K18)
- 4.3 Describe the consequences of failing to meet productivity and development targets
  - a how to respond positively to negative feedback (K13)
  - b why it is important to meet your productivity and development targets (K15)
  - c the consequences of failure to meet your productivity and development targets (K16)
- 4.4 Describe opportunities to achieve productivity and development targets
  - a the types of opportunities that can be used to achieve your productivity and development targets, such as promotion of new products and services, seasonal promotions and special offers (K17)

- 4.5 Explain why gaining regular feedback can contribute to the financial effectiveness of the business
- a the importance of gaining feedback of your performance and development needs from others (K19)

## Unit 308

## Contribute to the financial effectiveness of the business (CHB18)

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for contributing to the financial effectiveness of the business.
3. You will need to collect documentary evidence to show you have met all the requirements of the standard. It is unlikely that you will be able to collect sufficient documentary evidence in less than 3 months.
4. From the range, you must show that you have:
  - monitored and effectively used **all** the resources listed
  - **set and achieved** your productivity and development targets for technical services and retail sales

## Unit 309

## Creatively cut hair using a combination of barbering techniques (CB7)

<b>UAN:</b>	D/506/9779
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	14
<b>GLH:</b>	121
<b>Unit aim:</b>	This standard is about the use of advanced cutting skills to create a personalised and individual restyle look that enhances personal image.
<b>Relationship to NOS:</b>	SKACB7
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online test

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### Learning outcome

The learner will:

- 1 Be able to cut hair using a combination of barbering techniques

### Assessment criteria

The learner can:

- 1.1 Prepare for creative hair cutting services
  - a prepare your client to meet salon's requirements (P2)
  - b prepare your client's hair prior to cutting (P17)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a maintain your responsibilities for health and safety throughout the service (P1)
  - b protect your client's clothing throughout the service (P3)
  - c keep your client's skin free of excess hair cuttings throughout the service (P4)
  - d position your client to meet the needs of the service without causing them discomfort (P5)
  - e ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)
  - f keep your work area clean and tidy throughout the service (P7)

- g use working methods that:
  - (P8.1) minimise the risk of damage to tools and equipment
  - (P8.2) ensure the use of gloves when using razors
  - (P8.3) minimise the risk of cross-infection
  - (P8.4) make effective use of your working time
  - (P8.5) ensure the use of clean resources
  - (P8.6) minimise the risk of harm or injury to yourself and others
  - (P8.7) promote environmental and sustainable working practices
- h ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
- i follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
- j dispose of waste materials and sharps (P11)
- 1.3 Consult with clients to confirm the desired look
  - a establish factors that may influence the service prior to cutting (P13)
  - b explore the variety of looks with your client using relevant visual aids (P14)
  - c recommend a look that is suitable for your client (P15)
  - d base your recommendations on an accurate evaluation of your client's hair and its potential to achieve the look (P16)
  - e confirm with your client the look agreed at consultation before commencing the cut (P18)
  - f consult with your client during the cutting service to confirm the desired look (P28)
- 1.4 Select suitable products, tools and equipment
- 1.5 Carry out creative hair cutting services
  - a complete the cutting service within a commercially viable time (P12)
  - b establish and follow suitable cutting guideline(s) to achieve the required look (P19)
  - c personalise your cutting techniques and effects to take account of factors that will influence the desired look (P20)
  - d combine and adapt your cutting techniques and effects in an innovative way to achieve the desired look (P21)
  - e change your own position and that of your client to help you ensure the accuracy of the cut (P22)
  - f establish accurate distribution of weight, balance and shape by crosschecking the cut (P23)
  - g blend the client's own hair with added hair, when required (P24)
  - h create outline shapes that are accurate and remove unwanted hair outside the desired outline shape (P25)
  - i create neckline shapes which are accurate and take account of the natural hair line (P26)
  - j balance and shape sideburns to meet the client's requirements (P27)
  - k take action to resolve any problems arising during the cutting service (P29)
  - l make a final visual check to ensure the finished cut and outlines are accurate (P30)
  - m use creative finishing techniques that complement the cut (P31)
  - n ensure the finished restyled look complements the client's features and enhances their personal image and that of the salon (P32)

- o confirm your client's satisfaction with the finished look (P33)
  - 1.6 Provide clients with advice and recommendations on the service(s) provided
    - a give your client advice and recommendations on the service provided (P34)
- 

### Range

- (AC1.2) **Tools and equipment:** scissors  
clippers  
trimmers  
razors
  - (AC1.3) **Factors:** hair characteristics  
hair classifications  
head and face shape  
presence of male pattern baldness  
presence of added hair  
piercings  
adverse skin conditions
  - (AC1.3) **Hair:** wet  
dry
  - (AC1.5) **Techniques:** club cutting  
scissor over comb  
clipper over comb  
thinning  
texturising  
freehand  
razor cutting  
tapering  
graduating  
layering  
fading  
disconnecting
  - (AC1.5) **Neckline shapes:** tapered  
squared  
full neck line  
skin fade
  - (AC1.5) **Creative finishing techniques:** styling  
product application
  - (AC1.6) **Advice and recommendations:** how to maintain their look  
time interval between services  
additional products  
additional services
- 

### Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect creative cutting services

### Assessment criteria

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The learner can:

- 2.1 Explain responsibilities for health and safety in own role
  - a your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
  - b the range of protective equipment that should be available for clients (K3)
  - c how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
  - d the importance of personal hygiene, protection and presentation in maintaining health and safety in your workplace (K15)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
  - a the hazards and risks which exist in your workplace and the safe working practices which you must follow (K14)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
  - a your salon's requirements for client preparation (K2)
  - b why it is important to protect clients from hair cuttings (K4)
  - c the safety considerations which must be taken into account when cutting hair (K7)
  - d why it is important to use gloves when using a razor (K10)
  - e the different types of working methods that promote environmental and sustainable working practices (K13)
  - f the correct methods of waste disposal (K19)
- 2.4 Explain the importance of questioning clients prior to and during cutting services
  - a the importance of exploring and confirming the looks with the client using relevant visual aids (K24)
- 2.5 Explain the importance of preventing cross-infection and cross-infestation
  - a why it is important to keep your work area clean and tidy (K6)
  - b methods of cleaning, disinfecting and sterilisation used in salons (K9)
  - c methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K11)
  - d why it is important to avoid cross-infection and infestation (K12)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Regulations (COSHH)
  - 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
-

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

---

### Learning outcome

The learner will:

- 3 Understand the factors that may influence creative cutting services

### Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence services provided
- a your salon's expected service times for different cutting looks (K20)
  - b the factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service (K21)
  - c the factors which should be considered when cutting wet hair and dry hair (K22)
  - d the circumstances in which you might cut into the natural hairline (K42)
- 3.2 Describe ways of dealing with any influencing factors
- 3.3 State the average rate of hair growth
- a the average rate of hair growth (K23)
- 3.4 Explain the effects of continual close cutting of hair on the skin
- a the potential risk of ingrowing hair resulting from the continual close cutting of curly hair (K25)
- 3.5 Explain the known causes and typical patterns of male pattern baldness
- a the known causes of male pattern baldness (K26)
  - b the typical patterns of male pattern baldness (K27)

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### Range

(AC3.1) **Factors:** The different factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service

- hair classifications
- hair characteristics
- head and face shape

- presence of male pattern baldness
  - presence of added hair
  - piercings
  - adverse skin conditions
- 

### Learning outcome

The learner will:

- 4 Understand the tools, equipment, products and techniques used for creative hair cutting services

### Assessment criteria

The learner can:

- 4.1 Explain why it is important to prepare hair prior to cutting
    - a why hair products should be removed from the hair prior to cutting (K28)
  - 4.2 Describe the range of tools, equipment and products available and the creative effects they achieve
    - a which tools can be used on either wet or dry hair or both (K31)
    - b the types of clippers, clipper blades and attachments and the effects that these achieve (K43)
    - c the types of products available for finishing men's hair (K44)
  - 4.3 Describe the correct use and maintenance of cutting tools and equipment
    - a the correct use and maintenance of cutting tools (K8)
    - b suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K16)
    - c how to safely use all the tools and equipment (K17)
    - d how to level and test clippers (K18)
  - 4.4 Explain the importance of applying correct technique during services
    - a how and when to use different cutting techniques and effects (K30)
    - b the reasons for establishing and following guidelines (K32)
    - c how to create and follow guidelines for different cuts (K33)
    - d how to personalise and adapt cutting techniques (K34)
    - e the effects that can be created by combining and adapting different cutting techniques (K35)
    - f the importance of cross checking the cut (K36)
    - g the importance of considering weight distribution and working with the natural growth patterns of the hair (K37)
    - h how different cutting angles will impact on weight distribution, balance and the degree of graduation (K38)
    - i the importance of applying the correct degree of tension to the hair when cutting (K39)
    - j the importance of cutting to the natural hairline in barbering (K40)
    - k techniques to remove unwanted hair outside the desired neckline shape (K41)
-

- 4.5 Explain the types of problems that may occur during services and ways in which they can be resolved
- a the types of problems that can commonly arise when cutting men's hair and ways in which they can be remedied, if possible (K45)
- 4.6 Explain the importance of providing advice and recommendations on the service(s) provided and products available
- a the range of traditional and current men's hair shapes (K29)
  - b the importance of providing advice and recommendations on the products and services provided in the salon (K46)
- 

### Range

(AC4.4) **Techniques:** How and when to use different cutting techniques

- club cutting
- scissor over comb
- clipper over comb
- thinning
- texturising
- freehand
- razor cutting
- tapering
- graduating
- layering
- fading
- disconnecting

(AC4.6) **Advice and recommendations:** additional services  
additional products

## Unit 309

## Creatively cut hair using a combination of barbering techniques (CB7)

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for creatively cutting hair using a combination of barbering techniques.
3. Your Assessor will observe your performance on **at least 6 occasions**. **Each observation must be of a different creative restyle.**
4. From the range, you must show that you have:
  - used **all** the tools and equipment\*
  - taken into account all the factors
  - used on **both** wet and dry hair
  - used **9 out of the 12** cutting techniques
  - created **all** the neckline shapes
  - used **both** creative finishing techniques
  - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

**\*NOTE: Use of clipper attachments is not allowed at Level 3.**

## Unit 310

## Design and create a range of facial hair shapes (CB8)

<b>UAN:</b>	R/506/9780
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	7
<b>GLH:</b>	60
<b>Unit aim:</b>	This standard is about redesigning and cutting or re-shaping beards and moustaches. The ability to create moustache only shapes, full and partial beard and moustache shapes using a variety of cutting techniques is required to achieve this standard.
<b>Relationship to NOS:</b>	SKACB8
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online test

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### Learning outcome

The learner will:

- 1 Be able to design and create a range of facial hair shapes

### Assessment criteria

The learner can:

- 1.1 Prepare for facial hair shaping services
  - a prepare your client to meet salon's requirements (P2)
  - b prepare your client's facial hair prior to the service (P17)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a maintain your responsibilities for health and safety throughout the service (P1)
  - b protect your client's clothing throughout the service (P3)
  - c keep your client's skin free of excess hair clippings throughout the service (P4)
  - d position your client to meet the needs of the service without causing them discomfort (P5)
  - e ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)
  - f keep your work area clean and tidy throughout the service (P7)

- g use working methods that:
  - (P8.1) minimise the risk of damage to tools and equipment
  - (P8.2) minimise the risk of cross-infection
  - (P8.3) make effective use of your working time
  - (P8.4) ensure the use of clean resources
  - (P8.5) minimise the risk of harm or injury to yourself and others
  - (P8.6) promote environmental and sustainable working practices
- h ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
- i follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
- j dispose of waste materials (P11)
- 1.3 Consult with clients to confirm the desired look
  - a identify factors that may influence the service prior to cutting (P13)
  - b explore the variety of new facial hair shapes with your client using relevant visual aids (P14)
  - c recommend a new look that is suitable for your client's head and face shape (P15)
  - d base your recommendations on an accurate evaluation of your client's facial hair and its potential to achieve the new look (P16)
- 1.4 Select suitable products, tools and equipment
- 1.5 Design and create a variety of facial hair shapes
  - a complete the service within a commercially viable time (P12)
  - b confirm with your client the new look agreed at consultation and during the service (P18)
  - c create and follow the cutting guideline(s) to achieve the required look (P19)
  - d personalise your cutting techniques to take account of factors that will influence the desired look (P20)
  - e crosscheck the cut to establish balance and shape (P21)
  - f change your own position and that of your client to help you ensure the accuracy of the cut (P22)
  - g take action to resolve any problems arising during the cutting service (P23)
  - h create facial hair outlines that are accurate, clearly defined and achieve the look required by your client (P24)
  - i remove any unwanted hair outside the desired outline shape (P25)
  - j ensure the finished look is of even density throughout the shape (P26)
  - k make a final visual check to ensure the finished cut and outlines are accurate (P27)
  - l confirm your client's satisfaction with the finished look (P28)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
  - a give your client advice and recommendations on the service provided (P29)

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## Range

(AC1.2) **Tools and equipment:** scissors  
 trimmers  
 clippers

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- (AC1.3) **Factors:** head and face shape  
hair characteristics  
hair classifications  
hair style  
adverse skin conditions  
facial piercing  
clients' wishes  
ingrowing hair  
skin elasticity
- (AC1.3) **Look:** moustache only  
partial beard and moustache  
full beard and moustache
- (AC1.5) **Cutting techniques:** scissor over comb  
clipper over comb  
freehand  
fading
- (AC1.6) **Advice and recommendations:** how to maintain their look  
time interval between services  
additional services  
additional products  
equipment  
exfoliating
- 

### Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect facial hair cutting services

### Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
    - a your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
    - b the range of protective clothing that should be available for clients (K3)
    - c the importance of personal hygiene, protection and presentation in maintaining health and safety in your workplace (K14)
  - 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
    - a the hazards and risks which exist in your workplace and the safe working practices which you must follow (K12)
  - 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
    - a your salon's requirements for client preparation (K2)
    - b the importance of using the correct type of barber's chair (K4)
    - c why it is important to protect clients from hair clippings (K5)
    - d how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K6)
-

- e methods of cleaning, disinfecting and sterilisation used in salons (K11)
  - f the different types of working methods that promote environmental and sustainable working practices (K13)
  - g suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K15)
  - h the correct methods of waste disposal (K16)
- 2.4 Explain the importance of questioning clients prior to and during cutting services
- a The importance of consulting with clients throughout the service (K18)
  - b The importance of exploring and confirming the looks with the client using relevant visual aids (K20)
- 2.5 Explain the importance of preventing cross-infection and cross-infestation
- a Why it is important to keep your work area clean and tidy (K7)
  - b Why it is important to avoid cross-infection and infestation (K9)
  - c Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K10)

## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Regulations (COSHH)
- 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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

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## Learning outcome

The learner will:

- 3 Understand the factors that influence facial hair cutting services

## Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence services
- a your salon's expected service times for cutting facial hair (K17)
  - b how different factors can impact on the facial hair cut prior to and during cutting facial hair (K19)
  - c the importance of considering facial contours when designing new beard shapes (K22)
- 3.2 Describe ways of dealing with any influencing factors
- a how to match beard shapes and styles to facial characteristics (K21)
- 3.3 Explain the effects of continual close cutting of hair on the skin
- a the potential risk of ingrowing hair resulting from the continual close cutting of curly hair (K27)

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## Range

(AC<sub>3.1</sub>) **Factors:** The different factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service

- hair characteristics
- hair classifications
- head and face shape
- hair style
- adverse skin conditions
- facial piercing
- client's wishes
- ingrowing hair
- skin elasticity

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## Learning outcome

The learner will:

- 4 Understand the tools, equipment, products and techniques used to cut facial hair

## Assessment criteria

The learner can:

- 4.1 Identify the tools, equipment and products available and the effects they achieve
- a the size and type of clippers, clipper blades and attachments available and the effects that these achieve (K32)
- 4.2 Describe the correct use and maintenance of cutting tools and equipment

- a the correct use and maintenance of cutting tools (K8)
  - b how to level and test clippers (K31)
  - 4.3 Explain the importance of applying correct technique during services
    - a how to cut facial hair using different cutting techniques (K24)
    - b the reasons for establishing and following guidelines (K25)
    - c how to create and follow guidelines for a new look (K26)
    - d how to personalise cutting techniques (K28)
    - e the importance of cross checking the facial hair cut (K29)
    - f the importance of considering weight distribution and working with the natural growth patterns of the facial hair (K30)
  - 4.4 Describe the types of traditional and current facial hair shapes
    - a the types of traditional and current facial hair shapes (K23)
  - 4.5 Describe the problems that may occur during services and ways in which they can be resolved
    - a the types of problems that can occur when cutting facial hair and ways in which they can be remedied, if possible (K33)
  - 4.6 Explain the importance of providing advice and recommendations on the service(s) provided and products available
    - a the importance of providing advice and recommendations on the products and services provided in the salon (K34)
- 

### Range

(AC4.6) **Advice and recommendations:** additional services  
additional products

## Unit 310

## Design and create a range of facial hair shapes (CB8)

### Supporting Information

#### **Evidence requirements**

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for cutting facial hair.
3. Your Assessor will observe your performance on **at least 3 occasions on different clients**
4. From the range, you must show that you have:
  - used **all** the tools and equipment\*
  - taken into account **all** the factors
  - achieved **all** the looks
  - used **all** the cutting techniques
  - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

**\*NOTE: Use of clipper attachments is not allowed at Level 3.**

## Unit 311

## Provide shaving services (CB10)

<b>UAN:</b>	F/506/9774
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	11
<b>GLH:</b>	110
<b>Unit aim:</b>	This standard is about the skills needed to deliver a professional shaving service. The preparation and use of professional shaving tools is required, including the application of finishing products to suit the needs of your client.
<b>Relationship to NOS:</b>	SKACB10
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and an <b>externally set</b> online test

### Learning outcome

The learner will:

- 1 Be able to provide shaving services

### Assessment criteria

The learner can:

- 1.1 Prepare for shaving services
  - a Prepare your client to meet salon's requirements (P2)
  - b Cleanse and or exfoliate the skin, when necessary (P17)
  - c Prepare lathering products so they are fit for use in time for the shaving service (P19)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Protect your client's clothing throughout the service (P3)
  - c Wear gloves through the shaving service (P4)
  - d Keep your client's skin free of excess hair clippings throughout the service (P5)
  - e Position your client to meet the needs of the service without causing them discomfort (P6)

- f Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P7)
  - g Keep your work area clean and tidy throughout the service (P8)
  - h Use working methods that:
    - (P9.1) Minimise the risk of damage to tools and equipment
    - (P9.2) Minimise the risk of cross-infection
    - (P9.3) Make effective use of your working time
    - (P9.4) Ensure the use of clean resources
    - (P9.5) Minimise the risk of harm or injury to yourself and others
    - (P9.6) Promote environmental and sustainable working practices
  - i Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P10)
  - j Dispose of waste materials and sharps (P12)
- 1.3 Consult with clients to confirm the desired look
- a Identify factors that may influence the service prior to shaving (P14)
  - b Choose products, tools and equipment based on the results of consultation with your client (P15)
- 1.4 Select suitable products, tools and equipment
- a Choose products, tools and equipment based on the results of consultation with your client (P15)
- 1.5 Carry out shaving services
- a Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P11)
  - b Complete the service within a commercially viable time (P13)
  - c Prepare, apply and adapt the use of hot towels to suit the needs of the service and the comfort of your client (P16)
  - d Use a pre shave product prior to lathering the client (P18)
  - e Apply lathering products in a way that takes account of factors you have identified (P20)
  - f Apply lathering products in a way that minimises the risk of the product being spread to your client's eyes, clothes and surrounding area (P21)
  - g Use lathering techniques which achieve an even coverage of product to the areas to be shaved (P22)
  - h Confirm with your client the look agreed at consultation before starting the shave (P23)
  - i Adapt your shaving techniques to take account of factors you have identified as affecting the service (P24)
  - j Adapt your shaving techniques and your client's position throughout the service to ensure safety and the effective removal of hair (P25)
  - k Maintain or replace the cutting edge of razors during the shaving service, when required (P26)
  - l Take suitable remedial action to resolve any problems arising during the shaving service (P27)
  - m Leave your client's skin free from lathering products after shaving (P28)
  - n Apply facial massage techniques in a way that avoids discomfort, when required (P29)

- o Apply finishing products to achieve the desired effect (P30)
  - p Leave your client's skin free from excess moisture at the end of the service (P31)
  - q Confirm the completed service is to the satisfaction of your client (P32)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
- a Give your client advice and recommendations on the service provided (P33)

### Range

- (AC1.2) **Shaving service:** full shave  
partial shave  
beard outlines
- (AC1.2) **Tools and equipment:** open blade razors, with disposable blades  
shaving brushes  
sponges
- (AC1.3) **Factors:** hair classification  
hair characteristic  
adverse skin conditions  
unusual features  
skin elasticity  
facial contour  
facial piercing  
clients' wishes
- (AC1.5) **Lathering products:** creams  
oils  
gel  
soap
- (AC1.5) **Lathering techniques:** application by brush  
application by massage
- (AC1.5) **Shaving techniques:** skin tensioning  
forehand razoring  
backhand razoring  
sponge shaving
- (AC1.5) **Facial massage techniques:** effleurage  
petrissage  
tapotement
- (AC1.5) **Finishing products:** astringents  
moisturising cream  
aftershave balm  
powder
- (AC1.6) **Advice and recommendations:** how to maintain their look  
time interval between services  
present and future products and services  
skin care

### Learning outcome

The learner will:

- 2 Understand how health and safety affects shaving services

### Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
  - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
  - b The range of protective clothing that should be available for clients (K3)
  - c The importance of personal hygiene, protection and presentation in maintaining health and safety in your workplace (K16)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
  - a The hazards and risks which exist in your workplace and the safe working practices which you must follow (K13)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
  - a Your salon's requirements for client preparation (K2)
  - b Why it is important to use disposable gloves when shaving (K4)
  - c How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
  - d The importance of using the correct type of barber's chair (K6)
  - e The safety considerations which must be taken into account when shaving facial hair (K7)
  - f Why it is important to position your shaving tools for ease of use (K12)
  - g The different types of working methods that promote environmental and sustainable working practices (K14)
  - h The correct methods of waste disposal (K18)
- 2.4 Explain the importance of questioning clients prior to and during services
  - a The importance of confirm with your client the look agreed at consultation before starting the shave (K32)
- 2.5 Explain the importance of preventing cross-infection and cross-infestation
  - a Why it is important to avoid cross-infection and infestation (K8)
  - b Why it is important to keep your work area clean and tidy (K9)
  - c Methods of cleaning, disinfecting and sterilisation used in salons (K11)
  - d Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K15)

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### Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Regulations (COSHH)
- 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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

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### Learning outcome

The learner will:

3 Understand the factors that influence shaving services

### Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence services provided
  - a Your salon's expected service times for shaving facial hair (K19)
  - b The factors that must be taken into consideration prior to and during the shaving service (K20)
  - c When not to carry out shaving (K31)
- 3.2 Describe ways of dealing with any influencing factors

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### Range

(AC3.1) **Factors:** The different factors that must be taken into consideration prior to and during shaving and how these may impact on the shaving service

- hair characteristics
- hair classifications
- head and face shape
- hair style
- adverse skin conditions
- facial piercing
- client's wishes
- ingrowing hair
- skin elasticity

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## Learning outcome

The learner will:

- 4 Understand the science of hair, skin and scalp

## Assessment criteria

The learner can:

- 4.1 Explain the structure and function of skin
  - a The structure and function of the skin (K24)
- 4.2 Describe how to recognise scalp and facial skin disorders
  - a The scalp and facial skin disorders commonly affecting men and how to recognise them (K25)
- 4.3 Explain the effect of heat on hair and skin
  - a The effect of heat on the hair and skin (K27)
- 4.4 Explain how ageing and environmental factors affect facial skin and muscle tone
  - a How the natural ageing process affects facial skin and muscle tone (K29)
  - b How environmental and lifestyle factors affect the condition of the skin (K30)
- 4.5 Explain how the function of lathering affects the skin and hair
  - a The importance of lathering and the function it performs on the skin and the hair (K26)
- 4.6 Explain the effects of continual close cutting of hair on the skin
  - a The potential risk of ingrowing hair resulting from continual close shaving (K28)
- 4.7 Describe the range of finishing products and the effects they have on the skin
  - a The types of finishing products available for use and their effects on the skin (K42)

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## Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used for shaving services

## Assessment criteria

The learner can:

- 5.1 Explain why it is important to prepare the face and facial hair prior to shaving
  - a How to prepare and use lathering products correctly (K23)
  - b When and why it is necessary to reduce beard length prior to shaving (K33)
- 5.2 Describe the correct use and maintenance of cutting tools and equipment
  - a The correct use and maintenance of shaving tools (K10)
  - b Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K17)
  - c The types of open blade razors with disposable blades available for professional use (K21)
  - d How to prepare an open blade razor with disposal blade for use (K22)

- 5.3 Explain the importance of applying correct technique during the shaving services
    - a How to carry out different shaving techniques (K34)
    - b Why skin needs to be tensioned during shaving (K35)
    - c The importance of working in a way which maintains the right skin temperature throughout the shaving process (K36)
    - d The importance of adapting shaving techniques in relation to the direction of hair growth (K37)
    - e When and why to use brush and massage techniques to apply lathering products (K38)
    - f When and why to use sponge shaving (K39)
    - g The reasons for and effects of using cool towels after shaving (K40)
  - 5.4 Explain the benefits of using a variety of facial massage techniques when providing shaving services
    - a Why cold towels should not be used if the face is to be massaged (K41)
    - b How to carry out the massage techniques in the range (K43)
    - c The benefits and effects of facial massage (K44)
    - d How and why massage techniques should vary on the different areas of the face (K45)
  - 5.5 Identify the types of problems that may occur during the services
    - a Problems which may arise during the shaving process such as shaving hair too close, damage to your client's and your own skin and ways of resolving such problems (K46)
  - 5.6 Describe ways of dealing with shaving problems
  - 5.7 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
    - a The importance of providing advice and recommendations on the products and services provided in the salon (K47)
- 

### Range

(AC<sub>5.7</sub>) **Advice and recommendations:** additional products  
additional services

## Unit 311

## Provide shaving services (CB10)

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for shaving.
3. Your Assessor will observe your performance on **at least 3 occasions**.
4. From the range, you must show that you have:
  - used **all** the shaving services
  - used **all** the types of tools and equipment
  - taken into account **all** the factors
  - used **all** the lathering products
  - used **both** the lathering techniques
  - used **3 of the 4** shaving techniques
  - used **all** the facial massage techniques
  - used **all** the finishing products
  - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 401

## Hair colour correction services (CH11)

<b>UAN:</b>	M/506/9365
<b>Unit level:</b>	Level 4
<b>Credit value:</b>	15
<b>GLH:</b>	137
<b>Unit aim:</b>	This standard is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this standard, you must be able to remove artificial colour, remove bands of colour, recolour lightened hair, recolour hair that has had artificial colour removed and correct highlights and lowlights.
<b>Relationship to NOS:</b>	SKACH11
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and an <b>externally set</b> online test

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### Learning outcome

The learner will:

- 1 Be able to carry out hair colour correction services

### Assessment criteria

The learner can:

- 1.1 Prepare for hair colour correction services
  - a protect your client's clothing throughout the service (P2)
  - b ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a maintain your responsibilities for health and safety throughout the service (P1)
  - b wear personal protective equipment when carrying out colour correction services (P3)
  - c position your client to meet the needs of the service without causing them discomfort (P4)
  - d ensure your own posture and position whilst working to minimise fatigue and the risk of injury (P5)

- e keep your work area clean and tidy throughout the service (P6)
  - f remove waste immediately at the end of the service (P7)
  - g use working methods that: minimise the risk of cross-infection (8.2)
  - h use working methods that ensure the use of clean resources (8.4)
  - i minimise the risk of harm or injury to yourself and others (8.5)
  - j follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
  - k dispose of waste materials (P11)
- 1.3 Analyse and evaluate hair colour problems
- a use the correct methods to establish:
    - (P13.1) the nature and extent of the colouring problem
    - (P13.2) any contraindications to the service
    - (P13.3) the condition of your client's hair, skin and scalp
    - (P13.4) the extent of artificial colour and natural colour on the one head
    - (P13.5) the most suitable colour correction techniques
  - b conduct a range of tests on your client's hair and skin following manufacturer's instructions and recognised industry procedures (P18)
  - c take a suitable course of action when contra-indications and or reactions to tests cause doubts as to the suitability of the service for the client (P19)
- 1.4 Consult with clients about services and outcomes of tests
- a identify from your client's previous records, when available, their hair colouring and/or lightening history and how this may affect the colour correction service (P14)
  - b ask your client questions to identify if they have any contra-indications to the colour correction service (P15)
  - c ask your client questions to gather information on their colouring and or lightening problems and the result they would like to see (P16)
  - d record your client's responses to questioning (P17)
  - e record the outcomes of tests on the client's record (P20)
- 1.5 Confirm with clients the desired effect
- a identify the available service options and products for resolving your client's colouring and or lightening problem(s) based on the results of your analysis. (P21)
- 1.6 Evaluate the suitability of products, tools and equipment for hair colour correction services
- a prepare your client's hair in a way suitable for the:
    - (P28.1) products to be used
    - (P28.2) colour correction service required
    - (P28.3) method of application
  - b choose products, tools and equipment based on the results of necessary tests, consultation with your client and the factors likely to influence the service (P29)
  - c prepare products to meet the manufacturers' instructions (P30)
- 1.7 Carry out the hair colour correction services
- a the most suitable colour correction techniques (P13.5)
  - b minimise the wastage of products (8.1)
  - c make effective use of your working time (8.3)
  - d promote environmental and sustainable working practices (8.6)

- e complete the service within a commercially viable time (P12)
  - f apply the type and quantity of product to meet the requirements of your analysis and the required result (P31)
  - g section the hair accurately (P32)
  - h use application techniques that minimise the risk of colour being spread to the client's skin, clothes and surrounding areas (P33)
  - i frequently monitor the development of the product, taking strand and elasticity tests as required (P34)
  - j modify and adapt your planned course of action to resolve any unforeseen problems (P35)
  - k remove the products at the right time in a way that minimises discomfort to your client, damage to the hair and scalp (P36)
  - l remove products without disturbing hair which is still developing (P37)
  - m correct highlight and or lowlight problems whilst retaining highlight and lowlight effects (P39)
  - n achieve the degree of colour correction anticipated and agreed with your client. (P40)
- 1.8 Provide clients with advice and recommendations on the service(s) provided
- a present suitable options for a course of action in a way your client will understand (P22)
  - b base your recommendations for a suitable course of action on the results of your analysis (P23)
  - c explain the likelihood of achieving and maintaining the colour change to your client (P24)
  - d clearly explain any restrictions your recommendations may place on further hairdressing services (P25)
  - e inform your client of the likely cost, duration and expected outcome of the colour correction service (P26)
  - f gain and record your client's agreement to the service, products and anticipated outcome. (P27)
  - g give your client suitable reassurance, when necessary (P38)
  - h give your client advice and recommendations on the service provided (P41)

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## Range

- (AC1.2) **Colour correction:** removing artificial colour  
 removing bands of colour  
 recolouring hair treated with lightener using pre-pigmentation and colour  
 recolouring hair that has had artificial colour removed  
 correcting highlights and lowlights
- (AC1.4) **Tests:** skin  
 colour test  
 incompatibility  
 porosity  
 elasticity
- (AC1.6) **Factors:** hair classifications  
 hair characteristics  
 temperature
-

existing colour of hair  
test results  
strength of hydrogen peroxide  
hair length  
percentage of white hair  
sequence of application  
scalp sensitivity

(AC1.7) **Products:** semi-permanent  
quasi-permanent  
permanent  
lighteners  
colour removers for artificial colour

(AC1.8) **Advice and recommendations:** how to maintain their colour  
time interval between services  
present and future products and services

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## Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect hair colour correction services

## Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
  - a your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
  - b the range of protective clothing and products that should be available to yourself and clients (K3)
  - c why it is important to use personal protective equipment (K4)
  - e the importance of personal hygiene and presentation in maintaining health and safety in your workplace (K13)
  - f the current legal requirements and guidance relating to age restrictions for colour correction services (K12)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
  - a the hazards and risks which exist in your workplace and the safe working practices which you must follow (K9)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
  - a your salon's requirements for client preparation (K2)
  - b how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
  - c the different types of working methods that promote environmental and sustainable working practices (K10)
  - d the safety considerations which must be taken into account when colour correcting hair (K11)

- e the correct methods of waste disposal (K16)
  - f The importance of using application techniques that minimise the risk of colour being spread to the client's skin, clothes and surrounding areas (K50)
- 2.4 Describe contact dermatitis and how it can be prevented
- a what is contact dermatitis and how to avoid developing it whilst carrying out colouring services (K14)
- 2.5 Explain the importance of questioning clients prior to and during services
- a the importance of determining the nature and extent of the colouring problem (K18)
  - b the legal significance of client questioning and the recording of client's responses to questioning (K19)
  - c the importance of reviewing and updating client's records with their hair colouring and or lightening history and how this may affect the colour correction service (K20)
  - d the importance of gaining and recording your client's agreement to the service, products and anticipated outcome (K41)
- 2.6 Explain the importance of preventing cross-infection and cross-infestation
- a why it is important to keep your work area clean and tidy (K6)
  - b why it is important methods of cleaning, disinfecting and or sterilisation are used in salons (K7)
  - c methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K8)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Regulations (COSHH)
- 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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging

- choosing responsible domestic products (Fairtrade tea and coffee)
  - encouraging carbon reducing journeys to work
- 

### Learning outcome

The learner will:

- 3 Understand the factors that influence hair colour correction services

### Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services
    - a your salon's expected service times for colour correction services (K17)
    - b how different factors may impact on colour correction services (K32)
  - 3.2 Describe ways of dealing with any influencing factors
- 

### Range

(AC<sub>3.1</sub>) **Factors:** The different factors that must be taken into consideration prior to and during colour correction and how these impact on the service

- hair classifications
  - hair characteristics
  - temperature
  - existing colour of hair
  - percentage of white hair
  - test results
  - strength of hydrogen peroxide
  - hair length
  - sequence of application
  - scalp sensitivity
- 

### Learning outcome

The learner will:

- 4 Understand the science of hair colour correction services

### Assessment criteria

The learner can:

- 4.1 Describe how to recognise contra-indications and how they affect colouring and lightening services
    - a the importance of recognising any contra-indications and why the contra-indications can affect the delivery of the colour correction service (K21)
  - 4.2 Explain why it is important to test the hair and scalp prior to and during colouring and lightening
    - a the importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these tests (K23)
-

- 4.3 Describe when and how colouring and lightening tests are carried out
    - a the types and purposes of tests (K22)
    - b when and how tests should be carried out and the importance of recording test results (K24)
  - 4.4 Explain how test results influence the correction service
    - a how the results of tests can influence the colour correction services (K25)
    - b the courses of action to take in the event of adverse reactions to tests (K26)
  - 4.5 Explain the principles of colour selection and colour correction
    - a the principles of colour selection, including the International Colour Chart (ICC) (K34)
    - b the principles of colour correction (K35)
    - c how the type and distribution of melanin creates natural hair colour (K36)
  - 4.6 Explain the effects on the hair structure of colour correction products
    - a the effects on the hair of different colour correction products (K37)
    - b what is meant by the term 'oxidation' (K38)
    - c how oxidation agents affect the natural and artificial colour pigments (K39)
    - d how the different strengths of hydrogen peroxide affect colouring and lightening (K47)
    - e the importance of restoring the hair's pH balance after the colour correction service (K60)
  - 4.7 Explain the effects on the hair structure when pre-softening and pre-pigmenting hair
    - a the reasons for pre-softening and pre-pigmenting hair (K48)
  - 4.8 Describe the effects of natural and artificial light on the appearance of hair colour
    - a the effects of light and artificial lighting on the appearance of hair colour (K30)
  - 4.9 Explain the effects that temperature has on the colouring and lightening process
    - a effects of temperature on the application and development of colour correction products (K49)
- 

## Range

(AC4.1) **Contra-indications (examples only):** The importance of recognising any contra-indications to colour correction services

- history of previous allergic reaction to colouring products
  - other known allergies
  - skin disorders
  - incompatible products
  - medical advice or instructions
  - evident hair damage
  - age restrictions
- 

## Learning outcome

The learner will:

- 5 Understand the products and techniques used in hair colour correction services
-

## Assessment criteria

The learner can:

- 5.1 Identify the tools, equipment and products available and the effects they achieve
  - a the range available, service options and products for resolving client's colouring and or lightening problem(s) (K27)
  - b the pH values of differing colouring products and lighteners (K40)
  - c the types of tools, materials and equipment used for colour correction and how and when to use them (K42)
  - d the different types of colour correction products available and when to use them (K43)
- 5.2 Explain methods and techniques used for colour correction
  - a methods of applying and removing colour correction products (K44)
  - b how and why pre and post treatments should be used when carrying out colour correction services (K46)
  - c why it is important to avoid disturbing areas still processing when removing products from developed areas (K51)
  - d the importance of sectioning hair accurately for the colour correction service (K52)
  - e methods of pre-softening and pre-pigmenting hair (K53)
  - f how to remove artificial colour (K54)
  - g how to remove bands of colour (K55)
  - h how to recolour hair previously treated with lighteners using pre-pigmentation and permanent colour (K56)
  - i how to recolour hair that has had artificial colour removed (K57)
  - j how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage (K58)
  - k why it is important to leave the hair and scalp free of colour correction products (K63)
- 5.3 Explain the importance of following salon and manufacturers' instructions during colour correction services
  - a suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K15)
  - b the importance of following manufacturers' instructions when measuring and mixing colour correction products (K45)
- 5.4 Explain the types and causes of colour correction problems
  - a the potential problems of using colour correction products on previously chemically treated hair (K31)
  - b how to remove artificial colour (K54)
  - c how to recolour hair previously treated with lighteners using pre-pigmentation and permanent colour (K56)
  - d how to recolour hair that has had artificial colour removed (K57)
  - e the types and causes of colour correction problems that may occur during processing and how to rectify them (K61)
- 5.5 Describe ways of dealing with colour correction problems

- a how to correct highlights and lowlights whilst retaining a highlight and lowlight effect (K62)
  - 5.6 Outline the importance of using products cost effectively
    - a the importance of using products economically (K59)
  - 5.7 Explain the importance of providing clients with advice and recommendations on products and services provided in the salon
    - a methods of presenting options for a course of action based on your analysis in a way the client will understand (K28)
    - b the importance of explaining the likelihood of achieving and maintaining the colour change to the client (K29)
    - c the importance of informing your client of the likely cost, duration and expected outcome of the colour correction service and any restrictions your recommendations may place on further hairdressing services (K33)
    - d the importance of providing advice and recommendations on the products and services provided in the salon (K64)
- 

### Range

(AC5.7) **Advice and recommendations:** additional services  
additional products

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for hair colour correction services.
3. Your Assessor will observe these aspects of your performance on **at least 4 occasions on different clients**.
4. From the range, you must show that you have:
  - carried out **4 out of the 5** the types of colour correction
  - used **4 out of the 5** types of products
  - carried out **all** tests
  - considered **all** the factors
  - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 402

## Develop, enhance and evaluate your creative hairdressing skills (CHB15)

<b>UAN:</b>	H/506/9380
<b>Unit level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	63
<b>Unit aim:</b>	This standard is about developing your creative skills in a way that enhances your own professional profile. The ability to research, plan and create a range of images in conjunction with others is required in this standard. Evaluation of the results and how your design image may be adapted for commercial use also forms an important part of this standard.
<b>Relationship to NOS:</b>	SKACHB15
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and assignment

### Learning outcome

The learner will:

- 1 Be able to plan and develop a range of creative hair designs

### Assessment criteria

The learner can:

- 1.1 Research themes and designs
  - a identify the intended activity for which the images are required (P1)
  - b use suitable sources of information to research ideas on themes for design (P2)
  - c identify information to create your design plan (P3)
- 1.2 Create design plans for hair images
  - a create a design plan which has clearly defined objectives:
    - (P4.1) suitable for your chosen range of images
    - (P4.2) clearly defines the roles and responsibilities of others involved
    - (P4.3) takes account of budgetary constraints
    - (P4.4) defines all resources required
    - (P4.5) states how risks to health and safety can be reduced

- (P4.6) takes account of foreseeable problems and ways of resolving them
  - (P4.7) lists any venue requirements, if applicable
  - b agree your design plan with the relevant person(s) (P5)
- 1.3 Produce a range of creative hair images
- a communicate with others involved throughout the implementation of your design plan (P6)
  - b adapt your design plan to meet any changed circumstances (P7)
  - c demonstrate the innovative application of techniques to achieve the design image (P8)
  - d use additional media to complement the design image, when required (P9)
  - e follow safe and effective working methods when creating the design image (P10)
  - f ensure the finished image meets your agreed design plan (P11)
  - g ensure the finished image and its presentation clearly shows the innovative features of your design and enhances your professional profile (P12)
- 1.4 Evaluate images against design plans
- a seek feedback from relevant person(s) on the impact of your image and its effectiveness in meeting your design plan (P13)
  - b evaluate your own performance against your objectives to identify how and where it could be improved (P14)
  - c evaluate how the design image may be adapted for commercial use (P15)

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## Range

- (AC1.1) **Activity:** photographic  
shows  
competition work
- (AC1.1) **Images:** based on a theme  
avant-garde
- (AC1.2) **Relevant person(s):** photographer  
line manager  
make-up artists  
colleagues  
show audience  
competition judges
- (AC1.3) **Techniques:** cutting  
perming  
relaxing  
colouring  
styling and dressing  
adding hair  
plaiting  
twisting  
locking  
shaving  
creating patterns in hair
- (AC1.3) **Additional media:** accessories  
clothes  
make-up

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## Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect the creation of images for promotional activities

## Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
  - a how and if local bye-laws and legislation may limit your use of tools and equipment (K13)
  - b health and safety procedures applicable to any venue you use (K14)
- 2.2 Describe the potential hazards and possible risks that may occur
  - a the potential hazards you must consider when working at any venue (K11)
  - b the steps that should be taken to minimise risks when working at any venue (K12)
- 2.3 Describe the safety considerations that relate to venues
  - a any venue requirements likely to affect your plans (K9)

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## Range

(AC2.1) **Health and safety:** How and if local bye laws and legislation may limit your use of tools and equipment and health and safety procedures applicable to any venue you use:

- 1.1 Health and Safety at Work Act
- 1.2 The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)
- 1.3 The Health and Safety (First Aid) Regulations
- 1.4 The Regulatory Reform (Fire Safety) Order
- 1.5 The Manual Handling Operations Regulations
- 1.6 The Control of Substances Hazardous to Health Regulations (COSHH)
- 1.7 The Electricity at Work Regulations
- 1.8 The Environmental Protection Act
- 1.9 The Management of Health and Safety at Work Regulations
- 1.10 The Health and Safety (Information for Employees) Regulations
- 1.11 Data Protection Act/GDPR
- 1.12 Working Time Directives
- 1.13 Cosmetic Products Regulations
- 1.14 Consumer Rights Act
- 1.15 Distance Selling Act (replaced in June 2015 by Consumer Contract Regulations)
- 1.16 Trade Descriptions Act
- 1.17 Consumer Protection legislation

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## Learning outcome

The learner will:

- 3 Understand the factors that influence the planning and presentation of creative hair designs
-

## Assessment criteria

The learner can:

- 3.1 Describe the purpose and value of details and accurate planning
    - a how to identify and develop a theme as a basis for a hairdressing design image (K2)
    - b the importance of detailed and accurate planning (K3)
    - c the importance of communicating and agreeing design plans (K4)
    - d sources of creative information and inspiration for design ideas and how to access them such as historical, cultural and fashion (K6)
    - e the range and availability of resources (K7)
    - f where to obtain resources (K8)
  - 3.2 Describe the factors that must be considered when planning promotional activities
    - a the importance of setting and working to a budget (K5)
  - 3.3 Describe the common problems associated with promotional activities and how to deal with them
    - a the common problems associated with photographic shoots, hair shows and competitions such as staffing, tools and equipment breakdowns and time overruns and how to resolve them (K10)
  - 3.4 Explain the principles of design and presentation
    - a basic principles of design, scale and proportion when creating an image (K1)
- 

## Learning outcome

The learner will:

- 4 Understand the tools, equipment, products and techniques used to create hair designs

## Assessment criteria

The learner can:

- 4.1 Describe the range of tools, equipment and additional media available
    - a ways in which additional media can be used to complement the overall design image (K19)
    - b the types of products, tools and equipment available and the effects they can create (K22)
  - 4.2 Explain the importance of following salon and manufacturers' instructions for products, tools and equipment
    - a the manufacturers' instructions for the specific products, tools and equipment you intend to use (K24)
  - 4.3 Explain the importance of techniques used when creating hair designs
    - a the importance of presenting your final results in a professional way (K20)
    - b current techniques for creatively styling, dressing and finishing hair (K21)
    - c the types of non-conventional items that may be used when styling hair and the effects they can create (K23)
-

- 4.4 Explain the importance of confidential and effective communication
  - a the importance of effective communication (K15)
  - b how and when to participate in discussions and move them forward (K16)
  - c how to make openings in conversations to encourage people to speak (K17)
  - d ways of visually presenting your design image effectively to others (K18)
- 4.5 Explain the purpose of evaluating own performance
  - a the purpose of evaluation activities (K25)
  - b the areas on which you should collect feedback (K26)
  - c methods of gaining feedback from others (K27)
  - d the potential commercial benefits that can arise from creative hair design work (K28)

## Unit 402

## Develop, enhance and evaluate your creative hairdressing skills (CHB15)

### Supporting Information

#### **Evidence requirements**

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for developing and enhancing your creative skills.
3. You must produce evidence of creating and evaluating **3 different hair designs**. Your assessor will observe your performance on **at least 1 occasion**.
4. From the range, you must show that you have:
  - covered at least **1 of the types of activities**
  - covered **both** types of image
  - involved at least **2 of the 6** relevant people
  - used at least **4 out of the 11** techniques
  - used at least **2 of the 3** types of additional media
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 403

## Provide specialist hair and scalp treatments (CHB16)

<b>UAN:</b>	Y/506/9585
<b>Unit level:</b>	Level
<b>Credit value:</b>	12
<b>GLH:</b>	97
<b>Unit aim:</b>	This standard is about identifying a range of hair and scalp conditions and providing treatments and advice to clients to improve these conditions.
<b>Relationship to NOS:</b>	SKACHB16
<b>Endorsed by</b>	habia
<b>Assessment type:</b>	Portfolio and an <b>externally set</b> online test

### Learning outcome

The learner will:

- 1 Be able to provide specialist hair and scalp treatments

### Assessment criteria

The learner can:

- 1.1 Prepare for specialist hair and scalp treatments
  - a maintain your responsibilities for health and safety throughout the service (P1)
  - b prepare your client to meet salon's requirements (P2)
  - c prepare the hair and scalp to meet the needs of the specialised treatment (P18)
- 1.2 Apply safe and hygienic methods of working throughout treatments
  - a protect your client's clothing throughout the service (P3)
  - b position your client to meet the needs of the service without causing them discomfort (P4)
  - c ensure your own posture and position whilst working minimises fatigue and the risk of injury (P5)
  - d keep your work area clean and tidy throughout the service (P6)
  - e use working methods that:
    - (P7.1) minimise the wastage of treatment products

- (P7.2) minimise the risk of cross-infection
  - (P7.3) make effective use of your working time
  - (P7.4) ensure the use of clean resources
  - (P7.5) minimise the risk of harm or injury to yourself and others
  - (P7.6) minimise the risk of damage to tools and equipment
  - (P7.7) promote environmental and sustainable working practices
  - f ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
  - g follow workplace and suppliers or manufacturers' instructions for the safe use of equipment, materials and products (P9)
  - h dispose of waste materials (P10)
- 1.3 Consult with clients for specialist hair and scalp treatments
- a use methods to establish:
    - (P12.1) the nature and extent of the hair and scalp condition
    - (P12.2) the most suitable course of action
  - b identify from your client's previous consultation records, where available, their hairdressing, medical and family history and how this may affect the treatment plan, or factors limiting or preventing the treatments (P13)
  - c record your client's responses to questioning (P14)
  - d explain to your client the sensation that may be experienced by the treatment products, tools and equipment being used (P19)
  - e explain the specialised treatment procedure to your client in a clear and simple way at each stage of the process (P20)
  - f ensure empathy and sensitivity towards the nature of your client's condition throughout the treatment (P26)
- 1.4 Carry out specialist hair and scalp treatment
- a complete the service within a commercially viable time (P11)
  - b conduct the relevant tests on your client's hair following recognised industry procedures and salon policy and record the results (P15)
  - c take a suitable course of action when contra-indications and or reactions to tests cause doubts as to the suitability of the specialist treatment for the client (P16)
  - d select suitable treatment products, tools and equipment to treat the hair and scalp conditions (P17)
  - e use treatment products, tools and equipment in line with manufacturers' instructions and salon policy (P21)
  - f adjust the setting and duration of the tools and equipment used to suit your client and their hair and scalp conditions (P22)
  - g apply and adapt the massage techniques to meet your client's needs and treatment objectives (P23)
  - h use treatment techniques that minimise discomfort to your client (P24)
  - i take prompt remedial action if contra-indications or discomfort occur during the course of the specialised treatment (P25)
  - j ensure the hair and scalp are left clean and free of the treatment products, where required (P27)
  - k ensure the treatment is to your client's satisfaction and meets the treatment objectives (P28)

- 1.5 Provide clients with advice and recommendations on the treatment(s) provided  
a give your client advice and recommendations on the service provided (P29)
- 

### Range

- (AC1.2) **Treatment products:** oils  
creams  
lotions  
spirit based products  
treatment conditioners  
treatment shampoos
- (AC1.2) **Tools and equipment:** vibro massage  
high frequency  
heat accelerators  
steamers
- (AC1.3) **Factors:** hair characteristics  
hair classifications  
scalp condition  
unusual features on the scalp
- (AC1.4) **Hair and scalp conditions:** dry scalp  
oily scalp  
sensitised scalp  
scaling scalp  
pityriasis capitis  
diffuse hair loss (general thinning)  
chemically damaged hair  
environmentally damaged hair  
physically damaged hair
- (AC1.4) **Massage techniques:** effleurage  
petrissage  
vibration
- (AC1.4) **Treatment objectives:** improvement of hair condition  
improvement of scalp condition
- (AC1.5) **Advice and recommendations:** how to maintain their look  
time interval between services  
recent and future products and services
- 

### Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect specialist hair and scalp treatments

### Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
- a your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
- b the range of protective clothing that should be available for clients (K3)
-

- c the importance of personal hygiene and presentation in maintaining health and safety (K11)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect treatments
  - a the hazards and risks which exist in your workplace and the safe working practices you must follow (K9)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the treatment
  - a your salon's requirements for client preparation (K2)
  - b how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K4)
  - c the safety considerations which must be taken into account when providing hair and scalp treatments (K6)
  - d the correct use and maintenance of tools and equipment (K7)
  - e the different types of working methods that promote environmental and sustainable working practices (K10)
  - f the correct methods of waste disposal (K13)
- 2.4 Explain the importance of questioning clients prior to and during specialist hair and scalp treatment
- 2.5 Explain the importance of preventing cross-infection and cross infestation
  - a why it is important to keep your work area clean and tidy (K5)
  - b methods of cleaning, disinfecting and sterilising equipment and tools (K8)

## Range

- (AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role:
  - 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 Regulations (COSHH)
  - 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
- (AC2.3) **Environmental and sustainable working practices :** The different types of working methods that promote environmental and sustainable working practices:
  - reducing waste and managing waste (recycle, reuse, safe disposal)
  - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
  - reducing water usage and other resources
  - preventing pollution
  - using disposable items (easy dry towels)
  - using recycled, eco friendly furniture
  - using low chemical paint
  - using organic and allergy free hair products
  - using ultra-low ammonia hair colourants

- using environmentally friendly product packaging
  - choosing responsible domestic products (Fairtrade tea and coffee)
  - encouraging carbon reducing journeys to work
- 

### Learning outcome

The learner will:

3 Understand the factors that influence hair and scalp treatments

### Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the service provided
    - a your salon's expected service times for hair and scalp treatments (K14)
    - b how to recognise erythema and hyperaemia and its causes (K23)
    - c how different factors can influence the treatment choice, tools equipment and application selected (K34)
  - 3.2 Describe ways of dealing with any influencing factors
- 

### Range

- (AC<sub>3.1</sub>) **Factors:** The different factors that must be taken into consideration prior to and during the provision of specialist hair and scalp treatments and how these may impact on the service
- hair classifications
  - hair characteristics
  - scalp condition
  - unusual features on the scalp
- 

### Learning outcome

The learner will:

4 Understand the science of specialist hair and scalp treatments

### Assessment criteria

The learner can:

- 4.1 Describe the structure, function and actions of muscles of the treatment area
    - a the anatomy and physiology of the head and scalp and how this impacts on the hair and scalp (K24)
  - 4.2 Describe the position of the primary bones of the treatment area
    - a the anatomy and physiology of the head and scalp and how this impacts on the hair and scalp (K24)
  - 4.3 Describe the principles of the endocrine system
    - a the anatomy and physiology of the head and scalp and how this impacts on the hair and scalp (K24)
-

- 4.4 Describe the structure and function of the circulatory system, the lymphatic system, the nervous system and the skin and hair
  - a the anatomy and physiology of the head and scalp and how this impacts on the hair and scalp (K24)
- 4.5 Explain the hair growth cycle and the reasons for normal and abnormal hair growth
  - a the hair growth cycle and how this influences present and future treatments (K25)
  - b the reasons for normal and abnormal hair growth such as topical, congenital, systemic (K26)
- 4.6 Explain how the active ingredients in specialist hair and scalp products work
  - a the active ingredients in specialist hair and scalp products and how they work (K19)
- 4.7 Describe different types of hair loss, their causes and how to recognise them
  - a the different types of hair loss, alopecia, their causes and how to recognise them (K28)
  - b the stages of male and female pattern hair loss using different classifications such as Hamilton and Ludwig (K29)
  - c the effects of chemotherapy and radiotherapy on hair growth (K37)
- 4.8 Describe the signs, symptoms and causes of treatable adverse hair and scalp conditions
  - a how to recognise hair and scalp conditions (K15)
  - b how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action (K16)
  - c the likely causes of adverse hair and scalp conditions (K17)
- 4.9 Describe possible contra-indications and contra-actions that may occur during or after treatment and how to manage these
  - a possible contra-indications that may occur during and post treatment and how to deal with them (K32)
- 4.10 Explain types of testing, when it should be undertaken and the importance of accurately recording results
  - a the types and purposes of conducting tests (K30)
  - b when and how tests should be carried out and the importance of recording results (K31)

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## Range

### (AC4.1) **Anatomy and physiology:**

- the structure, function and action of muscles within the treatment area
- the position of the primary bones within the treatment area
- the basic principles of the endocrine system and how this impacts on the hair and scalp
- the structure and function of the circulatory system and how this impacts on the hair and scalp
- the structure and function of the lymphatic system and how this impacts on the hair and scalp
- the structure and function of the nervous system and how this impacts on the hair and scalp
- the physical and psychological effects of hair and scalp treatments
- the structure and function of the skin and hair

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## Learning outcome

The learner will:

- 5 Understand the products, tools, equipment and techniques, for hair and scalp treatments

## Assessment criteria

The learner can:

- 5.1 Explain the use of treatments and products for a range of hair and scalp conditions
- a suppliers' and manufacturers' instructions for the safe use of equipment, materials and products you must follow (K12)
  - b the preparation and application of the hair and scalp treatment products, tools and equipment (K18)
  - c the different types of hair and scalp treatments and products available for use (K33)
  - d the importance of ensuring the hair and scalp are left clear of treatment products (K39)
- 5.2 Describe the effects and benefits of massage techniques, tools and equipment on the hair and scalp
- a the effects and benefits of different massage techniques (K21)
  - b the effects and benefits of different tools and equipment (K22)
  - c the importance of adapting massage techniques, treatments and equipment to suit the hair and scalp condition and the client's needs (K35)
- 5.3 Explain the medical treatments and technological advancements for hair loss and hair and scalp conditions
- a the different types of medical treatments for hair loss (K20)
  - b the different types of technological advancements for the treatment of hair and scalp conditions (K36)
- 5.4 Explain the importance of providing advice and recommendations to clients
- a the general factors that contribute to healthy hair and scalp (K27)
  - b the advice and support available for clients with hair loss (K38)
  - c the importance of explaining the potential need for a course of treatment to ensure the best possible results (K40)
  - d the importance of evaluating the effectiveness of the hair and scalp treatment (K41)
  - e the importance of providing advice and recommendations on the products and services provided in the salon (K42)

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## Range

(AC5.4) **Advice and recommendations:** additional services  
additional products

## Unit 403

## Provide specialist hair and scalp treatments (CHB16)

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for providing hair and scalp treatments.
3. Your assessor will observe your performance **on at least 4 occasions on different clients, one of which must be treating a scaling scalp and another for diffuse hair loss.**
4. From the range, you must show that you have:
  - used **5 of the 6** treatment products
  - used **3 out of 4** types of tools and equipment
  - considered **all** the factors
  - covered **7 of the 9** hair and scalp conditions
  - used **all** the massage techniques
  - covered **all** the treatment objectives
  - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 404

## Contribute to the planning, implementation and evaluation of promotional activities (CHB17)

<b>UAN:</b>	D/506/9586
<b>Unit level:</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	61
<b>Unit aim:</b>	This standard is about working with others to plan, implement and evaluate promotional activities. The ability to competently present information and interact with the public whilst demonstrating skills is a particularly important aspect of this standard.
<b>Relationship to NOS:</b>	SKACHB17
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and assignment

---

### Learning outcome

The learner will:

- 1 Be able to plan, implement and evaluate promotional activities

### Assessment criteria

The learner can:

- 1.1 Identify and agree products and/or services for promotional activities
  - a Make recommendations to the relevant person for suitable promotional activities and identify the potential benefits for the business (P1)
  - b How the nature of the target group can influence the choice of promotional activity (K9)
- 1.2 Identify resource requirements for promotional activities
  - a Agree requirements for the activity with all relevant persons in sufficient detail to allow the work to be planned (P3)
  - b Ensure resources are available to meet the planned timescale (P6)
- 1.3 Produce SMART business plans to promote activities

- a Identify and agree specific, measurable, achievable, realistic and time bound objectives and target groups for the activity with the relevant person(s) (P2)
  - b Produce an agreed plan showing the:
    - (P4.1) Type of promotional activity
    - (P4.2) Objectives of the activity
    - (P4.3) Roles and responsibilities of others involved
    - (P4.4) Resource requirements
    - (P4.5) Preparation and implementation activities
    - (P4.6) Timescales
    - (P4.7) Budget
    - (P4.8) Methods of evaluation (P4)
  - c Agree a plan that takes into account any legal requirements, when necessary (P5)
  - d How to write objectives that are SMART; Specific, Measurable, Achievable, Realistic and Time bound objectives (K13)
  - e How to match types of promotional activities to objectives (K10)
- 1.4 Implement promotional activities in line with agreed plans, adapting where necessary
- a Implement promotional activities to meet the agreed plan (P7)
  - b Adapt promotional activities, when necessary, in response to changed circumstances and or problems (P8)
  - c Use resources effectively throughout the promotional activities (P9)
  - d Clear away products and equipment at the end of the promotional activities, when necessary, to meet the requirements of the venue (P16)
- 1.5 Use a variety of communication methods throughout promotional activities
- a Communicate the essential features and benefits of products and services to the target group (P10)
  - b Use methods of communication that are suitable for the type of promotional activity being undertaken (P11)
  - c Present information in logical steps (P12)
  - d Encourage the target group to ask questions about the services and products being promoted (P13)
  - e Respond to questions and queries in a way which promotes goodwill and enhances the salon image (P14)
  - f Actively encourage the target group to take advantage of the services and products being promoted (P15)
  - g How to tailor your presentation of the benefits of products and or services to meet individual needs and interests (K23)
  - h How and when to participate in discussions (K24)
  - i How to give a short presentation taking into account the timing, pace, use of voice and use of graphics (K25)
  - j Methods of presenting information such as pictorially, graphically, verbally (K26)
  - k Methods of creating a visual impact (K27)
  - l How and when to make openings to encourage others to ask questions (K28)
  - m How to answer questions and manage queries in a way likely to maintain goodwill (K29)
  - n How to present a plan for promotional activities (K11)

- 1.6 Evaluate promotional activities
    - a Use the methods agreed in your promotional activity plan to gain feedback from the relevant sources (P17)
    - b Collate and record the information gained from the feedback using a clear format and method of presentation (P18)
    - c Draw conclusions on the effectiveness of the promotional activity in meeting the agreed objectives (P19)
  - 1.7 Provide recommendations for improvement
    - a Participate in discussions giving a clear and well structured summary of the results of the evaluation (P20)
    - b Make recommendations for improvements to any future promotional activities based upon the outcomes of your evaluation (P21)
- 

### Range

- (AC1.1) **Promotional activities:** demonstrations  
displays  
advertising campaigns
- (AC1.3) **Objectives:** to enhance salon image  
to increase salon business
- 

### Learning outcome

The learner will:

- 2 Understand the impact of health and safety on promotional activities

### Assessment criteria

The learner can:

- 2.1 Describe how to carry out a risk assessment for promotional activities
    - a The practical requirements and restrictions of any venue (K1)
    - b The contract requirements, local bye-laws and legislation which could restrict your promotional activity in any venue used (K2)
    - c The importance of considering health and safety and other legal requirements (K3)
    - d The health and safety procedures applicable to any venue you use (K4)
    - e The potential hazards you must consider when working at any venue (K5)
  - 2.2 Explain the results of risk assessments
    - a The steps that should be taken to minimise risks when working at an external venue (K6)
- 

### Range

- (AC2.1) **Health and safety:** the importance of considering health and safety and other legal requirements
- 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 Regulations (COSHH)
  - 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
  - Consumer Rights Act
  - Distance Selling Act (replaced in June 2015 by Consumer Contract Regulations)
  - Trade Descriptions Act
  - Consumer Protection Legislation
- 

### Learning outcome

The learner will:

- 3 Understand how to plan for and run a promotional activity

### Assessment criteria

The learner can:

- 3.1 Describe the purpose and value of detailed and accurate planning
    - a The purpose and value of detailed and accurate planning (K7)
  - 3.2 Describe the importance of confirming resource during the planning stage of a promotional activity
    - a The type of resourcing requirements necessary for promotional activities such as individuals, tools and equipment, materials, time, venue (K8)
    - b The importance of working to a budget (K14)
    - c Where and how to obtain resources (K15)
    - d The importance of clearly defining the roles and responsibilities of those involved in promotional activities (K16)
    - e The importance of allocating roles and responsibilities to match an individual's competence levels (K17)
    - f The importance of gaining an individual's commitment and agreement to undertake a role in the promotional activity (K18)
  - 3.3 Explain the features and benefits of the products/services central to the promotional activity
    - a The features and benefits of the products and or services being promoted (K20)
    - b The difference between the features of a product or service and the benefits of a product or service (K22)
  - 3.4 Describe how to recognise buying signals and to close sales
    - a How to recognise buying signals and to close sales (K21)
  - 3.5 Explain the types of problems that may occur during the activity and solutions
    - a The types of foreseeable problems that occur and ways of resolving them (K19)
-

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## Learning outcome

The learner will:

- 4 Understand the importance of evaluating promotional activities

## Assessment criteria

The learner can:

- 4.1 Explain the importance of considering evaluation methods during the planning stage
  - a Why it is important to consider methods of evaluation at the planning stage (K12)
  - b The most suitable methods of gaining feedback for the promotional activities in the range (K32)
- 4.2 Explain the importance of evaluating a promotional activity
  - a The purpose of evaluation activities (K30)
  - b The areas of the promotional activity which should be evaluated (K31)
- 4.3 Describe how to report on evaluation findings
  - a How to collate, analyse and summarise evaluation feedback in a clear and concise way (K33)
  - b Suitable ways of formatting and producing an evaluation report (K34)

## Unit 404

## Contribute to the planning, implementation and evaluation of promotional activities (CHB17)

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for contributing to the planning and implementation of promotional activities.
3. You will need to collect documentary evidence to show you have met all the requirements of the standard.
4. From the range, you must show that you have:
  - undertaken **all** the types of promotional activities
  - developed **both** types of objectives

## Unit 405

## Design and create patterns in hair (CB9)

<b>UAN:</b>	Y/506/9781
<b>Unit level:</b>	Level 4
<b>Credit value:</b>	12
<b>GLH:</b>	96
<b>Unit aim:</b>	This standard is about the artistic use of a wide range of cutting techniques to create both two and three dimensional designs within a hair cut. The ability to cut 3D pictorial, repeated designs and symmetrical designs is required in this standard.
<b>Relationship to NOS:</b>	SKACB9
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online test

### Learning outcome

The learner will:

- 1 Be able to design and create patterns in hair

### Assessment criteria

The learner can:

- 1.1 Prepare for creative hair cutting services
  - a Prepare your client to meet salon's requirements (P2)
  - b Research and maintain a portfolio of designs suitable for use with your clients (P13)
  - c Brush or comb your client's hair in the direction of the natural growth throughout the service (P22)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Protect your client's clothing throughout the service (P3)
  - c Keep your client's skin free of excess hair cuttings throughout the service (P4)
  - d Position your client to meet the needs of the service without causing them discomfort (P5)

- e Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)
  - f Keep your work area clean and tidy throughout the service (P7)
  - g Use working methods that:
    - (P8.1) Minimise the risk of damage to tools and equipment
    - (P8.2) Ensure the use of disposable gloves when using razors
    - (P8.3) Minimise the risk of cross-infection
    - (P8.4) Make effective use of your working time
    - (P8.5) Ensure the use of clean resources
    - (P8.6) Minimise the risk of harm or injury to yourself and others
    - (P8.7) Promote environmental and sustainable working practices
  - h Ensure your personal hygiene, protection and presentation meets accepted industry and organisational requirements (P9)
  - i Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
  - j Dispose of waste materials and sharps (P11)
- 1.3 Consult with clients to confirm the desired look
- a Explore a variety of design possibilities with your client using relevant visual aids (P14)
  - b Give your client time and encouragement to put forward their own ideas on design and the image they wish to create (P15)
  - c Ensure your client is aware of what the agreed service will entail and its likely duration (P16)
  - d Confirm your understanding of your client's requirements (P17)
  - e Base your recommendations on an accurate evaluation of your client's hair and its potential to achieve the design (P18)
  - f Recommend a look that is suitable for your client's perceived image (P19)
  - g Agree services outcomes and likely costs that are acceptable to your client and meet their needs (P21)
- 1.4 Select suitable products, tools and equipment
- 1.5 Design and create patterns in hair
- a Complete the service within a commercially viable time (P12)
  - b Create a design with your client which takes into account factors influencing the service (P20)
  - c Position the design to meet the agreed design plan (P23)
  - d Adapt the size of the coverage to suit your client's head size, shape and existing haircut (P24)
  - e Use and adapt cutting techniques to achieve the definition, shape and depth of design required (P25)
  - f Combine your cutting techniques in an innovative way to achieve the required design (P26)
  - g Change your own position and that of your client to help you to ensure the accuracy of the cut (P27)
  - h Consult with your client during the cutting process to confirm the design (P28)
  - i Take suitable action to resolve any problems arising during the cutting process (P29)

- j Ensure the finished look meets the design agreed with your client (P30)
  - k Confirm your client's satisfaction with the finished look (P31)
  - 1.6 Provide clients with advice and recommendations on the service(s) provided
    - a Give your client advice and recommendations on the service provided (P32)
- 

### Range

- (AC1.1) **Design:** 2D  
3D  
pictorial  
symmetrical
  - (AC1.2) **Tools and equipment:** scissors  
clippers  
trimmers  
razors
  - (AC1.5) **Factors:** hair classifications  
hair characteristics  
head and face shape  
hair length  
hair style  
presence of male pattern baldness  
adverse skin conditions  
scarring
  - (AC1.5) **Coverage:** over a full head  
over a partial head
  - (AC1.5) **Cutting techniques:** clipper over comb  
scissor over comb  
use of razor  
freehand  
fading
  - (AC1.6) **Advice and recommendations:** how to maintain their look  
time interval between services  
present and future products and services
- 

### Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect designing and creating patterns in hair

### Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
    - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
    - b The range of protective clothing that should be available for clients (K3)
    - c The importance of personal hygiene, protection and presentation in maintaining health and safety in your workplace (K14)
-

- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
- a The hazards and risks which exist in your workplace and the safe working practices which you must follow (K12)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
- a Your salon's requirements for client preparation (K2)
- b Why it is important to protect clients from hair clippings (K4)
- c How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
- d The safety considerations which must be taken into account when cutting hair (K6)
- e Why it is important to use disposable gloves when using a razor (K7)
- f Methods of cleaning, disinfecting and sterilisation used in salons (K11)
- g The different types of working methods that promote environmental and sustainable working practices (K13)
- h The correct methods of waste disposal (K16)
- 2.4 Explain the importance of questioning clients prior to and during services
- 2.5 Explain the importance of preventing cross-infection and cross-infestation
- a Why it is important to avoid cross-infection and infestation (K8)
- b Why it is important to keep your work area clean and tidy (K9)

## Range

- (AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role
- 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 Regulations (COSHH)
  - 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
- (AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices
- reducing waste and managing waste (recycle, reuse, safe disposal)
  - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
  - reducing water usage and other resources
  - preventing pollution
  - using disposable items (easy dry towels)
  - using recycled, eco friendly furniture
  - using low chemical paint
  - using organic and allergy free hair products
  - using ultra-low ammonia hair colourants

- using environmentally friendly product packaging
  - choosing responsible domestic products (Fairtrade tea and coffee)
  - encouraging carbon reducing journeys to work
- 

### Learning outcome

The learner will:

- 3 Understand the factors that influence designing and creating patterns in hair

### Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence services
    - a Your salon's expected service times for designing and creating patterns in hair (K17)
    - b The types of hair cuts which form a suitable foundation for hair designs (K25)
    - c The different factors that must be taken into consideration prior to clippers and cutting, and how these may impact on the designs (K26)
  - 3.2 Describe ways of dealing with any influencing factors
  - 3.3 State the average rate of hair growth
    - a The average rate of hair growth (K27)
  - 3.4 Explain the effects of continual close clippers on the skin
    - a The effects of continual close clippers on skin (K28)
    - b The potential risk of ingrowing hair resulting from the continual close clippers (K29)
- 

### Range

(AC<sub>3.1</sub>) **Factors:** The different factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service

- hair characteristics
  - hair classifications
  - head and face shape
  - hair length
  - hair style
  - presence of male pattern baldness
  - adverse skin conditions
  - scarring
- 

### Learning outcome

The learner will:

- 4 Understand the tools, equipment, products and techniques used to design and create patterns in hair

### Assessment criteria

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The learner can:

- 4.1 Describe the creative effects achieved from using cutting tools and equipment
  - a The types of clippers, clipper blades and attachments available and the effects that these achieve (K37)
- 4.2 Describe the correct use and maintenance of cutting tools and equipment
  - a The correct use and maintenance of cutting tools and equipment (K10)
  - b Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K15)
  - c How to level and test clippers (K36)
- 4.3 Explain the importance of applying correct technique during creative hair cutting services
  - a Methods of preparing the hair prior to creating hair designs (K24)
  - b Basic principles of design, scale and proportion (K21)
  - c How to scale designs up and down to suit different head shapes (K22)
  - d The design possibilities and limitations when working on hair (K23)
  - e When and how to use different cutting techniques when creating designs in hair (K30)
  - f Techniques for achieving accurate symmetrical patterns (K31)
  - g How to adapt your cutting techniques to create 2 dimensional (2D) and 3 dimensional patterns (3D) (K32)
  - h Techniques for achieving positive and negative designs (K33)
  - i The importance of visually checking the cut (K34)
  - j How to visually check the design, pattern and cut (K35)
- 4.4 Explain the problems that may occur during services and ways they can be resolved
  - a The types of clippers, clipper blades and attachments available and the effects that these achieve (K38)
- 4.5 Explain the importance of providing advice and recommendations to clients
  - a Suitable sources of information and design ideas and how to access them (K18)
  - b How to present information and recommendations on designs clearly to your client (K19)
  - c The importance of ensuring client is aware what the agreed service will entail and its likely cost and duration (K20)
  - d The importance of providing advice and recommendations on the products and services provided in the salon (K39)

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### Range

(AC4.5) **Advice and recommendations:** additional services  
additional products

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for designing and creating patterns in hair.
3. Your Assessor will observe your performance on **at least 3 occasions, all of which must be of different patterns**
4. From the range, you must show that you have:
  - use **all** the tools and equipment listed
  - produced **all** designs
  - taken into account **all** the factors listed
  - produce designs that cover a full head and a partial head
  - used **all** the cutting techniques listed
  - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Appendix 1 Values

The following Key Values underpin the delivery of services in the hair and barbering sector:

- 1 a willingness to learn
- 2 the completion of services 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 good verbal and non-verbal communication skills
- 11 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

## Appendix 2 Behaviours

The following behaviours underpin the delivery of services in the hair and barbering sector. These behaviours ensure that clients receive a positive impression of both the salon and the individual:

- 1 meeting the salon'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 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 client's 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 services or products offered by the salon
- 15 recognising information that the client might find complicated and checking whether they fully understand
- 16 explaining clearly to the client any reasons why their needs or expectations cannot be met

## Appendix 3 Glossary

This glossary provides definitions and explanations of terms used across all of the 6008 units.

### **2D**

A two tone flat design, not necessary to have depth

### **3D**

Use of graduation and perception of near and far

### ***Adverse hair, skin and scalp conditions***

These are examples of conditions that can have an effect on what and how a service is delivered to clients:

- psoriasis
- alopecia
- cysts
- impetigo
- scars
- moles

### ***Basic sectioning technique***

Includes 6 section and 9 section perm

### ***Chemical rearranger***

Ammonium-thioglycollate based product used to pre-soften tight/curly hair prior to winding a perm

### ***Conditioning products (examples)***

These can include

- surface conditioners, including leave-in
- penetrating conditioners, including leave-in
- scalp treatments, including leave-in

### ***Confidential information***

May include personal aspects of conversations with clients, personal aspects of conversations with colleagues, contents of client records, client and staff personal details such as addresses and telephone numbers, financial aspects of the business, gossip.

### ***Contra-indications***

Conditions that indicate a service should not be carried out.

## **Cornrow**

A three strand plait which sits on top of its base. This is also known as a canerow.

## **Cutting terminology**

### **Long graduation cut**

A long graduation cut is when the inner layers of the hair lengths are shorter than the outline shape

### **One length cut**

A one length cut is when the hair is cut the same outside length

### **Short graduation cut**

A short graduation cut is when the inner layers of the hair lengths are longer than the outline shape

### **Uniform layer cut**

The uniform layer cut is when all sections of the hair are the same length

## **Disinfection**

Inhibits the growth of disease causing microorganisms (except spores) using chemical agents.

## **Effleurage**

A gentle stroking movement.

## **Facial hair shapes (examples only)**

### **Anchor**

A beard shaped like an anchor from the centre of the bottom lip and around and up the chin.

### **Pharaoh**

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

### **Stubble**

A neatened, several day, full beard growth.

### **Goatee**

A narrow beard which circles the mouth and chin.

### **Curtain rail**

A narrow beard following the mandible.

### **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 extends down towards the chin.

### **Pencil moustache**

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

### **Rooftop moustache**

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

## ***Factors influencing services***

Anything which could affect the hairdressing service. You will find that these factors have been listed in the range statement for each outcome.

### ***Fishtail plait***

A four strand plait achieved by crossing four pieces of hair over each other to create a herringbone look

### ***Flat top***

The haircut is usually done with clippers using the clipper over comb technique, though it can also be cut scissor over comb or freehand with a clipper. The hair at the crown is cut from about one quarter to one half inch whilst the barber stands behind the client. He then positions himself in front and cuts the top hair to about two inches in length and then to the desired height across the top from side to side whilst progressing back to the shorter hair at the crown. The exact lengths are dependent on skull shape and the style of flat top. Intricate cutting of the top and upper sides follow to achieve a specific inclination and squarish effect. There are many adaptations of this haircut such as the DA, horseshoe or high top fade.

### ***Flat twist***

Where the hair is rolled and twisted by the hand to lay flat on the scalp.

### ***Freehand***

The cutting of hair without holding it in place.

### ***French plait***

This is known as a Congo plait or Guinea plait. It is a single, inverted plait.

### ***Friction***

A vigorous rubbing movement using the finger pads. It is stimulating rather than relaxing and is not always carried out. It is only done for a few minutes, working from front to back.

### ***Full neck line***

Collar length hair

### ***Hair characteristics***

Includes the following:

- Hair density
- Hair texture
- Hair elasticity
- Hair porosity
- Hair condition
- Hair growth patterns

### ***Hair classification (this is a guideline only)***

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.

### ***Heated equipment***

eg Heated rollers, tongs, straighteners

### ***Lightening products***

Products that lighten the natural pigments in the hair without depositing artificial colour, otherwise known as bleach or pre-lighteners.

### ***Limits of own authority***

The extent of your responsibility as determined by your own job description and workplace policies.

### ***Linear outline***

Patterns created from either straight or curved lines or a combination of straight and curved lines.

### ***Long term hair extensions***

Hair extensions which last six weeks or longer

- hot bonded or fusion
- micro ring or loop
- corn row based wefts
- corn row plaits

### ***Manufacturers' instructions***

Guidance issued by manufacturers' or suppliers' of products or equipment concerning their safe and efficient use.

### ***Partial beard***

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

### ***Personal presentation***

This includes personal hygiene; use of personal protection equipment; clothing and accessories suitable to the particular workplace.

### ***Personal Protective Equipment (PPE)***

You are required to use and wear the appropriate protective equipment or clothing when using or working with chemicals such as colours and perms. Protective gloves and aprons are the normal requirement for these types of activities.

### ***Petrissage***

Slow, firm, kneading movement.

### ***Pre-perm treatment***

A product which is applied to the hair prior to a chemical service to even out porosity along the hair shaft.

### ***Pulled through highlights and/or lowlights***

Techniques could include:

- combs
- spatula
- cap
- foil or film pull-through strips
- cones

### ***Quasi-permanent colour***

Colouring products which should be treated as permanent colours in terms of testing and future services. These products are mixed with oxidisers such as low strength hydrogen peroxide and are normally expected to last up to 12 shampoos, depending on the porosity of the hair.

### ***Relevant person***

An individual deemed responsible for supervising you during a given task or service or the person to whom you normally report such as your line manager. In these particular Standards, it may also refer to an individual deemed responsible by the salon for specific areas and services.

### ***Resources***

Anything used to aid the delivery and completion of the service such as towels, gowns, equipment, consumable items.

### ***Rotary***

A firm circular movement using the pads of the fingers over the surface of the scalp

### ***Salon requirements***

Any hairdressing procedures or work rules issued by salon management

### ***Semi-permanent colour***

Colour to which no oxidiser is added and which is normally expected to last up to 8 shampoos depending on the porosity of the hair.

### ***Sensitised hair***

Hair which has a fragile internal structure naturally or caused by mechanical, chemical and or environmental factors.

### ***Special advice prior to visit***

eg Special clothing requirements, tests required, treatments and services to avoid

### ***Square neck line***

Known as a Boston.

### ***Sterilisation***

The total destruction of microorganisms.

### ***Straight razor***

An old fashioned razor with a blade that can fold up into its handle. They are also called open razors and cut-throat razors.

### ***Strand test***

This test is used in the rearranging process to establish the effect of the product on the hair and its condition, such as, the degree of straightness has been achieved before winding.

### ***Tapering***

Tapering hair extensions adds texture and lightness to long, straight hair to blend and soften the overall finish

### ***Temporary hair attachments***

Hair attachment systems which last anything between 24 hours and six weeks

- sewn
- plaited
- rings
- tapes
- clip in hairpieces and additions
- taped weft
- cold bonding (latex)
- wefted hair - tracks/rows
- plaited corn rows

## **Tests**

A test will determine if a client is suitable for a particular service such as a skin test which identifies if the client is allergic to a product or chemical.

## ***Texturising (by cutting)***

Introducing differing lengths in areas of, or throughout, the haircut to soften a hard line or to create root lift.

## ***Texturising (using chemicals)***

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

## ***Traction alopecia***

The loss of hair because of excessive or continuous tension on the hair such as regular wearing of extensions or plaiting.

## ***Trimmers***

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

## ***Vibration***

A fine, gentle trembling movement of the tissues which is performed by your hand or fingers.

## ***Wrap setting***

When hair is wound clockwise or anti clockwise so that the contours of the head form the finished shape of the hair.

## Appendix 4 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

### [Centre handbook: quality assurance standards](#)

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### [Centre assessment: quality assurance standards](#)

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

### [Access arrangements: when and how applications need to be made to City & Guilds](#)

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The [centre document library](#) also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### Useful contacts

- Please visit the [contact us](#) section of the City & Guilds website.

## City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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Published by City & Guilds

5 – 6 Giltspur Street  
London  
EC1A 9DE  
customersupport@cityandguilds.com

[www.cityandguilds.com](http://www.cityandguilds.com)

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