



QUALIFICATION  
SPECIFICATION

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# ProQual Level 2 Diploma in Barbering

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Qualification Number 603/4537/8



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## Introduction

The Level 2 Diploma in Barbering is suitable for candidates who wish to pursue a career in men's hairdressing, it is the minimum required by the industry to work as a junior stylist.

The units in this qualification are endorsed by Habia, the standards setting body for hair, beauty, nails and spa sector.

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification has been accredited onto the Regulated Qualifications Framework (RQF). Candidates could progress to higher level or specialist qualifications in hairdressing or barbering.

## Qualification Profile Level 2 Diploma in Barbering

Qualification title	ProQual Level 2 Diploma in Barbering
Ofqual qualification number	603/4537/8
Level	Level 2
Total qualification time	520 hours
Guided learning hours	465
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	20/5/2019
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an initial assessment of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

Candidates must achieve a minimum of 52 credits:

- 39 credits by completing all NINE Mandatory units, plus
- a minimum of 13 credits from the Optional units

Mandatory Units – complete ALL units to achieve 39 credits				
Unit Reference Number	Unit Title	Credit value	Unit Level	GLH
H/617/5998	Working in the Hair Industry	4	2	35
K/617/5999	Follow health and safety practice in the salon	3	2	24
L/617/6000	Client consultation for hair services	3	2	30
R/617/6001	Shampoo and condition the hair and scalp	3	2	29
Y/617/6002	Promote products and services to clients in a salon	3	2	28
A/617/6025	Cut men's hair	6	2	53
F/617/6026	Cut facial hair	4	2	32
H/617/6004	Colour and lighten hair	10	2	91
J/617/6027	Styling men's hair	3	1	30
Optional Units – a minimum of 13 credits				
Unit Reference Number	Unit Title	Credit value	Unit Level	GLH
K/617/6005	Perm and neutralise hair	7	2	60
T/617/6007	Create an image based on a theme within the hair and beauty sector	7	2	60
A/617/6008	Display stock to promote sales in salon	3	2	24
F/617/6009	Provide scalp massage services	4	2	33
T/617/6010	Salon reception duties	3	2	24
F/617/6012	Relax African type hair	5	2	44
L/617/6028	Provide threading services for hair removal	4	2	29

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form ProQual Additional Qualification Approval Application.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers will need to hold appropriate assessor or verifier qualifications, such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Assessors and internal quality assurers must:

- a) be able to provide verifiable evidence of occupational competence, e.g. CVs, references, qualification certificates, CPD records, product evidence, video evidence, to ensure the credibility of assessment decisions;
- b) demonstrate their continuing participation in CPD activities, for example:
  - 'hands on' delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels;
  - undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
  - further relevant qualifications

The following activities will not count towards CPD:

- Reading the trade press and books
- Listening to tapes and watching tapes/DVDs/Internet

## Resources

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practice activities.

All equipment must meet industry standards and be capable of being used under normal working conditions.

## Simulation

The use of head blocks and fake body parts for summative assessment may only be used for the following unit:

K/617/6005 Perm and neutralise hair

Simulation for this unit should only be used once the use of models, peers and clients has been exhausted, the best form of assessment is on a real person. If a head block or fake body part is used in summative assessment the Assessor must record this.

## Learning environment

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and/or workplace to meet the qualification needs and enable learners to cover all of the practical activities.

The learning and assessment setting should:

- incorporate a realistic learning environment which provides learners with experience of working in and under realistic commercial conditions during assessment
- meet any byelaws, legislation, local authority requirements that would affect a similar commercial environment
- meet the requirements of a vocational education establishment

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Assessment

This qualification is competence-based, candidates must demonstrate the level of knowledge and competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

All units will be assessed by:

- practical tasks, and
- knowledge and understanding tasks

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the practical and knowledge and understanding tasks for each unit.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

The qualifications must be internally assessed by an appropriately experienced and qualified assessor.

*Unit information, learning outcomes and assessment criteria can be found from page 9 onwards.*

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

ProQual Level 2 Diploma in Barbering

### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

### Unit certificates

If a candidate does not achieve all of the requirements for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.



## Learning Outcomes and Assessment Criteria

### Mandatory Unit H/617/5998 Working in the Hair Industry

The aim of this unit is to provide the learner with an understanding of the requirements for working in the hairdressing industry.

The skills developed by the learner will enable them to take responsibility for their own learning and development within the industry.

The knowledge acquired by the learner will enable them to understand career prospects, development opportunities and the basic employment rights and responsibilities within the hairdressing industry.

### Learning Outcomes

There are two learning outcomes for this unit, the learner will:

1. Be able to describe the key characteristics of the hair industry
2. Be able to describe working practices in the hair industry

### Learning Outcome 1

Be able to describe the key characteristics of the hair industry

#### Practical Skills

The learner can:

1. Access sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry

#### Underpinning Knowledge

The learner can:

1. Outline the types of organisation within the hair industry
2. Outline the main services offered by the hair industry
3. Describe occupational roles within the hair industry
4. State the employment characteristics of working in the hair industry
5. State career patterns within the hair industry
6. Outline the education and training opportunities within the hair industry
7. Outline opportunities to transfer to other sectors or industries

### Sources of information

Internet, journals, Habia, training providers, further education colleges, awarding bodies, Connexions, career guidance

### Organisations

Manufacturers, salons, professional membership organisations, suppliers, industry lead bodies

### Occupational roles

Shampooist, junior, receptionist, colour technician, junior stylist, artistic director, manager, salon owner, barber

### Main services

Haircutting, perming, styling, colouring, dressing, shampooing and conditioning, relaxing, shaving, facial haircutting, scalp massage, face massage, Indian head massage

### Employment characteristics

Full time, part time, freelance, seasonal, patterns of work

### Career patterns

Career development (junior stylist – senior stylist – manager)

### Qualifications

## Learning Outcome 2

Be able to describe working practices in the hair industry

### Underpinning knowledge

The learner can:

1. Outline good working practices in the salon
2. State the importance of personal presentation in reflecting the professional image of the hair industry
3. Outline opportunities for developing and promoting own professional image within the hair industry
4. State the basic employee employment rights and responsibilities
5. Outline the main legislation that affects working in the hair industry

### Range

#### Good working practices

Personal Protective Equipment (PPE), COSHH, methods of sterilisation

#### Personal presentation

Dress, appearance and personal hygiene

#### Employment rights and responsibilities

Rights: contract of employment, minimum wage, safe working environment

Responsibilities: work safely to meet salon and legal requirements

#### Legislation

Equal Opportunity and Discrimination Act, Working Time Regulations, National Minimum Wage, Employment Rights Act, Employment Act, Health and Safety and Work Act.

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Mandatory Unit

### K/617/5999 Follow health and safety practice in the salon

The aim of this unit is to provide the learner with the knowledge and skills to maintain health and safety in the salon.

The skills developed by the learner include maintaining health, safety and security practices in the salon and following and carrying out emergency procedures.

The knowledge acquired by the learner will enable them to understand the main provision of the Health and Safety at Work Act, employers' and employees' responsibilities, hazards and risk and emergency procedures requirements.

There are two learning outcomes for this unit, the learner will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

#### Learning Outcome 1

Be able to maintain health, safety and security practices

##### Practical Skills

The learner can:

1. Conduct self in the workplace to meet with health and safety practices and salon policy
2. Deal with hazards within own area of responsibility following salon policy
3. Maintain a level of personal presentation, hygiene and conduct to meet legal and salon requirements
4. Follow salon policy for security
5. Make sure tools, equipment, materials and work areas meet hygiene requirements
6. Use required personal protective equipment (PPE)
7. Position self and the client safely throughout the service
8. Handle, use and store products, materials, tools and equipment safely to meet with manufacturers' instructions
9. Dispose of all types of salon waste safely and to meet with legal and salon requirements

##### Underpinning Knowledge

The learner can:

1. Explain the difference between legislation, codes of practice and workplace policies
2. Outline the main service provisions of health and safety legislation
3. State the employers' and employees' health and safety responsibilities

4. State the difference between a hazard and a risk
5. Describe hazards that may occur in the salon
6. State the hazards which need to be referred
7. State the purpose of personal protective equipment (PPE) used in a salon during different services
8. State the importance of personal presentation, hygiene and conduct in maintaining health and safety in the salon
9. State the importance of maintaining the security of belongings
10. Outline the principles of hygiene and infection control
11. Describe the methods used in the salon to ensure hygiene
12. Describe the effectiveness and limitations of different infection control techniques
13. Describe how to dispose of different types of salon waste

## Range

### Hazards

Trailing wires, faulty electrical equipment, spillages, slippery surfaces, obstructions to access and egress.

### Personal presentation

Dress, appearance and personal hygiene

### Security

Client records, salon records, salon equipment, client belongings, staff belongings, salon products, till point.

### Personal protective equipment (PPE)

Aprons, gloves, particle mask

### Types of salon waste

General waste, waste chemical products, sharps, contaminated waste

### Health and safety legislation

Health and Safety at Work Act, Personal Protective Equipment at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Manual Handling Operations Regulations, Control of Substances, Hazardous to Health Regulations (COSHH), Provision and Use of Work Equipment Regulations, Electricity at Work Regulations, Reporting injuries, Diseases and Dangerous Occurrences (RIDDOR), Fire Precautions Act, Health and Safety First Aid Regulations, Health and Safety (Display Screen Equipment) Regulations

### Employers' and employees' health and safety responsibilities

Safe working equipment, safe working environment, PPE

Difference between a hazard and a risk

A risk is the likelihood of a hazard causing an accident or harm (e.g. injury)

Methods used in the salon to ensure hygiene

Sanitisation of surfaces, sterilisation of tools and equipment, washing of towels and gowns, personal hygiene

## Learning Outcome 2

Be able to follow emergency procedures

### Practical skills

The learner can:

1. Follow emergency procedures
2. Follow accident reporting procedures which meet with salon policy
3. Identify named emergency personnel
4. Locate fire fighting equipment

### Underpinning knowledge

The learner can:

1. Outline the correct use of fire fighting equipment for different types of fire
2. State the dangers of the incorrect use of fire fighting equipment on different types of fires
3. State the importance for reporting and recording accidents
4. Describe the procedure for reporting and recording accidents
5. Describe procedures for dealing with emergencies

### Range

#### Emergency personnel

Fire warden, first aider

#### Use of fire fighting equipment for different types of fires

Electrical fires: dry powder, carbon dioxide

Non-electrical fires: water, foam, dry powder, carbon dioxide

#### Procedures for dealing with emergencies

Raising the alarm, contacting emergency services, evacuation, drills, accidents, first aid

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Mandatory Unit

### L/617/6000 Client consultation for hair services

The aim of this unit is to provide the learner with the knowledge and skills to carry out client consultation on a range of different hairdressing services and products.

The skills developed by the learner include methods of analysing factors that may limit or prohibit services and products. The learner will acquire knowledge of the basic structure of the hair and skin, the hair growth cycle and the characteristics of the different hair types. The learner will understand the methods of communication required to obtain information and provide advice for a variety of salon services and products.

There are two learning outcomes for this unit. The learner will:

1. Be able to consult and advise with clients
2. Know the characteristics of the hair

#### Learning Outcome 1

##### Be able to consult and advice with clients

#### Practical Skills

The learner can:

1. Communicate in a manner that creates confidence, trust and maintains good will
2. Establish client requirements for products and services using appropriate communication techniques
3. Consult and complete client records
4. Identify factors that may limit or prevent the choice of services or products
5. Advise the client on any factors which may limit, prevent or affect their choice of services or product
6. Provide the client with clear recommendations for referral when required
7. Recommend and agree a service or product
8. Follow safe and hygienic working practices

#### Underpinning knowledge

The learner can:

1. Explain how to communicate effectively
2. Outline communication techniques used during client consultation
3. State the importance of consulting client records
4. Describe the tests carried out for different services
5. State the importance of following manufacturers' instructions, salon policy and legal requirements



6. State the importance of identifying factors that may limit, prevent or affect the service
7. State the importance of identifying and recording contra-indications
8. State who to refer clients to for different contra-indications
9. State the importance of not naming referable contra-indications
10. Describe the information that should be on a record card
11. Describe how client records should be held and maintained
12. State the importance of client confidentiality
13. Outline legislation that affects how information is used during client consultation

## Range

### Communication techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expression

Use of: visual aids, client records

### Client records

Client response to consultation questions, client record card for details of service and products

### Factors

Adverse hair, skin or scalp conditions (suspected infections, infestations and disorders), incompatibility of previous service or products used, history of allergies or skin sensitivities to products, head/face shape, hair types and textures, density, length, growth patterns, client requirements and lifestyle

### Referral

To: general medical practice, chemist, senior stylist

### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

### Tests

Porosity, elasticity, incompatibility, skin test, pre-perm test curl, curl development test, colour test, strand test, perm skin test

### Legislation

Data Protection Act, Supply of Goods and Services Act, Consumer Protection Act, Sale of Goods Act

## Learning outcome 2

### Know the characteristics of the hair

#### Underpinning knowledge

The learner can:

1. Describe visual signs of suspected infections, infestations and disorders visible to the naked eye
2. Describe the basic structure of the skin and hair
3. Describe the characteristics of the hair structure with the different hair types
4. Describe the hair growth cycle
5. State the average hair growth rate
6. Describe the general factors that contribute to healthy hair

#### Range

##### Basic structure of the skin and hair

Dermis, epidermis, sweat glands, sebaceous gland, erector pili muscle, blood capillaries, hair bulb, hair shaft follicle, nerve endings

##### Hair structure

Cuticle, cortex medulla

##### Hair types

Caucasian, African type, Asian

##### Hair growth cycle

Anagen, catagen, telegen

##### General factors that contribute to healthy hair

Health, diet, environment, chemicals used in the hair

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Mandatory Unit

### R/617/6001 Shampoo and condition the hair and scalp

The aim of this unit is to provide the learner with the knowledge and skills to shampoo and condition the hair and scalp.

The skills developed by the learner include the use and control of water flow and the application of massage techniques for shampooing and conditioning.

The knowledge acquired by the learner will enable them to select suitable products and understand how shampooing and conditioning affects the hair and scalp.

There are two learning outcomes for this unit. The learner will:

1. Be able to prepare to shampoo and condition the hair and scalp
2. Be able to shampoo and condition the hair and scalp

#### Learning outcome 1

##### Be able to prepare to shampoo and condition the hair and scalp

#### Practical skills

The learner can:

1. Prepare self, the client and work area for shampooing and conditioning services
2. Identify the condition of the hair and scalp using suitable consultation techniques

#### Underpinning knowledge:

The learner can:

1. Describe the salon's requirements for client preparation, preparing self and the work area
2. Describe the different consultation techniques used
3. Describe the hair and scalp conditions and their causes
4. Describe different ranges of shampooing and conditioning products and equipment
5. Explain the importance of following manufacturers' instructions

#### Range

#### Consultation techniques

Open and closed questions, use of visual aid

## Hair and scalp conditions

Hair conditions: chemically damaged, heat damaged, environmentally damaged, product build up, normal

Scalp conditions: dandruff affected, oily, dry, product build up, normal

## Products

Shampoos: for normal hair, for oil hair, for dry/damaged hair, for dandruff affected hair

Conditioners: surface conditioner, penetrating conditioning, scalp treatment

## Learning outcome 2

### Be able to shampoo and condition the hair and scalp

#### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Select and use products, tools and equipment suitable for the client's hair and scalp condition
3. Use and adapt massage techniques to meet the needs of the client
4. Adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, and leave the hair clean and free of products
5. Disentangle hair without causing damage to hair or scalp
6. Follow safe and hygienic working practices
7. Provide suitable aftercare

#### Underpinning knowledge

The learner can:

1. Describe when and how to use the products, equipment and tools to treat different hair and scalp conditions
2. Explain how the pH value of shampoo and conditioning products used affects the hair structure
3. Describe the possible consequences of using incorrect shampooing and conditioning products
4. Describe the effects of massage techniques when shampooing and conditioning different lengths and densities of hair
5. Describe how shampoo and water act together to cleanse the hair
6. Describe how water temperature affects the hair structure
7. Explain the importance of thoroughly rinsing hair to remove shampoos and conditioning products
8. Explain the direction in which the hair cuticle lies and its importance when disentangling wet hair
9. Describe the aftercare advice that should be provided
10. Outline safe and hygienic working practices
11. State how to communicate and behave within a salon environment

## Range

### Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology

### Products

Shampoos: for normal hair, for oil hair, for dry/damaged hair, for dandruff affected hair

Conditioners: surface conditioner, penetrating conditioner, scalp treatment

### Hair and scalp conditions:

Hair conditions: chemically damaged, heat damaged, environmentally damaged, product build up, normal

Scalp conditions: dandruff affected, oil, dry, product build up, normal

### Massage techniques

Effleurage, friction, rotary, petrissage

### Hair structure

Cuticle, cortex, medulla

### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

### Aftercare advice

Correct combing and brushing techniques, frequency of use of shampoos and conditioning products, suitable shampoos and conditioning products and how to use them

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Mandatory Unit

### Y/617/6002 Promote products and services to clients in a salon

The aim of this unit is to provide the learner with the knowledge and skills to promote products and services to the client.

The skills developed by the learner include: identifying additional products and services for clients using suitable methods of communication to give accurate and relevant information being able to identify buying signals and securing agreement.

The knowledge acquired by the learner will enable them to understand how the promotion of products and services will benefit the salon, how to progress the sale, legislation and regulations which affect the selling of services.

There is one learning outcome for this unit. The learner will:

1. Be able to promote products and services to the client

#### Practical skills

The learner can:

1. Establish the client's requirements
2. Use suitable communication techniques to promote products and services
3. Introduce services and/or products to the client at the appropriate time
4. Give accurate and relevant information to the client
5. Identify buying signals and interpret the client's intentions correctly
6. Identify services and/or products to meet requirements of the client

#### Underpinning knowledge

The learner can:

1. Describe the benefits to the salon of promoting services and products to the client
2. Describe the listening and questioning techniques used for promotion and selling
3. Describe the different consultation techniques used to promote products and services
4. Explain the terms 'features' and 'benefits' as applied to services and products
5. Describe the principles of effective face-to-face communication
6. State the importance of effective personal presentation
7. State the importance of good product and service knowledge
8. Outline the stages of the sale process
9. Describe how to interpret buying signals
10. Describe how to secure agreement and close the sale
11. Explain the legislation that affects the selling of services and products
12. Describe methods of payment for services and products

## Range

### Communication techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expression

Use of: visual aids, client records

### Services and/or products

Use of products and services which are new to the client, use of the same products or services the client has used before

### Consultation techniques

Open and closed, use of visual aids

### Features and benefits

Feature – description of product or service

### Personal presentation

Dress, appearance, personal hygiene

### Stages of the sales process

Identify need, identify product to meet the need, demonstrating product, overcoming obstacles, closing sales

### Legislation

Data Protection Act, Trades Description Act, Sale and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

### Methods of payment

Cash, cheque, credit/debit card, vouchers

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.



## Mandatory Unit A/617/6025 Cut Men's hair

The aim of this unit is to provide the learner with the knowledge and skills to cut men's hair into basic looks.

The skills developed by the learner include layering, club cutting, scissor over comb, use of clippers and free-hand cutting techniques.

The knowledge acquired by the learner will enable them to understand the main factors that need to be considered when cutting hair, the effect cutting hair at different angles has on the haircut, the importance of applying tension to the hair when cutting and safety considerations that must be taken into account.

There are two learning outcomes for this unit. The learner will:

1. Be able to prepare for a cutting service
2. Be able to provide a cutting service

### Learning outcome 1 Be able to prepare for a cutting service

#### Practical skills

The learner can:

1. Prepare self, the client and work area for cutting service
2. Use suitable consultation techniques to identify service objectives
3. Assess the potential of the hair to achieve the desired look by identifying the influencing factors

#### Underpinning knowledge

The learner can:

1. Explain the safety considerations that must be taken into account when cutting hair
2. State the factors that need to be considered when cutting hair
3. Describe the typical patterns of male pattern baldness
4. State the effects created by different sized clipper blades and attachments
5. State the risk of in-growing hair from continual close cutting on the skin
6. Describe the different consultation techniques used to identify service objectives
7. Describe the salon's requirements for client preparation, preparing self and the work area
8. Describe a range of looks for men

## Range

### Consultation techniques

Open and closed questions, use of visual aids

### Factors

Hair: wet, dry, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, client lifestyle, elasticity, contra-indications, neck shapes, natural hairline, presence of male patterns baldness

### Safety considerations

Handling scissors, handling electrical equipment, protection from inflection and cross infection, deportment, trip hazards from hair cuttings, first aid procedures

### Looks

Uniform layer, graduation, around the ear outline, with fade

## Learning outcome 2

### Be able to provide a cutting service

#### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Select and use cutting tools and equipment to achieve the desired look
3. Establish and follow guidelines to accurately achieve the required look
4. Use cutting techniques that take into account the identified factors
5. Create neckline shapes that are accurate and taken account of the natural hairline
6. Position self and the client appropriately throughout the service
7. Cross check the cut to ensure even balance and weight distribution
8. Remove unwanted hair outside the desired outline shape
9. Create balanced and shaped sideburns that suit the required look
10. Create a finished cut that is to the satisfaction of the client
11. Provide suitable aftercare advice
12. Follow safe and hygienic working practices

#### Underpinning knowledge

The learner can:

1. State how to communicate and behave within a salon environment
2. Describe the correct use and routine maintenance of cutting tools and equipment
3. Describe the effect of different cutting techniques
4. State the effect cutting hair at different angles has on the finished look
5. State the importance of applying the correct degree of tension to the hair when cutting
6. State the importance of cutting to the natural hairline in barbering
7. Explain how to ensure that sideburns are cut level
8. State the importance of cross checking the cut
9. Describe the aftercare advice that should be provided
10. Outline safe and hygienic working practices

#### Range

##### Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

##### Cutting tools and equipment

Scissors, cutting comb, clippers and attachments

## Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications

## Cutting techniques

Layering club cutting, scissor over comb, clipper with guard, freehand, thinning, fade

## Looks

Uniform layer, graduation, around the ear outline, with fade

## Neckline shapes

Square, rounded, tapered

## Aftercare advice

Recommended time intervals between cuts, how to maintain the look, suitable styling and finishing products to use

## Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

## Effect cutting hair at different angles has on the finished look

Angles to create uniform layering, angles to create graduation

## Importance of applying the correct degree of tension

Elasticity of hair when wet and dry, accuracy of work

## Importance of cutting to the natural hairline in barbering

Suitability of neckline shape for men, length of time the look will last

## Importance of cross checking the cut

Even balance, accuracy of cut to the guideline, even weight distribution

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Mandatory Unit

### F/617/6026 Cut facial hair

The aim of this unit is to provide the learner with the knowledge and skills to maintain facial hair shapes using basic cutting techniques.

The skills developed by the learner include the use of scissor, clippers and attachments to maintain shapes by scissors over comb, clipper over comb and freehand cutting techniques.

The knowledge acquired by the learner will enable them to understand how to identify and maintain basic beard and moustache shapes, factors to consider prior to and during cutting, selection and use of tools and equipment and specific safety considerations to be taken into account when cutting facial hair.

There are two learning outcomes for this unit. The learner will:

1. Be able to prepare for cutting facial hair service
2. Be able to provide a cutting facial hair service

#### Learning outcome 1

Be able to prepare for a cutting facial hair service

#### Practical skills

The learner can:

1. Prepare self, the client and work area for facial hair services
2. Use suitable consultation techniques to identify service objectives
3. Assess the potential of the hair to achieve the desired look by identifying the influencing factors

#### Underpinning knowledge

The learner can:

1. Explain the safety considerations that must be taken into account
2. Describe the factors that need to be considered when cutting facial hair
3. Explain how the factors may influence the way the hair is cut
4. State the effects created by different sized clipper blades and attachments
5. State the effects of continual close cutting on the skin
6. Describe the potential risk of in-growing hair
7. Describe the different consultation techniques used to identify service objectives
8. Describe the salon's requirements for client preparation, preparing self and the work area
9. Describe a range of basic facial hair shapes and looks

## Range

### Facial hair

Beards: full face, moustaches, eyebrows

### Consultation techniques

Open and closed questions, use of visual aids

### Looks

Tapered beardline, full beard outlines, moustaches only, eyebrow shape

### Factors

Client requirements, hair density, hair growth patterns, suspected infections, suspected infestations, head/face shapes/features, skin disorders (psoriasis, skin type)

### Safety considerations

Handling scissors, handling electrical clippers, protection from infection and cross infection, protection from hair clippings, deportment, trip hazards from hair cuttings, first aid procedures

### Facial hair shapes

Beards: full face

Moustaches: traditional, current fashion, that stay across the top lip, that curve around the side of the mouth

## Learning outcome 2

Be able to provide a cutting facial hair service

### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Select and use cutting equipment to achieve the desired look
3. Establish and accurately follow guidelines to achieve the required look
4. Use cutting techniques that take into account the identified factors
5. Position self and the client appropriately throughout the service
6. Check the cut regularly to ensure accurate distribution of balance, weight and shape
7. Remove any unwanted hair outside the outline shape
8. Create a finished cut that is to the satisfaction of the client
9. Follow safe and hygienic working practices
10. Provide suitable aftercare advice

### Underpinning knowledge

The learner can:

1. Describe the correct use and routine maintenance of cutting equipment
2. Describe the effect of cutting techniques
3. Explain the cutting techniques to use for different facial hair types and looks
4. State the importance of cross checking the cut
5. Describe how to cross check and balance the cut
6. State the importance of cutting to the natural facial hairline on full beards
7. Describe the aftercare advice that should be provided
8. Outline safe and hygienic working practices
9. State how to communicate and behave in a salon environment

### Range

#### Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of selected terminology

#### Cutting equipment

Clippers, scissors, clipper guards

#### Looks

Tapered beardline, full beard outlines, moustaches only, eyebrow shape

## Cutting techniques

Layering, club cutting, scissor over comb, freehand

## Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications

## Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

## Aftercare advice

Recommended time intervals between cuts, how to maintain the look, importance of regularly exfoliating the skin outside of the facial hair shape, suitable exfoliating products to use

## Importance of cross checking the cut

Even balance, accuracy of cut to the guidelines, even weight distribution

## Importance of cutting to the natural facial hairline

Suitability of different facial hair shapes, length of time the shape will last, natural finish

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.



## Mandatory Unit

### H/617/6004 Colour and lighten hair

The aim of this unit is to provide the learner with the knowledge and skills to change hair colour using basic techniques.

The skills developed by the learner include colour applications for full-head, re-growth, pulled through and weaved packages.

The knowledge acquired by the learner will enable them to understand how to select suitable application methods, choose suitable products, work safely and efficiently and to give after care advice.

There are two learning outcomes for this unit. The learner will:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

#### Learning outcome 1

##### Be able to prepare for colouring hair

#### Practical skills

The learner can:

1. Prepare self, the client and work area for colouring services
2. Use suitable consultation techniques to identify service objectives
3. Assess the potential of the hair to achieve the desired look by identifying the influencing factors

#### Underpinning knowledge

The learner can:

1. Explain the safety considerations that must be taken into account when colouring and lightening hair
2. Explain the dangers associated with inhalation of powder lighteners
3. Outline the types of colouring and lightening products
4. State the factors that need to be considered when selecting colouring products
5. Explain the importance of carrying out the necessary tests prior to and during the colouring service and recording the results
6. Explain the principles of colour selection
7. Explain how natural hair pigments influence colour selection
8. Describe how the international colour chart is used to select colour

9. Describe how each of the colour products affects the hair structure
10. Explain the uses of hydrogen peroxide when colouring and lightening the hair
11. State what percentage and volume strength hydrogen peroxide means
12. Explain the importance of following manufacturers' instructions
13. Describe the different consultation techniques used to identify service objectives
14. Describe the salon's requirements for client preparation, preparing self and the work area

## Range

### Consultation techniques

Open and closed questions, use of visual aids

### Factors

Skin tone, previous service, existing colour, lifestyle, hair condition, results of tests, client requirements, temperature, strength of hydrogen peroxide, percentage of white, hair length

### Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection

### Products

Temporary, semi permanent, quasi-permanent, permanent, lightener

### Necessary tests

Skin tests, elasticity test, porosity test, colour development strand test, colour test, incompatibility test

### Uses of hydrogen peroxide

To darken the base colour, to lighten the base colour, to tone

## Learning outcome 2

### Be able to provide a colouring service

#### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Select and use the application method, products, tools and equipment to colour hair
3. Position themselves and the client appropriately throughout the service
4. Mix and apply the colour using neat sections
5. Monitor the development of the colour accurately, following manufacturer's instructions
6. Remove the colour product thoroughly from the hair and scalp, without disturbing packages still requiring development
7. Apply a suitable conditioner of post colour treatment to the hair, following manufacturers' instructions
8. Create a desired look to the satisfaction of the client
9. Provide suitable aftercare advice
10. Follow safe and hygienic working practices

#### Underpinning knowledge

The learner can:

1. Describe the correct use and routine maintenance of tools and equipment
2. State the importance of restoring the pH of the hair after a permanent colour
3. Outline the types and causes of problems that can occur during the colouring service and how to resolve them
4. Describe the aftercare advice that should be provided
5. Outline safe and hygienic working practices
6. State how to communicate and behave within a salon environment

#### Range

##### Communicate

Speaking, listening, body language, reading, recording, follow instructions using a range of related terminology

##### Application method

Full head, re-growth, pulled through, weave, temporary, semi-permanent, quasi-permanent, permanent, brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps), drying equipment, climazone roller ball, spatula, colour pots

### Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heating styling equipment and the effect of perming on other services, how lifestyle can affect durability of colour

### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories

### Problems

Colour too dark, skin staining, not enough lift, uneven coverage, scalp irritation

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Mandatory Unit

### J/617/6027 Styling Men's hair

The aim of this unit is to introduce the learner to the basic technique, products and equipment for hair styling for men, engaging their interest through experiential learning of selected barbering skills focused on achieving a final finished look.

There are two learning outcomes for this unit. The learner will:

1. Be able to prepare for styling for men
2. Be able to provide styling for men

#### Learning outcome 1

##### Be able to prepare for styling for men

#### Practical skills

The learner can:

1. Prepare for styling men's hair

#### Underpinning knowledge

The learner can:

1. Identify basic techniques for styling men's hair
2. State the factors that influence the choice of hair styling techniques for men
3. State the importance of the preparation procedures for styling men's hair

#### Range

##### Prepare

Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

##### Basic techniques

Straightening, smoothing, curling, finger drying, finishing

##### Factors

Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends

## Learning outcome 2

### Be able to provide styling for men

#### Practical skills

The learner can:

1. Select appropriate products, tools and equipment
2. Style men's hair using basic techniques
3. Follow safe and hygienic working practices
4. Communicate and behave in a professional manner

#### Underpinning knowledge

The learner can:

1. State the purpose of basic hair styling and finishing products, tools and equipment

#### Range

##### Products

Mousse, gel, lotion, spray, moisturisers, wax, dressing creams, heat protectors

##### Tools and equipment

Combs, brushes, dryers, electrical equipment

##### Safe and hygienic working practices

PPE, COSHH, methods of sterilisation, relevant health and safety legislation

##### Communicate

Speaking, listening, body language, what to say, how to say it, range of hair styling terminology

##### Behave

Following instructions, following salon/barbers requirements, working co-operatively

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Optional Unit

### K/617/6005 Perm and neutralise hair

The aim of this unit is to provide the learner with the knowledge and skills to perm and neutralise hair.

The skills developed by the learner include 9-section, directional and brick winding.

The knowledge acquired by the learner will enable them to understand how to select suitable winding techniques, choose suitable products for use, work safely and efficiently and to give aftercare advice.

There are two learning outcomes for this unit. The learner will

1. Be able to prepare to perm and neutralise hair
2. Be able to perm and neutralise hair

#### Learning outcome 1

##### Be able to prepare to perm and neutralise hair

#### Practical skills

The learner can:

1. Prepare self, the client and work area for perming and neutralising
2. Use suitable consultation techniques to identify service objectives
3. Assess the potential of the hair to achieve the desired look by identifying the influencing factors

#### Underpinning knowledge

The learner can:

1. State the factors that need to be considered when perming and neutralising hair
2. Describe the different consultation techniques used to identify the service objectives
3. Explain the importance of carrying out the necessary tests prior to and during the service and recording the results
4. Explain the importance of following manufacturers' instructions
5. Describe the range of perm lotions and neutralising products, tools and equipment
6. Describe the salon's requirements for client preparation, preparing self and the work area
7. Explain the safety considerations which must be taken into account

## Range

### Consultation techniques

The use of open and closed questions and visual aids

### Factors

Client requirements, hair texture, hair growth patterns, haircut and length, hair density, direction and degree of movement required, client lifestyle, test results, previous services, hair and scalp conditions, temperature

### Tests

Porosity, elasticity, incompatibility, development test curl, pre perm test curl

### Perm lotions

Acid, alkaline

### Tools and equipment

Pin-tail comb, wide tooth comb, perm rods (this includes any suitable medium used), band protectors, heat radiating equipment, sponge, bowl, applicator bowl

### Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection



## Learning Outcome 2

### Be able to perm and neutralise hair

#### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Select and use products and techniques, taking into account factors influencing the service
3. Section and wind the hair, taking meshes to suit the perm rod size to achieve the desired look
4. Wind the hair with even tension, making sure all wound perm rods sit on their own base
5. Monitor the development of the perming and neutralising processes, following manufacturers' instructions
6. Leave the hair free of perm lotion when the desired degree of curl is achieved, using water temperature and flow to suit client's needs
7. Follow safe and hygienic working practices
8. Provide suitable aftercare advice

#### Underpinning knowledge

The learner can:

1. Describe the effects of perm lotions and neutralisers on the hair structure
2. Outline the factors that determine the use of different types of perm lotions and neutralising products, tools and equipment
3. Explain how temperature affects the perming process
4. State the importance of accurate timing and thorough rinsing of products
5. Explain when and why it is important to use pre-perm and post-perm treatments
6. Explain the factors that influence the choice of sectioning techniques and different sized perm rods
7. Explain the method of checking curl development
8. Outline the types and causes of problems that can occur during the perming and neutralising processes and how to resolve them
9. Outline safe and hygienic working practices
10. Describe the aftercare advice that should be provided
11. State how to communicate and behave within a salon environment

## Range

### Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

### Sectioning techniques

9-section, directional, brick

### Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications

### Perm lotions

Acid, alkaline

### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

### Aftercare advice

How to maintain perm, shampoo and conditioning products, styling and finishing products, future salons services, use of heated styling equipment and the effect

### How temperature affects the perming process

Scalp sensitivity, client comfort, effect on processing

### Problems

Causes and remedial action for: fish hooks, straight pieces, skin/scalp irritation, fizz, lack of control

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Optional Unit

### T/617/6007 Create an image based on a theme within the hair and beauty sector

The aim of this unit is to introduce the learner to the development of a theme-based image, linking their ideas to research undertaken via media images related to advertising. Learners will develop skills to prepare and implement a mood board, so demonstrating their imaginative and creative skills. Throughout this unit they must demonstrate the ability to work on their own initiative and/or as part of a team and produce a written evaluation report.

There are two learning outcomes for this unit. The learner will:

1. Be able to plan an image
2. Be able to create an image

#### Learning outcome 1

##### Be able to plan an image

#### Practical skills

The learner can:

1. Create a mood board based on a theme

#### Underpinning knowledge

The learner can:

1. Outline how to identify media images to create a theme
2. Outline the purpose of a mood board
3. Outline how to present a mood board to others
4. Describe the concepts of advertising to a target audience
5. Describe the salon's requirements for client preparation, preparing self and the work area

## Range

Mood board based on a theme

Demonstrates thought process, progression; resulting in own concept to generate their theme-based image for the target audience

Purpose of mood board

Creativity, linked themes

Preparation

Protective clothing and materials

## Learning outcome 2

### Be able to create an image

#### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Use technical skills to create a theme-based image
3. Evaluate the effectiveness of a theme-based image
4. Follow safe and hygienic working practices

#### Underpinning knowledge

The learner can:

1. State how to communicate in a salon environment
2. Describe the technical skills required for creating a theme-based image
3. Describe methods of evaluating the effectiveness of the creation of a theme-based image
4. Outline safe and hygienic working practices

#### Range

##### Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology

##### Behave

Working cooperatively with others, following salon requirements

##### Technical skills

Hair styling, make-up, nail art and nail enhancement

##### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE

##### Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self evaluation

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Optional Unit

### A/617/6008 Display stock to promote sales in salon

The aim of this unit is to provide the learner with the knowledge and skills to display stock to promote sales.

The skills developed by the learner include how to identify, select and assemble and maintain a display to promote stock.

The knowledge acquired by the learner will enable them to understand how to plan a display effectively that can attract attention and increase sales, including legal requirements, affecting the display and sale of goods.

There are two learning outcomes to this unit. The learner will:

1. Be able to prepare the display area
2. Be able to maintain and dismantle the display area

#### Learning outcome 1

##### Be able to prepare the display area

#### Practical skills

The learner can:

1. Select the materials, equipment and stock to use
2. Determine the location of the display to maximise its impact
3. Assemble the display carefully and safely
4. Label the displayed products clearly, accurately and in a manner consistent with legal requirements

#### Underpinning knowledge

The learner can:

1. State the purpose of a display
2. List the type of information required in order to plan a display effectively
3. State how the location and design of the display can attract attention and increase sales
4. Describe how the location and design-related promotional materials can influence the effectiveness of a display
5. Describe safety considerations when assembling a display

## Range

### Legal requirements

Data Protection, Legislation, Trades Descriptions Act, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

### Safety considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment manual handling



## Learning Outcome 2

Be able to maintain and dismantle the display area

### Practical skills

The learner can:

1. Maintain the display area for the duration of the display period
2. Dismantle the display restore the area and return stock to storage

### Underpinning knowledge

The learner can:

1. Describe the maintenance needs of a promotional display
2. Outline the safety considerations when dismantling a display, disposing of materials and returning stock to storage
3. Explain the key legal requirements affecting the display and sales of goods

### Range

#### Safety considerations

Manufacturers' instructions, COSHH, safe working and hygienic practices, handling equipment, manual handling

#### Legal requirements

Data Protection Legislation, Trades Description Acts, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Optional Unit F/617/6009 Provide Scalp Massage Services

The aim of this unit is to provide the learner with the knowledge and skills to provide scalp massage treatments.

The skills developed by the learner include manual and mechanical scalp massage techniques.

The knowledge acquired by the learner will enable them to understand how to select suitable massage techniques, equipment and products, work safely and efficiently and to give aftercare advice.

There are two learning outcomes for this unit. The learner will:

1. Be able to prepare to provide scalp massage services
2. Be able to carry out scalp massaging services

### Learning outcome 1 Be able to prepare to provide scalp massage services

#### Practical skills

The learner can:

1. Prepare self, the client and work area for scalp massage services
2. Use suitable consultation techniques to identify service objectives
3. Explain and agree the procedure, potential benefits and effects of the service to the client

#### Underpinning knowledge:

The learner can:

1. Describe the different consultation techniques used to identify the service objectives
2. Explain the safety considerations that must be taken into account
3. Describe the salon's requirements for client preparation, preparing self and the work area
4. Explain the importance of identifying any contra-indications to scalp massage and how to recognise them
5. Describe how different factors can affect the performance of scalp massage
6. Describe the different types of massage media and equipment used for scalp massage services
7. Explain the importance of following manufacturers' instructions

## Range

### Consultation techniques

Use of open and closed questions

### Benefits and effects

Increasing blood supply, stimulation and toning of underlying issues, stimulation and soothing of nerves

### Safety considerations

Visual checks of the electrical equipment, correct use of equipment, client/self preparation, client/self positioning, hygiene, equipment, correct application of massage movement

### Requirements for client preparation

Preparing the hair/scalp for different types of treatment, protection and positioning for the client, prepare self

### Contra-indications

Broken skin, skin abnormalities, disease, disorders, bruising, inflammation, swelling, epilepsy, high blood pressure

### Factors

Hair condition, scalp condition, usual features of the scalp, hair length, hair density

### Massage media

Spirit based, shampoo, conditioner, pre-blended oils

### Equipment

Vibro machines, high frequency machines

## Learning outcome 2

Be able to carry out scalp massaging services

### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Select and use products, tools and equipment suitable for the client's hair and scalp condition
3. Adapt massage techniques to take account of influencing factors
4. Follow safe and hygienic working practices
5. Provide suitable aftercare advice

### Underpinning knowledge

The learner can:

1. Describe when and how to use massage media and equipment to treat different scalp conditions
2. Describe how and when to use and adapt the different massage techniques
3. Describe the aftercare advice that should be provided
4. Describe the benefits of scalp massage
5. Outline the basic structure of the skin
6. State the name and position of the bones and muscles of the head and neck
7. Outline safe and hygienic working practices
8. State how to communicate and behave within a salon environment

### Range

#### Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology

#### Scalp conditions

Dandruff-affected, dry, oily, sensitive

#### Massage techniques

Effleurage, petrissage, tapotement, friction, vibro

#### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

Aftercare advice

The types of scalp products suitable for home use by clients

Massage media

Spirit based, shampoo, conditioner, pre-blended oils

Equipment

Vibro machines, high frequency machines

Structure of the skin

Epidermis, dermis, erector pili muscle, sebaceous gland, blood capillaries

Muscles of the head and neck

Head and neck muscles; (frontalis, temporalis, occipitalis, epicranial

Aponeurosis, sternocleidomastoid, platysma, trapezius)

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Optional Unit

### T/617/6010 Salon Reception Duties

The aim of this unit is to provide the learner with the knowledge and skills to fulfil salon reception duties.

The skills developed by the learner include handling enquiries, scheduling and recording appointments and handling payments.

The knowledge acquired by the learner will enable them to understand how to handle confidential information, the importance of recording appointments and secure payment methods.

There are three learning outcomes for this unit. The learner will:

1. Be able to carry out reception duties
2. Be able to book appointments
3. Be able to deal with payments

#### Learning outcome 1

##### Be able to carry out reception duties

#### Practical skills

The learner can:

1. Deal with a variety of enquiries
2. Communicate and behave in a professional manner
3. Identify the nature of the enquiry
4. Maintain appropriate levels of reception stationery
5. Maintain a hygienic and tidy reception area

#### Underpinning knowledge

The learner can:

1. Describe procedures for taking messages for a variety of enquiries
2. State how to communicate and behave within a salon environment
3. List salon services available, their duration and cost
4. Outline the importance of dealing with enquiries promptly and politely
5. Explain how to deal with enquiries that cannot be dealt with promptly

## Range

### Variety of enquiries

In person, by telephone, electronically

### Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to styling hair

### Nature of enquiry

Client, non client, internal, external

## Learning outcome 2

### Be able to book appointments

#### Practical skills

The learner can:

1. Schedule appointments to meet with salon policy and client requirements
2. Confirm and record client appointment details
3. Deal with confidential information to meet salon and legal requirements

#### Underpinning knowledge

The learner can:

1. Describe how to make and record appointments
2. State the potential consequences of failing to record appointments or messages accurately
3. State the importance of passing on messages and appointments details to the appropriate colleagues
4. Outline the legislation designed to protect the privacy of client details
5. State the possible consequences of a breach of confidentiality

#### Range

#### Legislation

Data protection legislation



## Learning outcome 3

### Be able to deal with payments

#### Practical skills

The learner can:

1. Calculate service costs accurately
2. Deal with payments for services and or products to meet with salon policy
3. Follow security procedures when handling payments

#### Underpinning knowledge

The learner can:

1. State how to process different methods of payment
2. Describe how to deal with problems that may occur with payments
3. Explain how to keep payments safe and secure

#### Range

##### Methods of payment

Cash, cheque, credit/debit card, vouchers

##### Problems

Invalid currency, invalid card, incorrect completion of cheque, suspected fraudulent use of credit/debit card and vouchers, payment disputes

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Optional Unit

### F/617/6012 Relax African Type Hair

The aim of this unit is to provide the learner with the knowledge and skills to relax African type women's hair to create a basic look.

The skills developed by the learner include relaxing virgin and re-growth hair.

The knowledge acquired by the learner will enable them to understand how to relax African type hair using different techniques and the effects products and equipment have on the hair structure.

There are two learning outcomes for this unit. The learner will:

1. Be able to prepare African type hair for relaxing
2. Be able to relax and normalise hair

#### Learning outcome 1

##### Be able to prepare African type hair for relaxing

#### Practical skills

The learner can:

1. Prepare self, the client and the work area for relaxing services
2. Use suitable consultation techniques to identify service objectives
3. Assess the potential of the hair to achieve the desired look by identifying the influencing factors
4. Apply pre-relaxing products to:
  - a. protect the scalp
  - b. even out the porosity of the hair

#### Underpinning knowledge

The learner can:

1. State the factors that need to be considered
2. Explain the safety considerations that must be taken into account
3. Describe the different consultation techniques used to identify service objectives
4. Describe the salon's requirement for client preparation, preparing self and the work area

## Range

### Consultation techniques

Open and closed questions, use of visual aids

### Factors

Hair: virgin hair, chemically treated, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, hair and scalp conditions, previous chemical treatments

Tests: incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test

### Safety considerations

Client preparation, PPE, COSHH, service requirements, relevant Health and Safety

## Learning outcome 2

### Be able to relax and normalise hair

#### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Select and use products, tools and equipment suitable for the client's hair
3. Position self and the client appropriately throughout the service
4. Follow manufacturers' instructions when applying and timing the relaxer, taking strand tests at suitable times throughout the process
5. Monitor the comfort of the client at regular intervals throughout the relaxing process, remedying any problems that may arise
6. Follow safe and hygienic working practices
7. Remove chemicals in a way which minimises the risk of damage to the hair
8. Use post relaxing treatments to restore the hair's pH balance
9. Achieve the required degree of straightness that is acceptable to the client
10. Provide suitable aftercare advice

#### Underpinning knowledge

The learner can:

1. Describe the benefits and potential effects of different relaxing products on the hair structure
2. Explain the importance of accurate timing and thorough rinsing of products
3. Explain the effect of pre- and post-relaxer treatments on hair structure
4. Describe the factors that should be considered when selecting sodium or non-sodium relaxing products and why it is important to use products from the same system
5. Describe the method and sequence of application of scalp protectors, relaxing and normalising products
6. Describe the potential problems that can occur when relaxing hair and how to remedy them
7. Outline safe and hygienic working practices
8. State how to communicate and behave within a salon environment
9. Describe the aftercare advice that should be provided

## Range

### Communicate

Speaking, listening body language, reading, recording, following instructions, using a range of technical related terminology

### Products, tools and equipment

Lye, no lye, pre- and post- relaxer treatment, neutralising shampoo, barrier cream, applicator brush, tail comb, non metallic bowl

### Problems

Causes and remedial action for: under processed hair, over processed hair skin/scalp irritation, breakage, and discolouration

### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

### Aftercare advice

Recommend time intervals between relaxing service, how to maintain the look, suitable styling and finishing products to use, how to maintain the condition of the hair, identifying additional services

### Factors

Hair: virgin hair, chemically treated, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, hair and scalp conditions, previous chemical treatments

Tests: incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.

## Optional Unit

### L/617/6028 Provide threading services for hair removal

This is a preparation for work unit which is based on capability and knowledge. The unit is about providing threading for hair removal on different areas of the face. To carry out this unit the learner will need to maintain effective, health, safety and hygiene procedures throughout their work.

There are two learning outcomes for this unit.

1. Be able to prepare for threading
2. Be able to provide threading

#### Learning outcome 1

##### Be able to prepare for threading

#### Practical skills

The learner can:

1. Prepare themselves, client and work area for threading
2. Use suitable consultation techniques to identify treatment objectives
3. Provide clear recommendations to the client
4. Select products, tools and equipment to suit client treatment needs

#### Underpinning knowledge

The learner can:

1. Describe workplace requirements for preparing themselves, the client and the work area
2. State the environmental conditions suitable for threading
3. Describe different consultation techniques used to identify treatment objectives
4. Describe how to select product tools and equipment to suit client treatment needs
5. Describe the contra-indications which prevent or restrict threading

#### Range

#### Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

## Objectives

To remove unwanted hair

## Products, tools and equipment

Products: cleansing product, soothing product

Tools: thread tweezers

Equipment: mirror, bin, couch/chair, magnifying lamp

## Environmental conditions

Warmth, lighting, ventilation, privacy, volume and type of music/sounds and pleasant aroma

## Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, skin disorders, undiagnosed lumps and swellings, product allergies

## Learning outcome 2

### Be able to provide threading

#### Practical skills

The learner can:

1. Communicate and behave in a professional manner
2. Follow health and safety working practices
3. Position themselves and client correctly throughout the treatment
4. Use products, tools, equipment and techniques to suit client's treatment needs
5. Complete the treatment to the satisfaction of the client
6. Record the results of the treatment
7. Provide suitable aftercare advice

#### Underpinning knowledge

The learner can:

1. State how to communicate and behave in a professional manner
2. Describe health and safety working practices
3. State the importance of positioning themselves and the client correctly throughout the treatment
4. State the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin types and conditions
5. Describe how treatments can be adapted to suit client treatment needs
6. State the contra-indications that may occur during and following treatments and how to respond
7. State the importance of completing the treatment to the satisfaction of the client
8. State the importance of completing treatment records
9. State the aftercare advice that should be provided
10. Describe the structure and functions of the skin
11. Describe the structure and functions of the hair

#### Range

##### Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories



Products, tools and equipment

Products: cleaning product, soothing product

Tools: thread tweezers

Equipment: mirror, bin, couch/chair, magnifying lamp

Techniques

Mouth, neck, hand

Aftercare advice

To avoid: perfumed products, make-up, restrictive clothing, UV exposure

To apply: soothing antiseptic products

Future treatment needs

Skin types and conditions

Skin types: normal, dry, oily and combination

Conditions: dehydrated, sensitive and mature

Contra-indications

Normal response: erythema, swelling

Adverse response: bruising, bleeding, removal of skin

## Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding tasks in the Knowledge Assessment Workbook.

There must be valid, authentic and sufficient for all the assessment criteria.



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