



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 2 Diploma in Barbering (GBBA)

### Specifications (For Centres)

November 2023

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## **About QUALIFI**

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who can attain the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and achieve a qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be able to make a judgement on the learner's entry requirements.

## **Supporting Diversity**

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation, and age.

## **Learner Voice**

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their vocational skills, enterprise capabilities and opportunities in their chosen sector
- provide a clear link to one or more occupations through qualifications based on national occupational standards, which incorporate the knowledge, skills and understanding to move directly into employment in the occupation
- improve learner understanding of any given business environment and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and occupational skills development opportunities. Learners will gain insight into the functioning, objectives, and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance vocational skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational, and environmental issues
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

## 1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

The qualification has also been mapped to the 2021 National Occupational Standards for barbering developed by HABIA.

### **1.3 Qualification Titles and Codes**

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document.

Each unit within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 2 Diploma in Barbering (GBBA) 610/0691/9

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Qualification Purpose, Rational, Aims Outcomes**

### **2.1 Qualification Purpose**

This practical and knowledge-based qualification has been created to develop and equip Barbers with skills, competencies, and occupational expertise to support both the barber and the barbershop from; Infection control, health and safety and business support, to, consultation, shampoo, condition and treat the hair and scalp, styling and finishing services, cutting services including both traditional and modern barber haircuts, facial hair beards, and moustaches, shaving services and the underpinning hair science for barbering. This qualification has been designed to enable barbers to gain both confidence in practical skills and knowledge whilst gathering evidence in a barbering environment.

### **2.2 Rationale for the Qualification**

The rationale for this Diploma is to provide recognition for those who wish to gain the necessary occupational skills to enter employment in the barbering industry via the Qualifi Level 2 Diploma in Barbering (GBBA). This qualification is suitable for those new to the industry or those who have previously qualified as a hairdresser and wish to expand their skill set into barbering.

### **2.3 Overall Aim of the Qualification**

This Diploma will provide learners with the knowledge and skills to carry out barbering services, enabling learners to gain the necessary skills and essential underpinning knowledge to work commercially as a barber.

## 2.4 Learning Outcomes

The overall learning outcomes of the qualifications for learners include skills and knowledge relating to:

- **Hair science for barbering** - learners will study the structure and function of the hair, the effects of products and heat on the hair, facial hair, skin and scalp, pathologies, relative and absolute contraindications that can affect barbering services.
- **Health, safety and infection control for barbershops** - learners will study how to prepare themselves, the barbershop and clients for barbering services whilst protecting all against the spread of viruses and infection. They will be able to apply their knowledge and understanding of health, safety and infection control when preparing for and providing barbering services in a real or realistic barbershop.
- **Consultation for barbering services** – learners will gain the knowledge and understanding that will underpin all technical units within this qualification. Learners will develop the skills to be able to conduct a concise consultation to determine the most appropriate; products, tools, equipment, and techniques to enable them to carry out the planned service.
- **Shampoo, condition and treatment services for barbering** - learners will gain the knowledge and skills to be able to select and use service appropriate products and techniques to safely and effectively, provide shampooing, conditioning, and treatment services.
- **Introduction to barbering on a headblock** - learners will gain the knowledge and skills of how to cut and finish barbering haircuts on a training head, before moving onto both traditional and modern barbering haircuts.
- **Style and finish barbering services** - learners will gain the knowledge and skills to be able to use products, tools, equipment, and techniques to safely and effectively, provide commercial styling and finishing of barbering services.
- **Facial hair, beards and moustaches** - learners will gain the knowledge and skills to be able to select service appropriate products, tools, equipment, and techniques to safely and effectively, provide commercial facial hair cutting services.
- **Shaving services** - learners will gain the knowledge and skills to be able to select service appropriate products, tools, equipment, and techniques to safely and effectively, provide commercial shaving services.
- **Barbershop business support** - learners will gain the knowledge and skills to provide basic business support by promoting products and services, dealing with customer enquiries, making appointments, handling payments, assisting with stock, liaising with the team, and handling paperwork and administrative tasks.

These are the overall learning outcomes in line with RQF Level 2 programmes.

The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

## 2.5 Unit format

Each unit within the qualification has been written using the following format.

Prepare for, provide, and complete a barbering service covering the practical criteria, and know how to prepare, know how to provide, and know how to complete a barbering service covering the knowledge and understanding criteria. This approach will support the natural flow/sequence of delivery:

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>Performance Criteria</b> covered
LO1 Prepare for the service	1.1	PC
	1.2	PC
	1.3	PC
LO2 Provide the service	2.1	PC
	2.2	PC
	2.3	PC
LO3 Complete the service	3.1	PC
	3.2	PC
	3.3	PC

<b>Learning Outcomes</b> To achieve this unit, a learner must know and understand:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>Knowledge &amp; Understanding</b> covered
LO4 Know how to prepare for the service	4.1	KU
	4.2	KU
	4.3	KU
LO5 Know how to provide the service	5.1	KU
	5.2	KU
	5.3	KU
LO6 Know how to complete the service	6.1	KU
	6.2	KU
	6.3	KU



## 3. Delivering the Qualification

### 3.1 Quality Assurance Arrangements

All centres must go through an application approval process to be recognised as an approved Qualifi centre. Centres must have in place, qualified and experienced commercial barbering tutors and assessors that are able to support learners throughout the qualification process.

They must undertake Continuing Professional Development (CPD) that is both commercial and relevant to barbering, to ensure that the knowledge and skills they teach are current, suitable, and relevant for the delivery of this qualification.

Centres must commit to working with QUALIFI and its Quality team of Reviewers/External Quality Assurers (EQAs) and Examiners who will monitor centre compliance. Approved centres that deliver this qualification will be subject to:

- monitoring by QUALIFI EQAs

These precautions will ensure that learners are provided with the highest quality of delivery and learning opportunities and guidance, to ensure they are commercially ready for working in a barbershop.

Delivery and assessment plans will be provided by Mike Taylor Education to be used in conjunction with this qualification. If a centre chooses to adapt the delivery and assessment plans, QUALIFI EQAs will ask to see, discuss, and review the suitability of these plans.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to all centres delivering this qualification.

### 3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification to allow them to progress to the next stage.

Centres should become familiar with the structure of the qualification/units and assessment strategy, to enable them to advise potential learners. Centres will need to ensure that learners have access to a full range of information, advice, and guidance to support them in making the necessary qualification choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

**All learners must be registered with QUALIFI within 30 days of centre registration.**

### 3.3 Entry Criteria

This qualification is designed for learners aged 16 and above and although there are no mandatory entry requirements for the Qualifi Level Diploma in Barbering (GBBA), centres are responsible for ensuring that this qualification is appropriate for the ability of the learners.

The qualification has been designed to be accessible without artificial barriers, which restrict access and progression. Entry to the qualification will be through centre interview, a dexterity skills test, written assessment and learners will be assessed on an individual basis, for suitability.

## 4 Structure of the Qualification

### 4.1 Units, Credits and Total Qualification Time (TQT)

All units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary to achieve the Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- performing service/treatments for competency evidence in a commercial or realistic work environment
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning/unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops/barbershops.

Guided Learning includes any supervised assessment activity including observed assessment and observed work-based practice.

Examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

### 4.2 Qualification Structure

#### Qualifi Level 2 Diploma in Barbering(GBBA)

To achieve this qualification a learner must successfully complete all **11** units in full. A total of **59** credits:

*The Total Qualification Time (TQT), Credits and Guided Learning Hours (GLH) reflect the number of formative and summative observations assigned per unit.*

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
A/650/1989	Hair Science for barbering	2	50	5	35
H/650/1990	Health, safety and infection control for barbershops	2	40	4	30
J/650/1991	Consultation for barbering services	2	50	5	40
K/650/1992	Shampoo, condition and treatment services for barbering	2	40	4	35
L/650/1993	Introduction to barbering on a headblock	2	60	6	50
M/650/1994	Traditional barber haircuts	2	60	6	50
R/650/1995	Modern barber haircuts	2	60	6	50
T/650/1996	Style and finish barbering services	2	50	5	45
Y/650/1997	Facial hair, beards and moustaches	2	60	6	50
A/650/1998	Shaving services	2	80	8	70
D/650/1999	Barbershop business support	2	40	4	30
	Totals		590	59	485

### Certificates of Unit Credit:

Any of the technical units may be studied individually and a 'Certificate of Unit Credit' claimed, however these units are only intended for learners that already have the appropriate pre-requisite skills, knowledge and understanding related to the following units:

- Unit GBBA200: Hair science for barbering
- Unit GBBA201: Health and safety for barbershops
- Unit GBBA202: Consultation for barbering services.

### 4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 2 Diploma in Barbering (GBBA)** can progress directly into barbering employment or self-employment within the barbering Industry. Learners can also progress onto the Qualifi Level 3 Certificate or Diploma in Advanced and Creative Hairdressing.

### 4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner already has the skills and/or knowledge to meet the assessment requirements for a unit and as such would not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology, provided that the assessment requirements of a given unit or qualification have been met. The use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7 Assessment

The Qualifi Level 2 Diploma in Barbering (GBBA) is an occupational qualification, and as such, will support a learner's career progression into the barbering industry. To meet QUALIFI's aim to provide an appropriate assessment method, each unit will be assessed through observation in a way to make them holistic and realistic 'work-related' activities wherever possible. Learners will need to demonstrate both the; essential knowledge and understanding alongside the relevant practical skill, to ensure a safe and effective approach to the service(s) offered to a client.

### **An example of this would be:**

*A learner demonstrating a successful technical service (cutting, shaving, styling etc.) will have carried out a thorough consultation prior to starting, and would need to display a safe and hygienic method of working throughout. This holistic approach will cover content from the technical unit, health safety and infection control unit, as well as the consultation unit. This is known as clustering assessments.*

An evaluation/recommendation will be required from the learner on their performance, where appropriate, to clarify the learner has both the requisite skills and the knowledge/understanding that underpins this skill. This approach draws a bridge between the knowledge and understanding and practical skills ensuring the learner not only knows how to do something but why they are doing it!

Intellectual rigour will be expected appropriate to the level of the qualification.

### **Learning Outcomes, Assessment Criteria, Range and Indicative Content and Glossary**

The **learning outcomes** (LOs) and **assessment criteria** (ACs) for each unit are separated into performance criteria and knowledge and understanding. The LOs and ACs are based on the 2021 National Occupational Standards (NOS) for barbering, relating to the individual unit.

For delivery of this qualification please refer to the full performance and knowledge and understanding criteria at the beginning of each unit.

Learning outcomes follow the natural sequence of what the learner must do and what they must know and understand before, during and after a service (as explained in 2.5).

The **range** is a list of all the specific factors (tools, equipment, techniques, products, looks, influencing factors etc.) that are related to each service (cutting, styling, shaving etc.) that must be covered during the practical assessments. One practical assessment can cover more than one range at a time but is highly unlikely to cover all the identified range(s). To cover the range in full will take multiple practical assessments.

The **indicative content/glossary** will provide an explanation of the key words, terms or influencing factors relevant to the unit and services.

The Qualifi Level 2 Diploma in Barbering (GBBA) has a competency-based assessment strategy (*non-competent/competent assessment decisions*) that will be ongoing throughout the qualification. This will require centres to have suitably qualified and experienced barbering Assessors and Internal Quality Assurers (IQAs).

For assessment purposes, unless otherwise agreed, QUALIFI will:

- Write assessment criteria, identifying in the learning outcomes what the learner must be able to do and know for each unit.
- Sample learners 'evidence of assessment records' (assignments, consultation sheets, written question, media etc.).
- Observe a 'sample of learners' undergoing practical assessments within the centre, which are drawn from across the qualification, during an EQA monitoring visit.

- Issue certificates for successful learners.

QUALIFI has assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI’s ‘Handbook on Guidance and Requirements for Assessment and Marking’ covers the following and should be referred to where applicable in relation to this qualification:

- assessment strategy
- assessment arrangements for learners with a disability
- verification/quality assurance
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism/referencing
- confidential material
- submission.

### Assessment and evidence overview per unit

The learner’s ‘**Evidence of Assessment Record**’ will enable Assessors to record and sign off that the essential underpinning knowledge and number of services carried out are sufficient to ensure coverage of the range.

- Please refer to the **Evidence of Assessment Record** document for this qualification.
- NB: a separate **Evidence of Assessment Record** is required for each learner.

The table below identifies the overarching recommended minimum number of practice services to be completed in readiness for the Assessor observed summative assessments for each unit. The minimum number of summative assessments are mandatory and need to be evidence e.g., service record cards for each observed assessment should be logged in the Learner’s Portfolio of Evidence.

### Qualifi Level 2 Diploma in Barbering (GBBA)

QUALIFI Unit Reference	Mandatory Units	Services completed during training (practice) (Skills)	Assessor observed Summative assessments (evidenced) (Skills)	Portfolio of evidence (Knowledge & understanding)
GBBA200	Hair Science for barbering	X	X	✓
GBBA201	Health, safety, and infection control for barbershops	X	2	✓

QUALIFI Unit Reference	Mandatory Units	Services completed during training (practice) (Skills)	Assessor observed Summative assessments (evidenced) (Skills)	Portfolio of evidence (Knowledge & understanding)
GBBA202	Consultation for barbering services	3	3	✓
GBBA203	Shampoo, condition, and treatment services for barbering	3	3	✓
GBBA204	Introduction to barbering on a headblock	X	6	✓
GBBA205	Traditional barber haircuts	6	4	
GBBA206	Modern barber haircuts	6	4	
GBBA207	Style and finish barbering services	3	3	✓
GBBA208	Facial hair, beards, and moustaches	3	3	✓
GBBA209	Shaving services	3	3	✓
GBBA210	Barbershop business support	X	3	✓

### Types of evidence, which can be paper-based or in electronic format:

A learner will need to create a portfolio of evidence to cover both the practical, knowledge and understanding assessments for this qualification. There are numerous types of suitable evidence:

- Prior learning and achievement
- Observed work
- Service records
- Case studies
- Client testimonials
- Witness statements
- Before and after service photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

## Evidence requirements for the qualification

The Qualifi Level 2 Diploma in Barbering (GBBA) has a competency-based assessment strategy, which must be ongoing throughout every unit within the qualification, using suitable types of evidence methods from the list above.

To avoid over assessment, centre assessors should employ a holistic assessment approach to the qualification.

*'A definition of holistic assessment is where the evidence from a successful assessment performance can be relevant, suitable and sufficient for other assessments within the qualification.'*

## Practical criteria requirements

To achieve competency for the practical criteria within each unit, the centre must ensure:

1. barbering services must be carried out in a commercial barbershop, simulated barbershop, or training environment.
2. records are kept in accordance with GDPR compliance.
3. the recommended numbers of observations/number of clients are completed. Detailed information regarding each unit can be found, in the table above, within each unit and within the Evidence of Assessment Record.
4. the learner has met all practical criteria and associated range.

## Knowledge & understanding criteria requirements

To achieve competency for the knowledge and understanding criteria within each unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors using the methods identified in the section called evidence types above.

For further information please contact Qualifi [exams@qualifi-hbwa.com](mailto:exams@qualifi-hbwa.com)

## 8. Course Regulations

### 8.1 Course Requirements

Learners must successfully complete all units within the qualification and complete the associated specified minimum number of formative and summative 'observation of skills' and 'portfolio of evidence' to receive the full Diploma award.

The Qualifi Level 2 Diploma in Barbering (GBBA) has a competency-based assessment strategy, which means all assessments will be carried out by the centres internal Assessor(s) and will be awarded either a competent or not competent grade.

### 8.2 Certification

QUALIFI will issue certificates to all successful learners registered through Qualifi approved centres.

Overall learner achievement for certification claims must be signed off by the centre's IQA – Internal Quality Assurer. Awarding of certificates is subject to QUALIFI External Quality Assurance processes.

### 8.3 Learner Voice



Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

## 8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair, and straightforward system that ensures as an effective, prompt, and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation is unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance> In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by contacting QUALIFI.

## 10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centered learning and teaching approaches
- building in effective and efficient quality assurance systems.

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Websites: [www.Qualifi.net](http://www.Qualifi.net) and [www.QUALIFI-HBWA.com](http://www.QUALIFI-HBWA.com)

## Appendix 1: Unit Descriptors

### Unit GBBA200: Hair science for barbering

Unit code: A/650/1989

RQF level: 2

#### Unit Overview

- This unit provides the essential underpinning knowledge for barbering hair science that has been mapped to the Level 2 Diploma in Barbering - Great British Barbering Academy qualification.
- The hair science for barbers explores the relative and absolute contraindications and related pathologies that underpin all Level 2 technical barbering units.

**This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

- Unit GBBA201: Health, safety, and infection control for barbershops
- Unit GBBA202: Consultation for barbering services
- Unit GBBA203: Shampoo, condition, and treatment services for barbering
- Unit GBBA204: Introduction to barbering on a headblock
- Unit GBBA205: Traditional barber haircuts
- Unit GBBA206: Modern barber haircuts
- Unit GBBA207: Style and finish barbering services
- Unit GBBA208: Facial hair, beards, and moustaches
- Unit GBBA209: Shaving services
- Unit GBBA210: Barbershop business support

**The main outcomes are:**

1. The structure and function of the hair and skin
2. The anatomical structure of the head and neck
3. The pH scale and the impact of acids and alkalis on the hair

#### Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes To achieve this unit, a learner must:	Assessment Criteria: Assessment of this unit will require a learner to demonstrate that they can:
LO1 Understand the structure and function of the hair and skin	1.1 Explain the structure and function of the hair and the hair growth cycle
	1.2 Understand the pathologies of the hair and know, which are relative or absolute contraindications to hair and barbering services
	1.3 Explain the structure and function of the skin
	1.4 Understand the pathologies of the skin and know which are a relative or absolute contraindication to skin treatments
	1.5 Discuss the physiological and physical effects of topical products and massage

	1.6 Understand the importance of recognising suspicious skin irregularities and lesions and referring to a relevant healthcare professional
LO2 Understand the anatomical structure of the head and neck	2.1 Explain the function of the skeletal system
	2.2 Know the name and location of the bones of the face, head, and neck
	2.3 Describe the variations of head and face shapes and understand their importance relating to hair and barbering services
LO3 Understand the pH scale and the impact of acids and alkalis on the hair	3.1 Label a diagram of the pH scale 1-14 to show acid, alkaline, neutral, the pH of hair products, and the pH of hair and skin
	3.2 Explain the use of indicator paper to identify the acid or alkaline strength of products and the effects of acids and alkalis on the hair

## Indicative Content:

### LO1

#### Structure and function of the hair

##### Structure

- Label a diagram of the structure of hair
- Hair shaft - cuticle, cortex, medulla
- Hair root - arrector pili muscle, sebaceous gland, inner and outer root sheaths
- Hair bulb = matrix, dermal papilla, nerve supply
- Hair follicle and nerve supply
- Types of hair - lanugo, vellus, terminal

##### Function

- Hair growth cycle - anagen, catagen, telogen
- Types of hair growth = hirsutism, superfluous (excessive hair growth)
- Factors affecting hair growth - health, diet, age, race, heredity, medical conditions, stress

##### Growth patterns

- The angle of the follicle within the scalp and growth direction of the hair - nape whorl, widows peak, cowlick, double crown

##### Internal structure of hair (cortex)

- Keratin - hardened protein, amino acids, peptide bonds, polypeptide chains, hydrogen bonds, disulphide bonds
- Alpha keratin - hair in its natural state
- Beta keratin - shampooed hair that has been dried into a stretched/unnatural state

##### Hygroscopic

- The ability to absorb moisture from the air, into the cortex, breaks the hydrogen bonds, allows hair shape to be manipulated
- Product use - silicone-based products used to coat hair shaft/protect against moisture absorption, hair style lasts longer

##### Pathologies

- Pediculosis capitis (head lice)
- Tinea capitis (ringworm)
- Folliculitis (follicle infection)
- Alopecia (hair loss)
- Seborrhea (excessively oily)
- Pityriasis capitis (dandruff)

## Structure and function of the skin

### Structure

- Label a diagram of the structure of the skin
- Layers of the epidermis - horny layer, clear layer, granular layer, prickle cell layer, germinating layer
- Dermis layer - hair follicle, sebaceous gland, nerve endings, arrector pili muscle, nerve fibers, pore, sweat gland, sweat duct, blood capillaries
- Cells and tissues of the skin

### Function

- Functions of the skin: secretion, heat regulation, absorption, protection, excretion, sensation
- Growth and repair

### Pathologies

Including - causes, signs, and symptoms and whether a relative or absolute contraindication:

- Allergies e.g., skin rash, dermatitis, eczema
- Disorders e.g., psoriasis, pustules, sensitivity
- Bacterial infections e.g., impetigo, conjunctivitis, folliculitis
- Fungal diseases e.g., tinea capitis (ringworm)
- Infestations e.g., scabies, mites, pediculosis capitis (head lice)

### Physiological and physical effects of topical products and massage

- Increases circulation – improves the supply of oxygenated blood and nutrients, promotes hair growth
- Pores and follicles are relaxed – aids removal of surface debris during shampooing service
- Sebaceous glands are stimulated – increasing oil helping to maintain the skin and hair natural oil and balance, benefits dry scalp

## LO2 The basic anatomical structure of the head and neck

### Skeletal system

- Label a diagram of the structure of head and neck
- Function of the skeletal system – support, joints, movement, protection, attachment
- Name and location of the bones of the head - frontal bone, parietal bone, occipital bone, sphenoid, temporal bone, zygomatic bone, maxilla, nasal, mandible, orbit

### Shape of head and face

- Variation in shape and size - dependent on size of head and face bones
- Shapes - oblong, square, diamond, heart, triangular, oval, round

## LO3 The pH scale

- Label a diagram of the pH scale - acid, alkaline, neutral, hair products, hair, and skin, 1-14
- Indicator paper - identifies acid or alkaline, strength, colour (pink/blue), darker colour = stronger acid or alkaline
- Product use - how the pH of hair products affects hair services
- Hair damage - what pH causes damage to hair
- Chemical services - how to return hair to natural pH after chemical service

### Function

- Acids - closes cuticle scales
- Alkaline - opens cuticle scales

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

### Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

### Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

### Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA201: Health, safety and infection control for barbershops

QN unit code: H/650/1990

RQF level: 2

### NOS and Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for complying with the maintenance of effective health, safety, infection control and hygiene practices (NOS SKAHDBRBNS4 – *[\(Implement and maintain safe, hygienic, and effective working practices\)](#)*)
- This unit has been designed to deliver both; practical skills, techniques, knowledge and understanding to enable a barber to learn how to maintain effective health, safety, infection control and hygiene practices throughout their work within a barbershop, according to service protocol, legislative, regulatory, and organisational requirements.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.
- The learner will need to identify, assess, and implement control methods in relation to themselves, the work environment including tools, equipment, products, the service area, prior to services being performed.
- Learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.

### This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:

Unit GBBA200: Hair science for barbering

Unit GBBA202: Consultation for barbering services

Unit GBBA203: Shampoo, condition, and treatment services for barbering

Unit GBBA204: Introduction to barbering on a headblock

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA207: Style and finish barbering services

Unit GBBA208: Facial hair, beards, and moustaches

Unit GBBA209: Shaving services

Unit GBBA210: Barbershop business support

### The main outcomes of this unit are:

1. health and safety legislation, regulations, directives, and guidelines
2. risk assessment(s)
3. infection prevention and control
4. waste management
5. environmental and sustainable working practices

### NOS Performance Criteria (PC)

#### The learner must be able to:

1. maintain responsibilities for health and safety pre, during and post procedure in accordance with legislation and other relevant regulations, directives, and guidelines
2. carry out risk assessment(s) prior to undertaking the procedure to include:
  - 2.1 record the outcomes of the risk assessment(s)

3. implement control methods and take appropriate action
4. apply infection prevention and control measures in accordance with legislation and other relevant regulations, directives, and guidelines to include:
  - 4.1 universal precautions and standard precautions
5. prepare the working environment in accordance with legislative requirements and organisational policies and procedures
6. prepare and protect yourself and others within the working environment in accordance with legislative and organisational policies and procedures to include:
  - 6.1 personal hygiene
  - 6.2 personal presentation
  - 6.3 personal protective equipment
7. position the individual in accordance with the procedure protocol
8. use working practices that:
  - 8.1 minimise fatigue and the risk of injury to yourself and others
  - 8.2 use environmental and sustainable working practices
  - 8.3 minimise risk and maintain the individual's safety
9. source and select the equipment, materials, and products to meet the individual's needs, area to be treated and are fit for purpose to include:
  - 9.1 associated risks
  - 9.2 according to recognised standards and legislative requirements
10. use equipment, materials, and products in accordance with the procedure plan, legislative requirements, and manufacturer's guidance
11. carry out tests to establish suitability for the procedure when required
12. assess and dispose of waste to meet legislative requirements

### NOS Knowledge and Understanding (KU)

#### **The learner will need to know and understand:**

1. their responsibilities for health and safety as defined by any specific legislation covering their job role
2. the local authority's rules and conditions, licensing and/or registration requirements for their own and your premises
3. why they must comply with ethical practice and work within the legislative requirements
4. the importance to comply with a professional code of conduct in the workplace, in accordance with organisational policies and procedures
5. their own physical and psychological wellbeing and how this may impact on being able to provide a procedure safely
6. their responsibility and the reporting procedures for suspected malpractice
7. how and when to seek further advice and support outside the practitioner's remit to include:
  - 7.1 compliance with data legislation
8. how to carry out a risk assessment and controls to be implemented
9. how and why you must comply with infection prevention and control procedures to include:
  - 9.1 universal precautions and standard precautions
10. the hard surface disinfectants to include:
  - 10.1 the chemical compositions and associated risks
  - 10.2 how contact times impact the effectiveness
11. the causes and risks of microbial contamination and methods of infection prevention
12. the skin disinfectants to include:
  - 12.1 the chemical compositions and associated risks
  - 12.2 the impact on the pH scale and barrier function
  - 12.3 how contact times impact the effectiveness
13. the causes, hazards of accidental exposure to clinical waste and how to respond
14. the audit and accountability of working practices and procedures
15. the reasons for adhering to procedure protocols:



- 15.1 the consultation, assessment, and delivery of procedures
- 16. the legislative and organisational requirements for the individual's protection, preparation, dignity, and privacy
- 17. how safe positioning techniques and working practices can prevent work related injury and ill health
- 18. the importance of ensuring the working environment is in line with legislative requirements to include:
  - 18.1 lighting and illumination
  - 18.2 heating
  - 18.3 ventilation
  - 18.4 fixtures, fittings, and equipment
  - 18.5 facilities and amenities
  - 18.6 audit and accountability
- 19. the hazards and risks associated with procedure environment, equipment, materials, products, and the controls to be implemented
- 20. the range of environmental and sustainable working practices
- 21. a centre's current insurance and indemnity requirements relevant to the procedure
- 22. the legislative, organisational and manufacturers' safety instructions for equipment, materials, and products, to include:
  - 22.1 storage
  - 22.2 handling
  - 22.3 usage
  - 22.4 disposal
  - 22.5 record keeping
- 23. why you must source equipment and products which comply with legislative requirements
  - 23.1 ensuring products sourced are for cosmetic use
  - 23.2 avoiding the risk of toxicity
- 24. the legislative requirements for tests prior to procedures, taking into account:
  - 24.1 the purpose of tests
  - 24.2 how and when to carry out tests
- 25. the legislative requirements for waste disposal

### Learning Outcomes, Assessment Criteria, Scope and Range

*Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.*

Learning Outcomes To achieve this unit, a learner must be able to:	Assessment Criteria: Assessment of this unit will require a learner to demonstrate that they can:	Performance Criteria covered
LO1 Prepare the barbershop, self and client using health and safety practices	1.1 Use health and safety methods before, during and after services in line with legal guidelines	PC 1
	1.2 Carry out and record, a risk assessment before services	PC 2
	1.3 Prepare the work area using; legal and regulatory requirements, barbershop policies, and procedures to ensure infection control and prevention is in place	PC 3, 4, 5
	1.4 Prepare and protect yourself and your client(s) within the barbershop for services in line with legal and barbershop policies	PC 6
LO2 Use health and safety practices for the	2.1 Use safe, environmental, and sustainable working methods, for yourself and your client to reduce the risk of injury and carbon footprint	PC 7, 8

barbershop, self, and clients	2.2 Select and use equipment, materials, and products for planned services, for clients and work area, in line with legal, manufacturer's instructions and the barber industry standards	PC 9, 10
	2.3 Carry out tests to make sure of your client's fitness for services when required	PC 11
	2.4 Sort and dispose of waste to meet legal requirements	PC 12

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>Knowledge &amp; Understanding</b> covered
LO3 Know how to prepare the barbershop, self and clients using health and safety practices	3.1 Describe your legal duties for health and safety that cover your job role	KU 1
	3.2 Explain the rules and conditions set by your local council for registering or licensing for yourself and the barbershop	KU 2
	3.3 Explain how to carry out a risk assessment and how to reduce identified risks	KU 7
	3.4 Explain how to prepare the work area using; legal and regulation requirements, barbershop policies, and procedures, to ensure infection control and prevention is in place	KU 8
	3.5 Explain the risks of contamination within a barbershop, what can cause it, and chemical methods used to prevent it	KU 9, 10
	3.6 Explain the chemical composition, pH and ingredients relating to skin sterilisers used in the workplace, how they work, and the effects of continuous use over time on the skin	KU 11, 12
	3.7 Explain the legal requirements of carrying out tests, their purpose, when and how they should be used	KU 24
LO4 Know how use health and safety practices for the barbershop, self, and clients	4.1 Explain why you must work within legal requirements, ethical methods of working, and comply with a professional barbering code of conduct	KU 3, 4
	4.2 Describe how your personal wellbeing can affect your ability to carry out services	KU 5
	4.3 Describe your duties for reporting suspected malpractice	KU 6
	4.4 Explain how and when to seek advice and support when needed	KU 7
	4.5 Describe how to deal with accidental contact with clinical waste	KU 13
	4.6 Explain the auditing systems in place that all staff must work towards, for the barbershop working practices and procedures	KU 14
	4.7 Explain why you must follow barbershop policies for consultation, services, and assessments	KU 15

	4.8 Describe the barbershop policies and legal requirements for the client's protection, preparation, dignity, and privacy during services	KU 16
	4.9 Describe the safe working practices for clients and staff, which can stop work related injury and ill health	KU 17
	4.10 Explain why it is important that the fixtures, fittings, and layout of the barbershop follows legal requirements	KU 18
	4.11 Explain the procedures the barbershop has in place, to deal with hazards and risks regarding; the barbershop, equipment, materials, and products	KU 19
	4.12 Explain the environmental and sustainable working practices used within a barbershop	KU 20
	4.13 Explain the insurance requirements that must be in place to cover services and the barbershop	KU 21
	4.14 Explain barbershop policies, manufacturers' instructions, and legal responsibilities for the use, storage, handling, disposal, and record keeping for products, materials, and equipment	KU 22
	4.15 Explain why you must use products and equipment which are legally fit for use	KU 23
	4.16 Explain the legal requirements for the disposal of waste	KU 25

### Indicative content:

**Health and safety** - Legal, organisational and health and safety requirements including:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- 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
- The Electricity at Work Act
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Local Government (Miscellaneous Provisions) Act

### Hygiene - Covid-19 hygiene safety practices

**COVID-19 regulations** – [Close contact services - Working safely during coronavirus \(COVID-19\) - Guidance - GOV.UK \(www.gov.uk\)](#) COVID-19 training, screening/temperature of staff and clientele, face coverings, hand washing/anti-bacterial hand gel, social distancing, limiting of numbers in barbershop, disposable gowns/aprons, client belongings in disposable bags, deep cleaning/disinfecting of workstation trolley and chair between clients, deep cleaning/disinfecting of tools between each client, monitor whole barbershop not just own clients and workstation.

### Maintaining a safe barbershop

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, no smoking, eating, drinking or drugs in the barbershop, maintain professional personal hygiene.

- **Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.
- **Manual handling** – moving stock safely, lifting, working heights, unpacking.
- **Towels** – wash after use 60°, clean towel for every client, place dirty towels in covered bin, consider disposable towels/carbon footprint.
- **Reporting of injuries, diseases, and dangerous occurrences** – accident book, reporting diseases, log accidents.
- **Control of substances hazardous to health** – store, handle, use, dispose, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, follow manufacturers' instructions for use.
- **Testing of hair, skin, and scalp** - Use manufacturer's instructions, barbershop guidelines, before during and after service.
- **Disposal of waste** – dilute chemicals with running water, environmental protection, barbershop policies for hazardous waste, single use items, recycle (empties).
- **Product storage** – check end date/stock rotation/recycle packaging, store securely away from heat/damp/direct sunlight, avoid theft.

## Range

### Working environment

1. Health and safety legislation, regulations, directives, and guidelines
2. Licensing and/or registration requirements
3. Risk assessment(s)
4. Infection prevention and control
5. Fire safety risk assessment
6. Waste management

### Waste

1. Non-hazardous waste
2. Clinical
3. Sharps
4. Mixed municipal waste
5. General and confidential
6. Recyclable

### Health and safety

1. Health and safety legislation, regulations, directives, and guidelines
2. Local Authority Legislation, licensing and/or registration schemes
3. Environmental Protection
4. Cosmetic Products Enforcement
5. Safeguarding policy

### Infection prevention and control procedures

1. Aseptic techniques
2. Single use items
3. Universal precautions
4. Standard precautions

### Procedure protocols

1. Working environment
2. Health and safety
3. Risk management plan

4. Infection prevention and control
5. Service plan
6. Informed consent
7. Test outcomes
8. Manufacturer's instructions
9. Additional advice and support
10. Data management
11. pre-and post-instructions and advice
12. Sustainability
13. Waste management
13. Evidence based practice
14. Reflective practice

### **Work related injury and ill health**

1. Physical injuries
2. Disorders
3. Diseases
4. Mental health
5. Fatigue

### **Environmental and sustainable working practices**

1. Environmental waste management
2. Energy use
3. Environmental core practices
4. Working to commercial times
5. Use bio-degradable and compostable options or products
6. Aware of your own and business carbon footprint

### **Glossary:**

- **Aseptic techniques** - Aseptic techniques are using practices and procedures to prevent cross contamination of pathogens
- **Auditing** - is an official financial inspection of a barbershop or its accounts
- **Chemical** - liquid treatments for killing germs
- **Clinical waste** - is the term used to describe **waste** produced from activities that may pose a risk of infection
- **Contamination** - something made unclean/contagious by pollution, poisoning, virus
- **Control** - the power to do something
- **Dignity** – treating a client with respect
- **Duties** – jobs within capability and job role
- **Effectiveness** - the higher the level of usefulness, the greater the success
- **Ethical/ethics** - in the workplace includes obeying the barbershop's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence
- **First aid** - First aid can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Infection** - this happens when a virus enters the body and causes disease, viruses include Covid 19
- **Influence** - a person or thing with the ability to make somebody or something happen
- **Legal** - something required by the law
- **Licensing** - to give a government approved license to operate microbes such as bacteria, fungi, viruses, and spores.
- **Malpractice** - improper, illegal, or negligent professional behaviours

- **Microbial contamination** - Microbiological contamination refers to the presence of unwanted microbes such as bacteria, fungi, viruses, and spores.
- **Prevention** - stopping something from happening
- **Procedures** - a recognised or official way of doing something, barbershop rules, code of conduct
- **Regulation** - a rule made and looked after by a local authority/council, local by-laws
- **Requirements** - things that are needed and must be done
- **Risk** - something that may be dangerous
- **Suspected** - you have an idea of the possibility of something but without certain proof
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive
- **Tests** - can be referred to as patch, allergy alert, tolerance/pain and thermal/tactile depending on the proposed service.
- **Toxicity** - Toxicity is determined by a person's reaction to different dosages of a chemical. Toxicity or adverse reactions can occur from incompatibilities with an incorrect mixture of chemicals.
- **Universal precautions and standard precautions** - Universal precautions are relevant if the practitioner is exposed to blood and/or bodily fluid. It is the responsibility of the practitioner to implement infection prevention and control measures to prevent exposure to blood borne pathogens or Other Potentially Infectious Materials (OPIM).
  - Standard precautions are the basic level of infection control that should be used at all times within the working environment, such as hand hygiene, personal protective equipment, risk assessment, respiratory hygiene and cough etiquette, environmental cleaning, and waste disposal. If required, the storage, handling, use and disposal of sharps must be in accordance with legislative requirements.

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Be observed 'maintaining health, safety and infection control in a barbershop,' and recorded on a minimum of **2 occasions**, again covering the range of conditions, techniques, and products from within this unit.
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

## Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

### **Evidence guidance**

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

1. Prior learning and achievement
2. Observed work
3. Service/treatment records
4. Case studies
5. Client testimonials
6. Witness statements
7. Before and after service/treatment photographs (with client's consent)
8. Remote observation assessor feedback
9. Recorded evidence using audio/visual media
10. Projects/assignments
11. Oral questions
12. written work
13. Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

### **Resources**

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA202: Consultation for barbering services

Unit code: J/650/1991

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for carrying out the consultation, assessment, planning and preparation for Hair, Barbering, Beauty, Nails, Wellbeing and Holistic sectors. (NOS SKAHDBRBNS1 – Consult, assess, plan and prepare for Hair, Barbering, Beauty, Nails, Wellbeing and Holistic services ([Consult, assess, plan and prepare for Hair, Barbering, Beauty, Nails, Wellbeing and Holistic services \(ukstandards.org.uk\)](https://www.ukstandards.org.uk))
- This unit is about carrying out a consultation, assessment, planning and preparation for barbering services.
- Learners will need to follow barbering service protocol, legal, regulatory and organisational requirements, to implement and maintain safe, hygienic and effective working practices.
- Learners will develop an understanding of influencing factors and contra-indications when providing barbering services
- Learners will develop a deep understanding of product ability and manufacturer's instructions, tools and equipment when planning barbering services.

### This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:

Unit GBBA200: Hair science for barbering

Unit GBBA201: Health, safety and infection control for barbershops

Unit GBBA203: Shampoo, condition and treatment services for barbering

Unit GBBA204: Introduction to barbering on a headblock

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA207: Style and finish barbering services

Unit GBBA208: Facial hair, beards, and moustaches

Unit GBBA209: Shaving services

Unit GBBA210: Barbershop business support

### The main outcomes of this unit are:

1. To carry out consultations for barbering services
2. Provide information and guidance, and document the planned barbering service
3. Know how to work professionally in a barbershop
4. Know how to carry out a consultation for barbering services
5. Know the legal requirements when providing a consultation for barbering services

### Performance Criteria (PC)

#### Learners must be able to:

1. carry out a concise and comprehensive consultation taking account of:
  - 1.1 the individual's declared medical history and current medical status
  - 1.2 the individual's service history



- 1.3 the individual's **treatment area**
- 1.4 the individual's concerns, expectations and desired outcomes
- 1.5 considering the individual's physical and psychological wellbeing for the service
- 1.6 diverse needs
- 1.7 declared relative and absolute contraindications and restrictions
- 2. recognise, respond and signpost appropriately in response to any **disclosed conditions** in compliance with data legislation
- 3. discuss the individual's objectives, concerns, expectations and desired outcomes to inform the service plan
- 4. explain the fee structure
- 5. discuss and agree pre-service/treatment instructions and recommendations prior to the service
- 6. assess, discuss, agree and document the consultation and expected service outcomes and associated risks with the individual
- 7. inform and provide information to the individual of their **rights**
- 8. develop the service plan
- 9. provide **instructions** and advice to the individual, pre and post the service

## Knowledge and Understanding (KU)

### Learners will need to know and understand:

- 1. the importance of collaboration with competent professionals to support effective and safe working practices
- 2. why you must comply with ethical practice and work within the legislative requirements
- 3. the importance to engage in, and document your continuous professional development to include, current and up-to-date information, policies, procedures and best practice guidance
- 4. the contraindications or presenting conditions
- 5. the reasons why medical conditions may contraindicate the service
- 6. the legislative and insurance requirements for obtaining medical diagnosis and referral
- 7. the importance of communicating with the individual in a professional manner and within the limits of your own competencies
- 8. the factors to consider when creating a bespoke service plan
- 9. why you must develop and agree a service plan to include:
  - 9.1. declared current medical status
  - 9.2. treatment history
  - 9.3. relative and absolute contraindications
  - 9.4. undertake and analysis of the treatment area
  - 9.5. individual's expectations
  - 9.6. considering the individual's physical and psychological wellbeing for the service.
- 10. the importance of identifying diverse needs of the individual and adapting the service accordingly
- 11. the impact of social influences, the media and trends
- 12. the importance of assessing, discussing, agreeing, reviewing and documenting the consultation outcomes
- 13. the importance of explaining the service process, expected outcomes and associated risks
- 14. the benefits of using visual aids during consultation
- 15. how to manage the individual's expectations
- 16. the legislative requirements for gaining, recording, storing, protecting and retaining the individual's data
- 17. why certain services are prohibited or restricted for minors
- 18. the legislative requirements which sets out the rights of the individual and the professional
- 19. the legislative, insurance and organisational requirements for taking and storing visual media of the individual's treatment area
- 20. the reasons for providing instructions and advice, pre and post the service

### Learning Outcomes, Assessment Criteria and Indicative Content

Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>Performance Criteria</b> covered
LO1 Carry out consultations for barbering services	1.1 Carry out a concise and detailed consultation for the barbering service requested	PC 1
	1.2 Recognise and respond to disclosed conditions	PC 2
	1.3 Discuss and identify the client's objectives, concerns, expectations and desired outcomes, including service history and alternative options	PC 3
	1.4 Discuss and agree instructions and recommendations prior to the barbering service and explain the costs involved	PC 4, 5
	1.5 Develop the barbering service plan	PC 8
LO2 Provide information and guidance, and document the planned barbering service	2.1 Provide the client with information regarding their rights	PC 7
	2.2 Provide instructions and advice to the client pre and post the barbering service	PC 9
	2.3 Document the agreed barbering consultation, identifying the risks and expected outcomes	PC 6

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>Knowledge &amp; Understanding</b> covered
LO3 Know how to work professionally in a barbershop	3.1 Describe the importance of working with other professionals, to support effective and safe working practices	KU 1
	3.2 Explain why you must work within ethical, sustainable and legal requirements	KU 2
	3.3 Explain the importance of engaging in and documenting continuous professional development for; barbershop information, policies, procedures and best practice guidance	KU 3
	3.4 Explain the importance of communicating with the client in a professional manner and within the limits of your own abilities	KU 7
LO4 Know how to carry out a consultation for barbering services	4.1 Explain the contraindications and presenting conditions and why medical conditions may prevent the barbering service from taking place	KU 4, 5
	4.2 Explain the influencing factors when developing and agreeing a bespoke barbering service	KU 8, 9
	4.3 Discuss the importance of identifying diverse needs of the individual and adapting the service accordingly	KU 10

	4.4 Discuss the impact of social influences, the media and trends on barbering services	KU 11
	4.5 Describe the importance of assessing, discussing, agreeing, reviewing and documenting the outcomes of the consultation	KU 12
	4.6 Understand the importance of explaining the barbering service process, expected outcomes and associated risks	KU 13
	4.7 Describe the benefits of using visual aids during consultation	KU 14
	4.8 Describe how to manage client's expectations	KU 15
LO5 Know the legal requirements when providing a consultation for barbering services	5.1 Describe the legal and insurance requirements for obtaining medical diagnosis and referral	KU 6
	5.2 Understand the legal requirements for gaining, recording, storing, protecting and retaining the client's data	KU 16
	5.3 Explain why certain services are prohibited or restricted for minors	KU 17
	5.4 Explain the legal rights of the client and the professional	KU 18
	5.5 Understand the legal, insurance and barbershop policy for taking and storing visual media of the client's service area	KU 19
	5.6 Explain the reasons for providing instructions and advice, pre and post the service	KU 21

## Range

### Influencing factors

1. Hair curl classification and condition
2. Skin condition and sensitivity

### Disclosed conditions

1. Contra indications
2. Presenting conditions
3. Medical conditions

### Client's rights

1. Reflection time/period to make an informed choice
2. Informed agreement and consent to the service
3. Financial/contractual agreement
4. The right to request barbering qualifications, training and indemnity insurance

### Visual media

1. Photographic
2. Video

### Instructions and advice

1. The client and barber's legal rights and responsibilities
2. Pre and post service instructions and care
3. Future services

## Glossary

- **Anatomy** - the structure of the human body
- **Associated** - linked or connected with something
- **Bespoke** - designed especially for a particular person
- **Best Practice** - commercial or professional processes that are accepted as being correct or the most effective
- **Concise** - to the point, however still including all the relevant information, in as few words as possible.
- **Confirmation** - confirming/agreeing something
- **Consent** - permission for something to happen or agreement to do something
- **Continuous professional development** - process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training
- **Contraindication** - a sign that someone should not continue with a particular service (relative and/or absolute) because it is or might be harmful (contagious or non-contagious) e.g.: suspected infections, infestations, diseases, disorders
- **Skin contraindications** – does the client have a relative or absolute contraindication to service? Asked and answered approach – does the client have a contraindication yes/no.
- **If yes** – identify contraindication present and course of action.
- **If no** – identify as not present.
- **Suspected infections (contagious or non-contagious)** – no service
  - **Skin disorders and diseases** – adapt service/no service
  - **Nail disorders and diseases** – adapt service/no service
  - **Pigmentation disorders** – adapt service/follow instructions or advice
- **Medical history, advice, or instructions** – follow instructions or advice
- **Current medical conditions** – follow instructions or advise
- **Suspected melanomas** – medical referral
- **Skin damage** – dependent on severity of damage, no service or adapt service
  - **Cuts, abrasions, injuries, scarring** – open wound no service - relating to the area, healed wound service adapted
- **Skin sensitivity** – adapt service/no service
- **Skin allergies** – carry out sensitivity test/adapt service/no service
- **Piercings/jewellery** – remove if in the service area
- **Time interval between services** – follow manufacturer’s instructions for frequency of service
- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contraindication yes/no.
- **If yes** – identify contraindication present and course of action.
- **If no** – identify as not present.
- **Suspected infections (contagious or non-contagious)** – no service
- **Suspected infestations** – no service
- **Medical history, advice, or instructions** – follow instructions or advice
- **Hair damage** – dependent on severity of damage no service or adapt service
- **Cuts, abrasions, injuries, scarring** – open wound no service, healed wound service adapted
- **Scalp sensitivity** – no service
- **Hair loss/alopecia** – service may need to be adapted
- **Trichorrhesis Nodosa** – no service
- **History of allergic reaction** – no service
- **Piercings** – remove/cover before service
- **Incompatibility of products and services** – no service
- **Presence/quantity of added hair** – remove added hair before service
- **Amount of re-growth** – check suitability of hair to enable service
- **Transition (hair going through transition period from relaxed to natural state)** – treat root area

only

- **Removal of extensions/plaits** – remove before service
- **Time interval between chemical service** – follow manufacturer’s instructions for frequency of service
- **Client characteristics** – gender, age, height, weight
- **Diagnosis** - the process of deciding by examination/consultation the nature and circumstances of a disease or condition
- **Disclosed** - to make something known
- **Effective** - successfully achieved the results that you want
- **Ethical/ethics** – in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
- **Expectations** - what a client will require of you
- **Influences** - a person or thing with the ability to make somebody or something happen
- **Influencing factors – Hair** - something that can prevent or alter a service:
- **Hair curl classifications;**
- **Type 1 - straight hair**
  - 1A - fine and straight
  - 1B – medium, straight with volume
  - 1C – coarse, straight difficult hair
- **Type 2 - wavy**
  - 2A – fine, ‘S’ pattern
  - 2B – medium, frizzy ‘S’ pattern
  - 2C – coarse, very frizzy ‘S’ pattern
- **Type 3 - curly**
  - 3A – fine, soft curl
  - 3B – medium, loose curl
  - 3C – coarse, tight curl
- **Type 4 - excessively curly**
  - 4A – fine, tightly coiled curl pattern
  - 4B – medium, ‘Z’ pattern spring curl
  - 4C – coarse, tight ‘Z’ pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair
- **Hair cut/style** – square, triangular, round – will the service support the style?
- **Hair colour** – natural, percentage of white, previously coloured hair – does hair need a colour service to support look?
- **Skin tone** – fair, medium, olive, dark – colour service should complement skin tone
- **Face shape** – oval, round, square, oblong, heart, pear – the finished service should complement the face shape
- **Temperature** – body heat, salon temperature, added heat – length of time product on hair
- **Texture** – fine (A), medium (B), coarse (C) – the amount of product used, length of time on hair
- **Length** – short, medium, long - the amount of product used, time to conduct service
- **Density** – fine, medium, thick - the amount of product used
- **Growth patterns** – cowlick, widow’s peak, nape whorl, double crown, male pattern baldness – can stop, effect change service requested
- **Head size** – large, medium, small - amount of product used
- **Lifestyle** – job, family, financial, time – affordability, time for repeat service
- **Test results** – good, bad, caution, positive, negative - can or cannot have service
- **Influencing factors – Beauty - something that can prevent or alter a treatment:**
- **Skin classifications** – Lancer skin types

- **Dry** - Feels tight or itchy without enough moisture. Gets rough and flakes, accompanied by small pores. Rarely breaks out
- **Oily** - Gets shiny, visible oil on tissue when skin is blotted. Enlarged pores, breakouts common
- **Combination** - Enlarged pores and oil across forehead, nose, and chin. Parts of the face are balanced (normal) or dry. Breakouts common
- **Balanced** (normal) - Uniform without excess oil or flakiness. Breakouts are rare **Skin conditions**
- **Sensitive** - Easily reacts with redness and irritation to hot water, alcohol, spicy foods, and products. Requires special care
- **Sensitised** - tends to look blotchy with visible dryness and irritation, triggered by external or internal factors like medication reaction, poor diet, too much exposure to UV rays, extreme weather conditions, and as a reaction to harsh skincare products or ingredients
- **Aging or sun-damaged** - Begins to lose elasticity. Fine lines and wrinkles begin to appear, skin can sag or appear crepe. Areas of discoloration appear, and skin becomes less smooth
- **Lifestyle** – job, family, financial, time, diet, exercise, stress factors
- **Product use** e.g., homecare routine products
- **Exposure to UV** – sunbathing, tanning treatments
- **Previous services** – results, reactions, hyper-sensitivity
- **Test results** – good, bad, caution, positive, negative
- **Genotype** - inherited genes responsible for characteristics and traits from parent to offspring, based on the dominant and recessive genes, traits that are unlikely to change or can predispose to conditions:
  - e.g., eye/hair colour and texture/skin type - ethnicity/blood type/diabetes/heart disease/cancer
- **Phenotype** - observable physical characteristics and appearance that can change in response to genotype, evolution, the environment and the aging process - nature (inherited genes) and nurture (lifestyle impact):
  - e.g., weight/height/health/disposition/skin type - characteristics/hair type
- **First aid** - First aid can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Informed** - having or showing knowledge of a subject or situation
- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Physical sensation** - reaction, sensitivity, tingling feeling on the scalp/skin
- **Physiology** - the functions and activities of living organisms
- **Practices** - actions rather than thoughts or ideas
- **Professional** - a confident, knowledgeable, skilful, ethical to profession
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have something
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive at a certain level.
- **Visual media** - visual media is evidence generated through photography or video

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

### Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Firstly complete **3 practice consultation services** covering the range of services from across the qualification (1 x shampoo/styling, 1 x cutting, 1 x facial hair or shaving services). A record of this practice should be logged in the learner's portfolio of evidence.
- Be observed 'carrying out a consultation for each of the technical barbering services', within the qualification and recorded on a minimum of **3 occasions**, again covering the range of conditions, techniques, and products from within this unit (1 x shampoo/styling, 1 x cutting, 1 x facial hair or shaving services).
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

### Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

### Evidence guidance

There must be valid, authentic, and sufficient evidence for all the assessment criteria. A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

## Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).



## Unit GBBA203: Shampoo, condition and treatment services for barbering

Unit code: K/650/1992

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for Shampoo, condition and treat the hair and scalp (NOS SKAHDBR1 - [Shampoo, condition and treat the hair and scalp \(ukstandards.org.uk\)](https://www.ukstandards.org.uk))
- This unit has been designed to deliver technical shampooing, conditioning, and treating techniques on fee paying clients, in a commercial barbershop setting.
- Through this unit learners will develop the following massage techniques; effleurage, rotary, friction, and petrissage using a range of products for differing hair and scalp conditions
- Part of the process of learning how to 'shampoo, condition and treat the hair and scalp' in preparation for further barbering services. Learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

**This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

Unit GBBA200: Hair science for barbering

Unit GBBA201: Health, safety and infection control for barbershops

Unit GBBA202: Consultation for barbering services

Unit GBBA204: Introduction to barbering on a headblock

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA207: Style and finish barbering services

Unit GBBA208: Facial hair, beards, and moustaches

Unit GBBA209: Shaving services

Unit GBBA210: Barbershop business support

**The main outcomes are:**

1. Shampoo hair to remove products and prepare for further services
2. Condition and/or treat the hair and scalp

### Performance Criteria (PC)

**You must be able to:**

1. carry out a concise and comprehensive consultation with the individual
2. maintain your responsibilities for health and safety in accordance with legislation, regulations, directives, and guidelines
3. carry out a hair and scalp analysis, to include:
  - 3.1 hair curl classification
  - 3.2 hair characteristics
  - 3.3 state of hair
  - 3.4 hair growth patterns
  - 3.5 partially chemically treated hair
  - 3.6 scalp condition

- 3.7 alternative treatment options
4. confirm and agree with the individual, they have understood the proposed shampoo and conditioning treatment, to include:
  - 4.1 contra-actions
  - 4.2 adverse reactions
5. detangle the hair using combs and brushes from point to root
6. select products and tools in accordance with the **shampoo and conditioning treatment protocol**
7. adapt the water pressure and temperature in accordance with the treatment plan and rinse the individual's hair to prepare the hair for further treatment
8. apply shampoo using adapted **shampoo massage techniques** in accordance with the shampoo and conditioning treatment protocol, to include:
  - 8.1 rinsing the shampoo root to tip
  - 8.2 gently remove excess water avoiding pressure on the scalp
  - 8.3 repeating the process if necessary
  - 8.4 comb through the individual's hair
  - 8.5 prepare the individual for further hair services
9. apply suitable **conditioning and treatment products** using adapted **conditioning massage techniques** in accordance with the shampoo and conditioning treatment protocol to include:
  - 9.1 comb through the hair
  - 9.2 apply a heat treatment in accordance with the manufacturer instructions and shampoo and conditioning treatment protocol
  - 9.3 rinse the conditioner root to tip
  - 9.4 remove excess water from the hair using a towel
  - 9.5 comb through the individual's hair
  - 9.6 prepare the individual for further hair services
10. conclude the treatment in accordance with the shampoo and conditioning treatment protocol
11. confirm with the individual they are satisfied with the treatment
12. monitor the individual's health and wellbeing throughout the treatment
13. implement the correct course of action in the event of an adverse reaction
14. use reflective practice to evaluate the treatment and take appropriate action
15. provide **instructions** and advice to the individual, pre and post the treatment

## Knowledge and Understanding (KU)

### You need to know and understand:

1. your role and responsibilities in providing shampoo and conditioning treatments and the importance of working within your competence
2. why you must comply with ethical practice and work within the legislative requirements, to include:
  - 2.1 the responsibilities under local authority licensing regulations for yourself and your premises
3. the importance to engage in, and document continuous professional development to include, up-to-date information policies, procedures, and best practice guidance
4. the anatomy and physiology relevant to this unit
5. the relative and absolute contraindications relevant to hair services, to include:
  - 5.1 the legislative and insurance requirements for obtaining medical diagnosis and referral
6. the importance of recognising suspicious skin irregularities and scalp lesions, and referring to a relevant healthcare professional
7. the importance of carrying out a hair and scalp analysis, to include:
  - 7.1 how to recognise different hair and scalp conditions and the action to take
  - 7.2 hair curl classification
  - 7.4 hair characteristics
  - 7.5 state of hair
  - 7.6 scalp condition
  - 7.7 treatment history/chemical build up
8. how the hair and scalp analysis affects the choice of products used

9. how to recognise over processed hair and the associated risks and action to take
10. the tools and equipment used for shampoo and conditioning treatments
11. the health risks associated with extreme head positions during hair washing, to include:
  - 11.1 the use of alternative hair washing equipment
12. the types of shampoo and conditioning products and their effects
13. how to carry out a shampoo and conditioning treatment to include:
  - 13.1 the reasons why you may need to repeat the shampooing process
  - 13.2 treatment time in accordance with your organisational policies and procedures
14. how to adapt shampoo and conditioning massage techniques for each hair curl classification, type, condition, and length
  - 14.1 the use and benefit of different massage techniques
15. the importance of consulting with the individual throughout the shampoo and conditioning process
16. the adverse reactions associated with shampoo and conditioning treatments and how to respond
17. the importance of rinsing products thoroughly from the hair and scalp, to include:
  - 17.1 the importance of detangling hair from points to roots
18. the effects of water temperature on the scalp and hair structure
  - 18.1 how heat affects the hair
19. the scalp conditions that can be treated and their causes
20. the chemistry and composition of shampoo's detergents and how they interact with water
21. how heat can accelerate the development of conditioning products on the hair
22. how products can change the pH of hair and skin to include:
  - 22.1 the effects of acid and alkaline on the hair
  - 22.2 ensuring pH is neutralised and compatible for further treatments
23. the importance of following manufacturer instructions for shampoo and conditioning products
24. the health and safety responsibilities in line with legislation before, during and after the treatment
25. the legal requirements for providing hair services to minors and vulnerable adults
26. the importance of adhering to the shampoo and conditioning treatment protocol
27. the importance of monitoring the health and wellbeing of the individual during and post the treatment
28. the expected outcomes of shampoo and conditioning treatments including service fees
29. the purpose of reflective practice and evaluation and how it informs future treatments
30. the instructions and advice, pre and post the shampoo and conditioning treatment

### Learning Outcomes, Assessment Criteria, and Indicative Content

*Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.*

Learning Outcomes To achieve this unit, a learner must be able to:	Assessment Criteria: Assessment of this unit will require a learner to demonstrate that they can:	NOS Covered Performance Criteria
LO1 Prepare to shampoo, condition and treat the hair and scalp for barbering services	1.1 Carry out a concise and thorough consultation with the client	PC 1
	1.2 Maintain health, safety, and hygiene according to legislation, regulations, directives, and guidelines	PC 2
	1.3 Carry out a hair and scalp analysis to determine the service options	PC 3
	1.4 Confirm and agree with the client, they understand the proposed service including possible contra-actions and adverse reactions	PC 4
LO2	2.1 Detangle the hair using combs and brushes from point to root	PC 5

Provide shampoo, condition and treatment of the hair and scalp for barbering services	2.2 Select products and tools for the shampoo and conditioning treatment	PC 6
	2.3 Adapt the water pressure and temperature whilst rinsing the client's hair in preparation for shampoo service	PC 7
	2.4 Apply and remove shampoo, conditioner and treatments using massage techniques, in line with service protocols	PC 8, 9, 10
	2.5 Monitor the client's health and wellbeing throughout the service and confirm with the client they are satisfied with the service	PC 11, 12
	2.6 Apply the correct course of action in the event of an adverse reaction during the service	PC 13
LO3 Complete the shampoo, condition and treatment of the hair and scalp for barbering services	3.1 Reflect and evaluate on the service and take appropriate action	PC 14
	3.2 Provide instructions and advice to the client, pre and post the service	PC 15

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS covered</b> Knowledge & Understanding:
LO4 Know how to prepare to shampoo, condition and treat the hair and scalp for barbering services	4.1 Understand your role and responsibilities when performing shampoo, condition and treatment services and the importance of working within your limits	KU 1
	4.2 Explain why you must work within ethical and legal requirements and responsibilities for licensing of self and the barbershop	KU 2
	4.3 Explain the importance of continuous professional development to include, up-to-date information policies, procedures, and best practice guidance	KU 3
	4.4 Explain the importance of identifying the hair science relevant to shampooing, conditioning and treatment services for barbering	KU 4, 18, 19, 20, 21, 22
	4.5 Describe the relative and absolute contraindications relevant to shampoo, condition and treatment services including legal and insurance requirements for obtaining medical diagnosis and referral	KU 5
	4.6 Describe the importance of carrying out a hair and scalp analysis, how to recognise the differing conditions including skin irregularities, the underlying causes, which can be treated and how to refer to a healthcare professional	KU 6, 7
	4.7 Explain how the hair and scalp analysis affects the choice of products used	KU 8

	4.8 Explain the health risks associated with extreme head positions during the shampooing, conditioning, and treatment of the hair and alternative options	KU 11
	4.9 Explain how to recognise over processed hair, the associated risks, and actions to take	KU 9
	4.10 Describe the legal requirements for providing hair services to minors and vulnerable adults	KU 25
LO5 Know how to shampoo, condition, and treat the hair and scalp for barbering services	5.1 Explain the legal health and safety responsibilities before, during and after services	KU 24
	5.2 Describe the tools, equipment and types of products used to shampoo, condition and treat the hair and scalp	KU 10, 12
	5.3 Describe how to carry out a shampoo, condition and/or treatment service, including the reasons why the shampooing process may need to be repeated and identify service times	KU 13
	5.4 Explain the use and benefit of different massage techniques, how to adapt each for each hair curl classification, type, condition, and length	KU 14
	5.5 Explain the importance of following manufacturer's instructions for shampooing, conditioning and treatment of the hair and scalp	KU 23
	5.6 Explain the importance of monitoring and consulting with the client throughout and post the shampoo, condition, and treatment of the hair and scalp	KU 15, 27
	5.7 Explain the importance of rinsing products thoroughly from the hair and scalp and why wet hair should be detangled from points to roots	KU 17
	5.8 Describe the importance of sticking to the shampoo, condition, and treatment service protocols	KU 26
	5.9 Explain potential adverse reactions associated with shampooing, conditioning, and treatment of the hair and scalp and how to respond	KU 16
	5.10 Describe the expected outcomes of the service including service fees	KU 28
LO6 Know how to complete shampoo, condition, and treat the hair and scalp for barbering services	6.1 Explain the purpose of evaluation and reflective practice and how it informs on future services	KU 29
	6.2 Describe the instructions, advice, and guidance, pre and post the shampoo, condition, and treatment services	KU 30

## Range

### Shampooing services protocol

1. Working environment

2. Health and safety
3. Infection prevention and control
4. Service plan
5. Manufacturer's instructions
6. Data management
7. Audit and accountability
8. Instructions and advice
9. Sustainability
10. Waste management
11. Evidence-based practice
12. Reflective practice

### **Hair classifications**

1. Hair characteristics
2. Condition of hair and scalp
3. Scalp sensitivity
4. Length of hair
5. Allergies

### **Hair type**

1. Normal
2. Dry
3. Greasy/Oily
4. Product build up
5. Damaged

### **Scalp conditions**

1. Normal
2. Dry
3. Greasy/Oily
4. Product build up
5. Damaged

### **Shampoo massage techniques**

1. Effleurage
2. Rotary
3. Friction

### **Conditioning Massage Techniques**

1. Effleurage
2. Petrissage

### **Conditioning and treatment products**

1. Surface conditioner
2. Penetrating conditioner
3. Scalp treatment
4. Tonic

### **Instructions**

1. Homecare product use

## Glossary

- **Absolute contraindication** - a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - an 'unexpected' reaction or outcome following a service, i.e., fainting
- **Contra action** - an 'expected' reaction or outcome following a service, i.e., erythema
- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contra-indication yes/no. If yes – identify contra-indication present and course of action. If no – identify as not present:
- **Suspected infections (contagious or non-contagious)** – no service
- **Skin disorders and diseases** – adapt service/no service
- **Nail disorders and diseases** – adapt service/no service
- **Pigmentation disorders** – adapt service/follow instructions or advice
- **Medical history, advice, or instructions** – follow instructions or advice
- **Current medical conditions** – follow instructions or advise
- **Suspected melanomas** – medical referral
- **Skin damage** – dependent on severity of damage, no service or adapt service
- **Cuts, abrasions, injuries, scarring** – open wound no service - relating to the area, healed wound service adapted
- **Skin sensitivity** – adapt service/no service
- **Skin allergies** – carry out sensitivity test/adapt service/no service
- **Piercings/jewellery** – remove if in the service area
- **Time interval between services** – follow manufacturer’s instructions for frequency of service
- **Effective** - successfully achieved the results that you want
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence.
- **First aid** - can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **How shampoo works (detergents)**
  - Wetting agent: detergent lowers the surface tension of water, allow hair to become wet from water.
  - Emulsifying agent: shampoo molecules (ions), negatively charged water loving heads, grease loving tails gather the grease and dislodge from hair, form an oil-in-water emulsion. Hot water and massage removes dirt particles, grease, and shampoo from hair.
  - Suspending agent: grease in emulsion repel each other due to negative charge, remains suspended until rinsed away.
- **Influencing factors – Hair** - something that can prevent or alter a service:
- **Hair curl classifications;**
  - **Type 1 - straight hair**
    - 1A - fine and straight
    - 1B – medium, straight with volume
    - 1C – coarse, straight difficult hair
  - **Type 2 - wavy**
    - 2A – fine, ‘S’ pattern
    - 2B – medium, frizzy ‘S’ pattern
    - 2C – coarse, very frizzy ‘S’ pattern
  - **Type 3 - curly**
    - 3A – fine, soft curl
    - 3B – medium, loose curl
    - 3C – coarse, tight curl
  - **Type 4 - excessively curly**

- 4A – fine, tightly coiled curl pattern
- 4B – medium, ‘Z’ pattern spring curl
- 4C – coarse, tight ‘Z’ pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair.
- **Length** – short, medium, long - the amount of product used, time to conduct service.
- **Density** – fine, medium, thick - the amount of product used.
- **Head size** – large, medium, small - amount of product used.
- **Lifestyle** – job, family, financial, time – affordability, time for repeat service.
- **Test results** – good, bad, caution, positive, negative - can or cannot have service.
- **Informed** - having or showing knowledge of a subject or situation
- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Physiology** - the functions and activities of living organisms
- **Practices** - actions rather than thoughts or ideas
- **Professional** - a confident, knowledgeable, skilful, ethical to profession
- **Protocol** - a standard procedure to ensure best practice and compliance when providing services i.e., follow manufacturer’s instructions.
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relative contraindication** - a condition that requires an assessment of suitability for the service and/or if adaptations are required.
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners’ competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners’ competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.



## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Firstly complete **3 practice shampoo, condition and treatment of the hair and scalp services** covering the range of techniques and looks from within this unit. A record of this practice should be logged in the learner's portfolio of evidence
- Be observed 'shampooing, conditioning and treating the hair and scalp' and recorded on a minimum of **3 occasions**, again covering the range of conditions, techniques, and products from within this unit.
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

## Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

## Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

## Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA204: Introduction to barbering on a headblock

Unit code: L/650/1993

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for Cut and Clipper Hair (NOS SKAHDBR3 - Cut and clipper hair [Cut and clipper hair \(ukstandards.org.uk\)](http://ukstandards.org.uk))
- This unit has been designed as an introduction to barbering, with all the techniques and looks being achieved on a headblock
- Through this unit learners will develop the following techniques: club cutting, scissor over comb, clipper over comb, layer over comb, freehand, thinning and fading to achieve the following looks: one length cut, square layers, uniform layers, short graduation, five-point haircut, flat top, crew cut and layer over comb practice on beard.

This unit must be completed in full before attempting the following units:

- Traditional men's haircuts
- Modern men's haircuts
- Facial hair, beards, and moustaches
- Part of the process of learning how to undertake 'barbering services on a headblock,' learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

**This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

Unit GBBA200: Hair science for barbering

Unit GBBA201: Health, safety and infection control for barbershops

Unit GBBA202: Consultation for barbering services

Unit GBBA203: Shampoo, condition and treatment services for barbering

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA207: Style and finish barbering services

Unit GBBA208: Facial hair, beards, and moustaches

Unit GBBA209: Shaving services

Unit GBBA210: Barbershop business support

**The main outcomes of this unit are:**

1. One length cut
2. Square layers
3. Uniform layers
4. Short graduation
5. Five-point haircut
6. Flat Top
7. Crew Cut
8. Layer over comb practice on beard

## Performance Criteria (PC)

*(The performance criteria have been tailored to remove all reference of working on a client)*

### You must be able to:

1. maintain your responsibilities for health and safety in accordance with legislation, regulations, directives, and guidelines, to include:
  - 1.1 removing excess hair from flooring to avoid injury
2. discuss and establish the service objectives and desired outcomes to inform the cutting service plan, to include:
  - 2.1 considering the anatomical head and face structures
3. confirm and agree with the assessor, they have understood the proposed cutting service
4. comb and section the hair in accordance with the **cutting service protocol**
5. use **cutting and clipper techniques** suitable for the state of hair and hair curl classification to achieve the desired look, to include:
  - 5.1 select and use of **tools and equipment** to avoid damage to the hair
6. create and cut the initial guideline in accordance with the cutting service plan
7. cut the hair using the guidelines to ensure weight, balance and shape is achieved, to include:
  - 7.1 rotating your position around the headblock to ensure accuracy of cut
  - 7.2 adapt your cutting and clipper techniques in accordance with the cutting service protocol
8. cross-check the cut to establish accurate distribution of weight, balance, and shape
9. shape visible hair perimeters using cutting or clipper techniques, taking into account:
  - 9.1 the hair line
  - 9.2 **hair patterns**
  - 9.3 hair curl classification
10. conclude the cutting service removing all hair cuttings
11. use reflective practice to evaluate the cutting service and take appropriate action

## Knowledge and Understanding (KU)

The following units also cover this knowledge:

- HB217 Traditional barber haircuts
- HB218 Modern barber haircuts

### You need to know and understand:

1. your role and responsibilities in providing cutting services and the importance of working within your competence
2. why you must comply with ethical practice and work within the legislative requirements, to include:
  - 2.1 the responsibilities under local authority licensing regulations for yourself and your premises
3. the importance to engage in, and document continuous professional development to include, up-to-date information policies, procedures, and best practice guidance
4. the anatomy and physiology relevant to this unit
5. the tools and equipment used in cutting services
6. the importance of determining the service and techniques to be used to create barbering services
7. the limitations of cutting techniques and the adaptations required, in relation to:
  - 7.1 hair curl classification
  - 7.2 hair characteristics
  - 7.3 state of hair
  - 7.4 hair service history

8. the importance of identifying the anatomical head and facial structures to choose the appropriate haircut and finish
9. how to recognise over processed hair, the associated risks and action to take
10. the differences between cutting wet and dry hair and how it impacts the degree of tension used
11. the benefits of shampooing the hair prior to a cutting service
12. why you should comb and section the hair prior to cutting
13. how and when to use club, freehand, texturising, clipper over comb and scissor over comb cutting techniques
14. how to use, level and test clippers
15. the type and size of clippers, clipper blades and attachments available and the effects that these achieve
16. how the angle at which the hair is held effects the weight distribution, balance, and degree of graduation of the cut
17. the reasons for establishing and following guidelines
18. how to achieve a fade
19. how to create and follow a guideline for one length, uniform layers and short graduation looks
20. the traditional and modern hair shapes
21. how to cross-check and balance the cut
22. the health and safety responsibilities in line with legislation before, during and after the service including:
  - 22.1 waste disposal - hair clipping, sterilising liquid, blades
  - 22.2 cleaning and sterilising tools and equipment
23. the fee structures and treatment options
24. the importance of adhering to the cutting service protocol
25. the service time in accordance with your organisational policies and procedures
26. the expected outcomes of cutting service
27. the purpose of reflective practice and evaluation and how it informs future services

### Learning Outcomes and Assessment Criteria

*Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.*

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS</b> Covered Performance Criteria:
LO1 Prepare for barbering services on a headblock	1.1 Maintain health, safety, and hygiene according to legislation, regulations, directives, and guidelines	PC 1
	1.2 Discuss and identify the service objectives, desired outcomes including alternative options with the assessor	PC 2
	1.3 Confirm and agree with the assessor that they have understood the proposed cutting service	PC 3
LO2 Provide barbering services on a headblock	2.1 Comb and section the hair in line with the planned cutting service	PC 4
	2.2 Select and use tools, equipment and cutting techniques suitable for the hair and curl classification, to achieve the look avoiding damage to the hair	PC 5
	2.3 Create and cut initial guidelines in line with the planned service, and confirm with the assessor they are happy for you to proceed	PC 6

2.4 Cut the hair using guidelines to ensure weight, balance and shape is achieved by adapting your techniques and moving your position	PC 7
2.5 Cross-check the cut to ensure an accurate distribution of weight, balance, and shape	PC 8
2.6 Shape visible hair perimeters selecting appropriate cutting or clipper techniques for influencing factors	PC 9
2.7 Finalise the cutting service leaving the work area free from hair clippings	PC 10
2.8 Reflect and evaluate on the cutting service and take appropriate action	PC 11

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> Knowledge & Understanding
LO3 Know how to prepare for barbering services on a headblock	3.1 Understand your role and responsibilities when performing barbering hair cutting services and the importance of working within your limits	KU 1
	3.2 Explain why you must work within ethical and sustainable best practice and legal requirements including licensing requirements	KU 2
	3.3 Explain the importance of continuous professional development to include, up-to-date information policies, procedures, and best practice guidance	KU 3
	3.4 Explain the importance of identifying the hair science relevant to barbering cutting services	KU 4, 8, 10
	3.5 Describe the tools and equipment used in barbering cutting services	KU 5
	3.6 Describe the service and techniques to be used to create barbering services	KU 6
	3.7 Explain how to adapt barbering cutting techniques and their limitations when dealing with influencing factors	KU 7
	3.8 Explain how to recognise over processed hair, the associated risks, and actions to take	KU 9
LO4 Know how to provide barbering services on a headblock	4.1 Describe the health and safety responsibilities in line with legislation before, during and after the service	KU 22
	4.2 Explain the benefits of shampooing the hair before a cutting service	KU 11
	4.3 Explain why you should comb and section the hair prior to cutting	KU 12
	4.4 Describe how and when to use club cutting, freehand cutting, layering and texturising	KU 13

4.5 Explain the type and size of clippers, clipper blades and attachments available and the effects that these achieve and how to use, level and test them	KU 14, 15
4.6 Explain how the angle at which the hair is held effects the weight distribution, balance, and degree of graduation of the cut	KU 16
4.7 Explain the reasons for establishing and following guidelines and how to cross-check and balance barbering haircuts	KU 17, 19, 21
4.8 Describe the traditional and modern barbering haircuts including how to create a fade	KU 18, 20
4.9 Explain the importance of sticking to barbering cutting service procedures	KU 24
4.10 Describe the fee structures, service options and times and expected outcomes of the service	KU 23, 25, 26
4.11 Explain the purpose of evaluation and reflective practice and how it informs on future services	KU 27

## Range

### Type of hair

1. Wet hair
2. Dry hair

### Cutting techniques

1. Club cutting
2. Scissor over comb
3. Clipper over comb
4. Layer over comb
5. Freehand
6. Thinning
7. Fading

### Cutting programme

1. One length cut
2. Square layers
3. Uniform layers
4. Short graduation
5. Five-point haircut
6. Flat Top
7. Crew Cut
8. Layer over comb practice on beard

### Tools and equipment

1. Scissors
2. Clippers
3. Clipper attachments
4. Trimmers

## Glossary of terms

- **Absolute contraindication** - a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - an 'unexpected' reaction or outcome following a service, i.e., fainting
- **Contra action** - an 'expected' reaction or outcome following a service, i.e., erythema
- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contra-indication yes/no.
- **If yes** – identify contra-indication present and course of action.
- **If no** – identify as not present.
- **Suspected infections (contagious or non-contagious)** – no service
- **Suspected infestations** – no service
- **Medical history, advice, or instructions** – follow instructions or advice
- **Hair damage** – dependent on severity of damage no service or adapt service
- **Cuts, abrasions, injuries, scarring** – open wound no service, healed wound service adapted
- **Scalp sensitivity** – no service
- **Hair loss/alopecia** – service may need to be adapted
- **Trichorrhesis Nodosa** – no service
- **History of allergic reaction** – no service
- **Piercings** – remove/cover before service
- **Effective** - successfully achieved the results that you want
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence.
- **First aid** - can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Influencing factors – Hair** - something that can prevent or alter a service:
- **Hair curl classifications;**
- **Type 1 - straight hair**
  - 1A - fine and straight
  - 1B – medium, straight with volume
  - 1C – coarse, straight difficult hair
- **Type 2 - wavy**
  - 2A – fine, 'S' pattern
  - 2B – medium, frizzy 'S' pattern
  - 2C – coarse, very frizzy 'S' pattern
- **Type 3 - curly**
  - 3A – fine, soft curl
  - 3B – medium, loose curl
  - 3C – coarse, tight curl
- **Type 4 - excessively curly**
  - 4A – fine, tightly coiled curl pattern
  - 4B – medium, 'Z' pattern spring curl
  - 4C – coarse, tight 'Z' pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair.
- **Face shape** – oval, round, square, oblong, heart, pear – the finished service should complement the face shape.
- **Length** – short, medium, long - the amount of product used, time to conduct service.
- **Density** – fine, medium, thick - the amount of product used.
- **Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness – can stop, effect change service requested

- **Head size** – large, medium, small - amount of product used.
- **Lifestyle** – job, family, financial, time – affordability, time for repeat service.
- **Test results** – good, bad, caution, positive, negative - can or cannot have service.
- **Informed** - having or showing knowledge of a subject or situation
- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Practices** - actions rather than thoughts or ideas
- **Principles of cutting hair** –
- Sectioning: small methodical linear Meche, horizontal vertical or angled approach to cutting hair
- Guidelines: starting point of haircut, in nape, over ears, fringe
- Angles: 0°, 45°, 90°, 135°, 180°
- Techniques: club cutting, freehand, layering, texturising
- **Function**
- Club cutting blunt end retains weight
- Freehand - without tension, hair cut at preferred length
- Layering - used to add volume, shape, style
- Texturising - removes bulk
- **Professional** - a confident, knowledgeable, skilful, ethical to profession
- **Protocol** - a standard procedure to ensure best practice and compliance when providing services i.e., follow manufacturer's instructions.
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relative contraindication** - a condition that requires an assessment of suitability for the service and/or if adaptations are required.
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment for this unit will be carried out on a headblock. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:



- Have recorded evidence of ‘cutting on a barbering headblock’ on a minimum of **6 occasions**, covering the range of techniques and looks from within this unit. **2** of the occasions must be observed.
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the ‘Portfolio of Evidence.’

### Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a ‘Portfolio of Evidence’ that should be set and marked by internal centre assessors.

The evidence gathered for the **knowledge criteria** for this unit, will be covered by the knowledge criteria for the following units:

HB217 Traditional men’s hair cuts

HB218 Modern men’s hair cuts

### Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner’s ‘**Evidence of Assessment Record**’ and will act as proof of achieving competence.

### Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA205: Traditional barber haircuts

Unit code: M/650/1994

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for Cut and Clipper Hair (NOS SKAHDBR3 - Cut and clipper hair [Cut and clipper hair \(ukstandards.org.uk\)](http://ukstandards.org.uk))
- This unit has been designed to build upon the 'Introduction to barbering haircuts on a headblock' unit before the delivery of traditional barbering techniques on fee paying clients, in a commercial barbershop setting.
- Through this unit learners will develop the following techniques: club cutting, scissor over comb, clipper over comb, layer over comb, freehand, thinning and fading to achieve the following looks: crew cut, flat top, with parting, short graduation, and uniform layer.
- **This unit can only be started after the successful completion of the 'Introduction to barbering on a headblock' unit.**
- Part of the process of learning how to cut 'Traditional Barber Haircuts' learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

### **This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

- HB212 Health, safety and infection control for barbershop
- HB213 Consultation for barbering services
- HB214 Shampoo, condition and treat the hair and scalp for barbering services
- HB215 Styling and finishing for barbering services
- HB216 Introduction to barbering on a headblock
- HB218 Modern barber haircuts
- HB219 Facial hair, beards, and moustaches
- HB220 Shaving services
- HB221 Hair science for barbering
- HB222 Business support for barber shops

### **The main outcomes of this unit are:**

1. Crew Cut
2. Flat Top
3. With a parting
4. Short graduation
5. Uniform layer

### Performance Criteria (PC)

#### **You must be able to:**

1. carry out a concise and comprehensive consultation with the individual

2. maintain your responsibilities for health and safety in accordance with legislation, regulations, directives, and guidelines, to include:
  - 2.1 removing excess hair cuttings from the individual's skin throughout the service
  - 2.2 removing excess hair from flooring to avoid injury
3. discuss and establish the individual's objectives and desired outcomes to inform the cutting service plan, to include:
  - 3.1 considering the anatomical head and face structures
  - 3.2 alternative treatment options
4. carry out a hair and scalp analysis to determine the service plan, to include:
  - 4.1 hair curl classification**
  - 4.2 hair characteristics**
  - 4.3 state of hair**
  - 4.4 scalp condition
5. confirm and agree with the individual, they have understood the proposed cutting service, to include:
  - 5.1 contra-actions
  - 5.2 adverse reactions
6. comb and section the hair in accordance with the **cutting service protocol**
7. use **cutting and clipper techniques** suitable for the individual's state of hair and hair curl classification to achieve the desired look, to include:
  - 7.1 select and use of **tools and equipment** to avoid damage to the hair and scalp
8. create and cut the initial guideline in accordance with the cutting service plan, to include:
  - 8.1 confirming with the individual they want to proceed with the cut
9. cut the hair using the guidelines to ensure weight, balance and shape is achieved, to include:
  - 9.1 rotating your position around the individual to ensure accuracy of cut
  - 9.2 adapt your cutting and clipper techniques in accordance with the cutting service protocol
10. cross-check the cut to establish accurate distribution of weight, balance, and shape
11. shape visible hair perimeters using cutting or clipper techniques, taking into account:
  - 11.1 the natural hair line
  - 11.2 hair growth patterns**
  - 11.3 hair curl classification
12. conclude the cutting service ensuring the individual is left free from hair cuttings
13. confirm with the individual they are satisfied with the result
14. monitor the individual's health and wellbeing throughout the cutting service
15. implement the correct course of action in the event of an adverse reaction
16. use reflective practice to evaluate the cutting service and take appropriate action
17. provide **instructions** and advice to the individual, pre and post the service

## Knowledge and Understanding (KU)

This knowledge covers the following units:

- HB216 Introduction to barbering on a headblock
- HB217 Traditional barber haircuts
- HB218 Modern barber haircuts

### **You need to know and understand:**

1. your role and responsibilities in providing cutting services and the importance of working within your competence
2. why you must comply with ethical practice and work within the legislative requirements, to include:
  - 2.1 the responsibilities under local authority licensing regulations for yourself and your premises
3. the importance to engage in, and document continuous professional development to include, up-to-date information policies, procedures, and best practice guidance
4. the anatomy and physiology relevant to this unit including:
  - 4.1 How much does hair grow
5. the relative and absolute contraindications relevant to hair services, to include:

- 5.1 the legislative and insurance requirements for obtaining medical diagnosis and referral
6. the importance of recognising suspicious skin irregularities and scalp lesions, and referring to a relevant healthcare professional
7. the tools and equipment used in cutting services
8. the limitations of cutting techniques and the adaptations required, in relation to:
  - 8.1 hair curl classification
  - 8.2 hair characteristics
  - 8.3 state of hair
  - 8.4 scalp condition
  - 8.5 individuals' preferences
  - 8.6 individuals' expectations
  - 8.7 hair service history
9. the importance of identifying the anatomical head and facial structures to choose the appropriate haircut and finish
10. how to recognise over processed hair, the associated risks and action to take
11. how to recognise Trichorrhexis nodosa, the associated risks and action to take
12. the differences between cutting wet and dry hair and how it impacts the degree of tension used
13. what are the benefits of shampooing the hair prior to a cutting service
14. why you should comb and section the hair prior to cutting
15. the associated risks from hair cuttings in close proximity of exposed skin
16. how and when to use club, freehand, texturising, clipper over comb and scissor over comb cutting techniques
17. how to use, level and test clippers
18. the type and size of clippers, clipper blades and attachments available and the effects that these achieve
19. how the angle at which the hair is held effects the weight distribution, balance, and degree of graduation of the cut
20. the reasons for establishing and following guidelines
21. how to follow fading guidelines
22. how to create and follow a guideline for one length, uniform layers and short graduation looks
23. the traditional and current hair shapes
24. how to cross-check and balance the cut
25. the hair growth patterns and how they impact the hair cutting service
26. the risks associated with continually close cutting
27. the importance of consulting with the individual throughout the cutting process
28. the adverse reactions associated with a cutting service and how to respond
29. the health and safety responsibilities in line with legislation before, during and after the service including:
  - 29.1 waste disposal - hair clippings, sterilising solution, blades
  - 29.2 cleaning and sterilising tools and equipment
30. the legal requirements for providing hair services to minors and vulnerable adults
31. why it is important to discuss and establish the individual's objectives, concerns, expectations, desired outcomes and agree the cutting service plan
32. the fee structures and treatment options
33. the reasons for taking consensual visual media of the individual's treatment area and storing in accordance with the service, legislative, insurance and organisational requirements
34. the importance of adhering to the cutting service protocol
35. the service time in accordance with your organisational policies and procedures
36. the importance of monitoring the health and wellbeing of the individual during and post the service
37. the expected outcomes of cutting service
38. the purpose of reflective practice and evaluation and how it informs future services
39. the instructions and advice, pre and post the cutting service

### **Learning Outcomes and Assessment Criteria**

*Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.*

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS covered</b> <b>Performance Criteria:</b>
LO1 Prepare for traditional barber haircuts	1.1 Carry out a concise and thorough consultation according to organisational and insurance requirements	PC 1
	1.2 Maintain health, safety, and hygiene according to legislation, regulations, directives, and guidelines	PC 2
	1.3 Discuss and identify the client's objectives, desired outcomes including alternative options	PC 3
	1.4 carry out a hair and scalp analysis considering influencing factors to establish the barbering cutting service	PC 4
	1.5 Confirm and agree with the client, they understand the proposed service including possible contra-actions and adverse reactions	PC 5
LO2 Provide traditional barber haircuts	2.1 Comb and section the hair in line with the planned cutting service	PC 6
	2.2 Select and use tools, equipment and cutting techniques suitable for the client's hair and curl classification, to achieve the look avoiding damage to the hair and scalp	PC 7
	2.3 Create and cut initial guidelines in line with the planned service, and confirm with the client they are happy to proceed	PC 8
	2.4 Cut the hair using guidelines to ensure weight, balance and shape is achieved by adapting technique and moving position to ensure an accurate cut	PC 9
	2.5 Cross-check the cut to ensure an accurate distribution of weight, balance, and shape	PC 10
	2.6 Shape visible hair perimeters selecting appropriate cutting or clipper techniques for influencing factors	PC 11
	2.7 Finalise the cutting service ensuring the client is left free from hair cuttings and they are happy with result	PC 12, 13
	2.8 Monitor the client's health and wellbeing throughout the cutting service	PC 14
	2.9 Apply the correct course of action in the event of an adverse reaction during the service	PC 15
LO3 Complete traditional barber haircuts	3.1 Reflect and evaluate on the cutting service and take appropriate action	PC 16
	3.2 Provide instructions and advice to the client, pre and post the service	PC 17

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS covered</b> Knowledge & Understanding:
LO4 Know how to prepare for traditional barber haircuts	4.1 Understand your role and responsibilities when performing barbering hair cutting services and the importance of working within your limits	KU 1
	4.2 Explain why you must work within ethical and sustainable best practice and legal requirements including licensing requirements	KU 2
	4.3 Explain the importance of continuous professional development to include, up-to-date information policies, procedures, and best practice guidance	KU 3
	4.4 Explain the importance of identifying the hair science relevant to barbering cutting services	KU 4, 9, 12, 25
	4.5 Explain the relative and absolute contraindications related to barber cutting services, including the legal and insurance requirements for obtaining medical diagnosis and referral	KU 5
	4.6 Explain the importance of recognising suspicious skin irregularities and scalp lesions and how to refer to a relevant healthcare professional	KU 6
	4.7 Describe the tools and equipment used for barber cutting services	KU 7
	4.8 Explain why it is important to discuss and establish the clients; objectives, concerns, expectations, desired outcomes, discuss options, agree service and associated fees and service times	KU 31, 32, 35
	4.9 Explain the limitations of cutting techniques and how to adapt them when dealing with influencing factors	KU 8
	4.10 Explain how to recognise Trichorrhhexis nodosa and over processed hair, the associated risks, and actions to take	KU 10, 11
	4.11 Describe the legal requirements for providing hair services to minors and vulnerable adults	KU 30
	4.12 Explain the reasons for taking consensual visual media of service area and storing in accordance with the service, legal, insurance and organisational requirements	KU 33
LO5 Know how to provide traditional barber haircuts	5.1 Describe the health and safety responsibilities in line with legislation before, during and after the service	KU 29
	5.2 Explain the benefits of shampooing hair before the cutting service	KU 13
	5.3 Explain why you should comb and section the hair prior to cutting	KU 14
	5.4 Describe the function and effect of club cutting, freehand cutting, layering and texturising	KU 16

	5.5 Explain the type and size of clippers, clipper blades and attachments available and the effects that these achieve and how to use, level and test them	KU 17, 18
	5.6 Explain how the angle at which the hair is held effects the weight distribution, balance, and degree of graduation of the cut	KU 19
	5.7 Explain the reasons for establishing and following guidelines and how to cross-check and balance barber haircuts	KU 20, 21, 22, 24
	5.8 Describe the traditional and modern barber haircuts	KU 23
	5.9 Explain the importance of monitoring and consulting with the client throughout the cutting service	KU 27, 36
	5.10 Explain harmful reactions associated with cutting hair and how to respond, in particular the risks from close cutting and hair cuttings on exposed skin	KU 15, 26, 28
	5.11 Explain the importance of sticking to barbering cutting service procedures	KU 34
	5.12 Describe the expected outcomes of the service	KU 37
LO6 Know how to complete traditional barber haircuts	6.1 Explain the purpose of evaluation and reflective practice and how it informs on future services	KU 38
	6.2 Describe the instructions, advice, and guidance, pre and post barbering cutting service	KU 39

## Range:

### Cutting service protocols

1. Working environment
2. Health and safety
3. Infection prevention and control
4. Service plan
5. Manufacturer's instructions
6. Data management
7. Audit and accountability
8. Instructions and advice
9. Sustainability
10. Waste management
11. Evidence-based practice
12. Reflective practice

### Type of influencing factors

1. Hair classifications
2. Hair characteristics
3. Condition of hair and scalp
4. Growth patterns
5. Head and face shape
6. Infections and infestations
7. Scalp sensitivity
8. Hair loss

### Type of hair

1. Wet hair
2. Dry hair

### Cutting techniques

1. Club cutting
2. Scissor over comb
3. Clipper over comb
4. Layer over comb
5. Freehand
6. Thinning

### Finished looks

1. Crew cut
2. Flat top
3. With a parting
4. Short graduation
5. Uniform layers

### Neckline shapes

1. Square
2. Full neckline
3. Tapered
4. Razored

### Tools and equipment

1. Scissors
2. Clippers
3. Clipper attachments
4. Trimmers
5. Razor

### Information and guidance

1. Current haircare regime
2. How to maintain their look
3. Time interval between hair cut services

### Glossary

- **Absolute contraindication** - a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - an 'unexpected' reaction or outcome following a service, i.e., fainting
- **Contra action** - an 'expected' reaction or outcome following a service, i.e., erythema
- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contra-indication yes/no.
- **If yes** – identify contra-indication present and course of action.
- **If no** – identify as not present.
- **Effective** - successfully achieved the results that you want
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence.



- **First aid** - can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Influencing factors – Hair** - something that can prevent or alter a service:
- **Hair curl classifications;**
- **Type 1 - straight hair**
  - 1A - fine and straight
  - 1B – medium, straight with volume
  - 1C – coarse, straight difficult hair
- **Type 2 - wavy**
  - 2A – fine, ‘S’ pattern
  - 2B – medium, frizzy ‘S’ pattern
  - 2C – coarse, very frizzy ‘S’ pattern
- **Type 3 - curly**
  - 3A – fine, soft curl
  - 3B – medium, loose curl
  - 3C – coarse, tight curl
- **Type 4 - excessively curly**
  - 4A – fine, tightly coiled curl pattern
  - 4B – medium, ‘Z’ pattern spring curl
  - 4C – coarse, tight ‘Z’ pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair.
- **Face shape** – oval, round, square, oblong, heart, pear – the finished service should complement the face shape.
- **Length** – short, medium, long - the amount of product used, time to conduct service.
- **Density** – fine, medium, thick - the amount of product used.
- **Growth patterns** – cowlick, widow’s peak, nape whorl, double crown, male pattern baldness – can stop, effect change service requested
- **Head size** – large, medium, small - amount of product used.
- **Test results** – good, bad, caution, positive, negative - can or cannot have service.
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Practices** - actions rather than thoughts or ideas
- **Principles of cutting hair;**
- Sectioning: small methodical linear Meche, horizontal vertical or angled approach to cutting hair
- Guidelines: starting point of haircut, in nape, over ears, fringe
- Angles: 0°, 45°, 90°, 135°, 180°
- Techniques: club cutting, freehand, layering, texturising
- **Function**
- **Club cutting** blunt end retains weight
- **Freehand** - without tension, hair cut at preferred length
- **Layering** - used to add volume, shape, style
- **Texturising** - removes bulk
- **Professional** - a confident, knowledgeable, skilful, ethical to profession
- **Protocol** - a standard procedure to ensure best practice and compliance when providing services i.e., follow manufacturer’s instructions.
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relative contraindication** - a condition that requires an assessment of suitability for the service and/or if adaptations are required.

- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

1. Firstly complete **6 practice cutting services** covering the range of techniques and looks from within this unit. A record of this practice should be logged in the learner's portfolio of evidence.
- Be observed for 'Traditional Barber Haircuts' and recorded on a minimum of **4 occasions**, again covering the range of techniques and looks from within this unit.
  - The observations will be recorded, signed and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

## Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

The evidence gathered for the **knowledge criteria** for this unit, will also cover the knowledge criteria for the following units:

- HB216 Introduction to barbering on a headblock
- HB218 Modern barber haircuts

## Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies

- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

## Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA206: Modern barber haircuts

Unit code: R/650/1995

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for Cut and Clipper Hair (NOS SKAHDBR3 - Cut and clipper hair [Cut and clipper hair \(ukstandards.org.uk\)](http://ukstandards.org.uk))
- This unit has been designed to build upon the 'Introduction to barbering on a headblock' unit before the delivery of modern barbering techniques on fee paying clients, in a commercial barbershop setting.
- Through this unit learners will develop the following techniques: club cutting, scissor over comb, clipper over comb, layer over comb, freehand, thinning and fading to achieve the following looks: disconnection, square layer, with a fade, short graduation.
- **This unit can only be started after the successful completion of the 'Introduction to barbering on a headblock' unit.**
- Part of the process of learning how to cut 'Modern Barbers Haircuts' learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

### **This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

- HB212 Health, safety, and infection control for barbershop
- HB213 Consultation for barbering services
- HB214 Shampoo, condition and treat the hair and scalp for barbering services
- HB215 Style and finish barbering services
- HB216 Introduction to barbering on a headblock
- HB217 Traditional barber haircuts
- HB218 Modern barber haircuts
- HB219 Facial hair, beards, and moustaches
- HB220 Shaving services
- HB221 Hair science for barbering
- HB222 Business support for barber shops

### **The main outcomes of this unit are:**

1. Disconnection
2. Square layer
3. With a fade
4. Short graduation
5. Uniform layer

### Performance Criteria (PC)

#### **You must be able to:**

1. carry out a concise and comprehensive consultation with the individual
2. maintain your responsibilities for health and safety in accordance with legislation, regulations, directives, and guidelines, to include:

- 2.1 removing excess hair cuttings from the individual's skin throughout the service
- 2.2 removing excess hair from flooring to avoid injury
- 3. discuss and establish the individual's objectives and desired outcomes to inform the cutting service plan, to include:
  - 3.1 considering the anatomical head and face structures
  - 3.2 alternative treatment options
- 4. carry out a hair and scalp analysis to determine the service plan, to include:
  - 4.1 hair curl classification**
  - 4.2 hair characteristics**
  - 4.3 state of hair**
  - 4.4 scalp condition
- 5. confirm and agree with the individual, they have understood the proposed cutting service, to include:
  - 5.1 contra-actions
  - 5.2 adverse reactions
- 6. comb and section the hair in accordance with the **cutting service protocol**
- 7. use **cutting and clipper techniques** suitable for the individual's state of hair and hair curl classification to achieve the desired look, to include:
  - 7.1 select and use of **tools and equipment** to avoid damage to the hair and scalp
- 8. create and cut the initial guideline in accordance with the cutting service plan, to include:
  - 8.1 confirming with the individual they want to proceed with the cut
- 9. cut the hair using the guidelines to ensure weight, balance and shape is achieved, to include:
  - 9.1 rotating your position around the individual to ensure accuracy of cut
  - 9.2 adapt your cutting and clipper techniques in accordance with the cutting service protocol
- 10. cross-check the cut to establish accurate distribution of weight, balance, and shape
- 11. shape visible hair perimeters using cutting or clipper techniques, taking into account:
  - 11.1 the natural hair line
  - 11.2 hair growth patterns**
  - 11.3 hair curl classification
- 12. conclude the cutting service ensuring the individual is left free from hair cuttings
- 13. confirm with the individual they are satisfied with the result
- 14. monitor the individual's health and wellbeing throughout the cutting service
- 15. implement the correct course of action in the event of an adverse reaction
- 16. use reflective practice to evaluate the cutting service and take appropriate action
- 17. provide **instructions** and advice to the individual, pre and post the service

## Knowledge and Understanding (KU)

This knowledge covers the following units:

- HB216 Introduction to barbering on a headblock
- HB217 Traditional men's haircuts
- HB218 Modern barber haircuts

### You need to know and understand:

- 1. your role and responsibilities in providing cutting services and the importance of working within your competence
- 2. why you must comply with ethical practice and work within the legislative requirements, to include:
  - 2.1 the responsibilities under local authority licensing regulations for yourself and your premises
- 3. the importance to engage in, and document continuous professional development to include, up-to-date information policies, procedures, and best practice guidance
- 4. the anatomy and physiology relevant to this unit including:
  - 4.1 How much does hair grow
- 5. the relative and absolute contraindications relevant to hair services, to include:
  - 5.1 the legislative and insurance requirements for obtaining medical diagnosis and referral

6. the importance of recognising suspicious skin irregularities and scalp lesions, and referring to a relevant healthcare professional
7. the tools and equipment used in cutting services
8. the limitations of cutting techniques and the adaptations required, in relation to:
  - 8.1 hair curl classification
  - 8.2 hair characteristics
  - 8.3 state of hair
  - 8.4 scalp condition
  - 8.5 individuals' preferences
  - 8.6 individuals' expectations
  - 8.7 hair service history
9. the importance of identifying the anatomical head and facial structures to choose the appropriate haircut and finish
10. how to recognise over processed hair, the associated risks and action to take
11. how to recognise Trichorrhhexis nodosa, the associated risks and action to take
12. the differences between cutting wet and dry hair and how it impacts the degree of tension used
13. what are the benefits of shampooing the hair prior to a cutting service
14. why you should comb and section the hair prior to cutting
15. the associated risks from hair cuttings in close proximity of exposed skin
16. how and when to use club, freehand, texturising, clipper over comb and scissor over comb cutting techniques
17. how to use, level and test clippers
18. the type and size of clippers, clipper clades and attachments available and the effects that these achieve
19. how the angle at which the hair is held effects the weight distribution, balance, and degree of graduation of the cut
20. the reasons for establishing and following guidelines
21. how to follow fading guidelines
22. how to create and follow a guideline for one length, uniform layers and short graduation looks
23. the traditional and current hair shapes
24. how to cross-check and balance the cut
25. the hair growth patterns and how they impact the hair cutting service
26. the risks associated with continually close cutting
27. the importance of consulting with the individual throughout the cutting process
28. the adverse reactions associated with a cutting service and how to respond
29. the health and safety responsibilities in line with legislation before, during and after the service including:
  - 29.1 waste disposal - hair clipping, Barbicide, blades
  - 29.2 cleaning and sterilising tools and equipment
30. the legal requirements for providing hair services to minors and vulnerable adults
31. why it is important to discuss and establish the individual's objectives, concerns, expectations, desired outcomes and agree the cutting service plan
32. the fee structures and treatment options
33. the reasons for taking consensual visual media of the individual's treatment area and storing in accordance with the service, legislative, insurance and organisational requirements
34. the importance of adhering to the cutting service protocol
35. the service time in accordance with your organisational policies and procedures
36. the importance of monitoring the health and wellbeing of the individual during and post the service
37. the expected outcomes of cutting service
38. the purpose of reflective practice and evaluation and how it informs future services
39. the instructions and advice, pre and post the cutting service

### **Learning Outcomes and Assessment Criteria**

*Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.*

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> Performance Criteria:
LO1 Prepare for modern barber haircuts	1.1 Carry out a concise and thorough consultation according to organisational and insurance requirements	PC 1
	1.2 Maintain health, safety, and hygiene according to legislation, regulations, directives, and guidelines	PC 2
	1.3 Discuss and identify the client's objectives, desired outcomes including alternative options	PC 3
	1.4 carry out a hair and scalp analysis considering influencing factors to establish the barbering cutting service	PC 4
	1.5 Confirm and agree with the client, they understand the proposed service including possible contra-actions and adverse reactions	PC 5
LO2 Provide modern barber haircuts	2.1 Comb and section the hair in line with the planned cutting service	PC 7
	2.2 Select and use tools, equipment and cutting techniques suitable for the client's hair and curl classification, to achieve the look avoiding damage to the hair and scalp	PC 8
	2.3 Create and cut initial guidelines in line with the planned service, and confirm with the client they are happy to proceed	PC 9
	2.4 Cut the hair using guidelines to ensure weight, balance and shape is achieved by adapting technique and moving position to ensure an accurate cut	PC 10
	2.5 Cross-check the cut to ensure an accurate distribution of weight, balance, and shape	PC 11
	2.6 Shape visible hair perimeters selecting appropriate cutting or clipper techniques for influencing factors	PC 12
	2.7 Finalise the cutting service ensuring the client is left free from hair cuttings and they are happy with result	PC 13, 14
	2.8 Monitor the client's health and wellbeing throughout the cutting service	PC 15
	2.9 Apply the correct course of action in the event of an adverse reaction during the service	PC 16
LO3 Complete modern barber haircuts	3.1 Reflect and evaluate on the cutting service and take appropriate action	PC 18
	3.2 Provide instructions and advice to the client, pre and post the service	PC 19

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> Knowledge & Understanding:
LO4 Know how to prepare for modern barber haircuts	4.1 Understand your role and responsibilities when performing barbering hair cutting services and the importance of working within your limits	KU 1
	4.2 Explain why you must work within ethical and sustainable best practice and legal requirements including licensing requirements	KU 2
	4.3 Explain the importance of continuous professional development to include, up-to-date information policies, procedures, and best practice guidance	KU 3
	4.4 Explain the importance of identifying the hair science relevant to barbering cutting services	KU 4, 9, 12, 25
	4.5 Explain the relative and absolute contraindications related to barber cutting services, including the legal and insurance requirements for obtaining medical diagnosis and referral	KU 5
	4.6 Explain the importance of recognising suspicious skin irregularities and scalp lesions and how to refer to a relevant healthcare professional	KU 6
	4.7 Describe the tools and equipment used in barber cutting services	KU 7
	4.8 Explain why it is important to discuss and establish the clients; objectives, concerns, expectations, desired outcomes, discuss options, agree service and associated fees and service times	KU 31, 32, 35
	4.9 Explain the limitations of cutting techniques and how to adapt them when dealing with influencing factors	KU 8
	4.10 Explain how to recognise Trichorrhhexis nodosa and over processed hair, the associated risks, and actions to take	KU 10, 11
	4.11 Describe the legal requirements for providing hair services to minors and vulnerable adults	KU 30
	4.12 Explain the reasons for taking consensual visual media of service area and storing in accordance with the service, legal, insurance and organisational requirements	KU 33
LO5 Know how to provide modern barber haircuts	5.1 Describe the health and safety responsibilities in line with legislation before, during and after the service	KU 29
	5.2 Explain when and why hair should be shampooed before cutting service	KU 13
	5.3 Explain why you should comb and section the hair prior to cutting	KU 14
	5.4 Describe the function and effect of club cutting, freehand cutting, layering and texturising	KU 16



	5.5 Explain the type and size of clippers, clipper blades and attachments available and the effects that these achieve and how to use, level and test them	KU 17, 18
	5.6 Explain how the angle at which the hair is held effects the weight distribution, balance, and degree of graduation of the cut	KU 19
	5.7 Explain the reasons for establishing and following guidelines and how to cross-check and balance barber haircuts	KU 20, 21, 22, 24
	5.8 Describe the traditional and modern barber haircuts	KU 23
	5.9 Explain the importance of monitoring and consulting with the client throughout the cutting service	KU 27, 36
	5.10 Explain harmful reactions associated with cutting hair and how to respond, in particular the risks from close cutting and hair cuttings on exposed skin	KU 15, 26, 28
	5.11 Explain the importance of sticking to barbering cutting service procedures	KU 34
	5.12 Describe the expected outcomes of the service	KU 37
LO6 Know how to complete modern barber haircuts	6.1 Explain the purpose of evaluation and reflective practice and how it informs on future services	KU 38
	6.2 Describe the instructions, advice, and guidance, pre and post barbering cutting service	KU 39

## Range

### Cutting service protocols

1. Working environment
2. Health and safety
3. Infection prevention and control
4. Service plan
5. Manufacturer's instructions
6. Data management
7. Audit and accountability
8. Instructions and advice
9. Sustainability
10. Waste management
11. Evidence-based practice
12. Reflective practice

### Type of influencing factors

1. Hair classifications
2. Hair characteristics
3. Condition of hair and scalp
4. Growth patterns
5. Head and face shape
6. Infections and infestations
7. Scalp sensitivity
8. Hair loss

### Type of hair

1. Wet hair
2. Dry hair

### Cutting techniques

1. Club cutting
2. Scissor over comb
3. Clipper over comb
4. Layer over comb
5. Freehand
6. Thinning

### Finished looks

1. Disconnection
2. Square layer
3. With a fade
4. Short graduation
5. Uniform layer

### Neckline shapes

1. Full neckline
2. Tapered
3. Razored

### Tools and equipment

1. Scissors
2. Clippers
3. Clipper attachments
4. Trimmers
5. Razor

### Information and guidance

1. Current haircare regime
2. How to maintain their look
3. Time interval between modern men's hair cut

### Glossary of terms

- **Absolute contraindication** - a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - an 'unexpected' reaction or outcome following a service, i.e., fainting
- **Contra action** - an 'expected' reaction or outcome following a service, i.e., erythema
- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contra-indication yes/no.
- **If yes** – identify contra-indication present and course of action.
- **If no** – identify as not present.
- **Suspected infections (contagious or non-contagious)** – no service
- **Suspected infestations** – no service
- **Medical history, advice, or instructions** – follow instructions or advice
- **Hair damage** – dependent on severity of damage no service or adapt service
- **Cuts, abrasions, injuries, scarring** – open wound no service, healed wound service adapted
- **Scalp sensitivity** – no service
- **Hair loss/alopecia** – service may need to be adapted
- **Trichorrhesis Nodosa** – no service
- **History of allergic reaction** – no service

- **Piercings** – remove/cover before service
- **Effective** - successfully achieved the results that you want
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence.
- **First aid** - can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Influencing factors – Hair** - something that can prevent or alter a service:
- **Hair curl classifications;**
- **Type 1 - straight hair**
  - 1A - fine and straight
  - 1B – medium, straight with volume
  - 1C – coarse, straight difficult hair
- **Type 2 - wavy**
  - 2A – fine, 'S' pattern
  - 2B – medium, frizzy 'S' pattern
  - 2C – coarse, very frizzy 'S' pattern
- **Type 3 - curly**
  - 3A – fine, soft curl
  - 3B – medium, loose curl
  - 3C – coarse, tight curl
- **Type 4 - excessively curly**
  - 4A – fine, tightly coiled curl pattern
  - 4B – medium, 'Z' pattern spring curl
- 4C – coarse, tight 'Z' pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair.
- **Face shape** – oval, round, square, oblong, heart, pear – the finished service should complement the face shape.
- **Length** – short, medium, long - the amount of product used, time to conduct service.
- **Density** – fine, medium, thick - the amount of product used.
- **Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness – can stop, effect change service requested
- **Head size** – large, medium, small - amount of product used.
- **Lifestyle** – job, family, financial, time – affordability, time for repeat service.
- **Test results** – good, bad, caution, positive, negative - can or cannot have service.
- **Informed** - having or showing knowledge of a subject or situation
- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Practices** - actions rather than thoughts or ideas
- **Principles of cutting hair** –
  - Sectioning: small methodical linear Meche, horizontal vertical or angled approach to cutting hair
  - Guidelines: starting point of haircut, in nape, over ears, fringe
  - Angles: 0°, 45°, 90°, 135°, 180°
  - Techniques: club cutting, freehand, layering, texturising
- **Function**
  - Club cutting blunt end retains weight
  - Freehand - without tension, hair cut at preferred length

- Layering - used to add volume, shape, style
- Texturising - removes bulk
- **Professional** - a confident, knowledgeable, skillful, ethical to profession
- **Protocol** - a standard procedure to ensure best practice and compliance when providing services i.e., follow manufacturer's instructions.
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relative contraindication** - a condition that requires an assessment of suitability for the service and/or if adaptations are required.
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Firstly complete **6 practice cutting services** covering the range of techniques and looks from within this unit. A record of this practice should be logged in the learner's portfolio of evidence.
- Be observed for 'Modern Barber Haircuts' and recorded on a minimum of **4 occasions**, again covering the range of techniques and looks from within this unit.
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

## Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

The evidence gathered for the **knowledge criteria** for this unit, will also cover the knowledge criteria for the following units:

- HB216 Introduction to barbering on a headblock
- HB217 Traditional barber haircuts

## Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

## Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA207: Style and finish barbering services

Unit code: T/650/1996

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for Dry style and finish hair (NOS SKAHBR2 - [Dry, style and finish hair \(ukstandards.org.uk\)](http://ukstandards.org.uk))
- This unit has been designed to deliver technical styling and finishing techniques on fee paying clients, in a commercial barbershop setting.
- Through this unit learners will develop the following techniques: brush and finger drying to achieve the following looks: pompadour, quiff, textured crop, longer hair, with a parting, with curl, crew cut and how to style and finish beards.
- Part of the process of learning how to 'Style and finish barbering services,' learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

**This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

Unit GBBA200: Hair science for barbering

Unit GBBA201: Health, safety and infection control for barbershops

Unit GBBA202: Consultation for barbering services

Unit GBBA203: Shampoo, condition and treatment services for barbering

Unit GBBA204: Introduction to barbering on a headblock

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA208: Facial hair, beards, and moustaches

Unit GBBA209: Shaving services

Unit GBBA210: Barbershop business support

**The main outcomes of this unit are:**

1. Dry the hair
2. Style the hair
3. Finish the hair

### Performance Criteria (PC)

**You must be able to:**

1. carry out a concise and comprehensive consultation with the individual
2. maintain your responsibilities for health and safety in accordance with legislation, regulations, directives, and guidelines
3. discuss and establish the individual's objectives and desired outcomes to inform the hair drying, styling, and finishing service plan, to include:
  - 3.1 treatment history
  - 3.2 alternative treatment options
4. carry out a hair and scalp analysis, to include:
  - 4.1 hair curl classification**

## 4.2 hair characteristics

### 4.3 state of hair

#### 4.4 scalp condition

5. carry out **tests** to determine suitability for service
6. discuss the **styling techniques** and equipment to be used in accordance with the service plan
7. confirm and agree with the individual, they have understood the proposed hair drying, styling, and finishing service, to include:
  - 7.1 contra-actions
  - 7.2 adverse reactions
8. prepare the individual and their hair for **hair drying, styling, and finishing services**

### Blow dry

9. comb the wet hair in preparation for the blow-drying service in accordance with the blow-drying service protocol, to include:
  - 9.1 ensure even level of moisture in the hair
  - 9.2 applying products in accordance with the blow-drying service plan
10. comb and section hair in accordance with the blow-drying service plan
11. blow dry the hair from root to tip using **drying techniques**, minimising the risk of damage to the hair, to include:
  - 11.1 maintaining even tension throughout the drying process when using tools
  - 11.2 ways to be more environmentally friendly in the hair drying, styling, and finishing services

### Style

12. prepare and select products, tools and thermal styling equipment suitable for achieving the style agreed with the individual, to include:
  - 12.1 set the thermal styling tool at the recommended operating temperature for the hair curl classification and characteristics
13. section and secure hair in accordance with the hair styling service plan
14. carry out thermal styling techniques using your thermal styling tools on the hair, minimising the risk of damage to the hair to include:
  - 14.1 selecting meshes of hair suitable for the size of thermal equipment used

### Finish

15. conclude the service in accordance with the drying, styling and finishing service protocol, to include:
  - 15.1 application of styling and finishing products
16. confirm with the individual they are satisfied with the result
17. monitor the individual's health and wellbeing throughout the hair drying, styling, and finishing service
18. implement the correct course of action in the event of an adverse reaction
19. use reflective practice to evaluate the hair drying, styling, and finishing service and take appropriate action
20. provide **instructions** and advice to the individual, pre and post the service

## Knowledge and Understanding (KU)

### You need to know and understand:

1. your role and responsibilities in providing hair drying, styling, and finishing services and the importance of working within your competence
2. why you must comply with ethical practice and work within the legislative requirements, to include:
  - 2.1 the responsibilities under local authority licensing regulations for yourself and your premises
3. the importance to engage in, and document continuous professional development to include, up-to-date information policies, procedures, and best practice guidance
4. the anatomy and physiology relevant to this unit
5. the relative and absolute contraindications relevant to hair services, to include:
  - 5.1 the legislative and insurance requirements for obtaining medical diagnosis and referral
6. the importance of recognising suspicious skin irregularities and scalp lesions, and referring to a relevant healthcare professional
7. the types of products, tools and equipment used for drying, styling, and finishing hair

- 7.1 the difference between styling and finishing products
8. the physical effects of blow drying, finger drying and styling processes on the hair structure
9. the types and limitations of hair drying, styling, and finishing techniques, to include adaptations required, in relation to:
  - 9.1 hair curl classification
  - 9.2 hair characteristics
  - 9.3 state of hair
  - 9.4 scalp condition
  - 9.5 treatment history
10. the importance of carrying out a hair and scalp analysis and how it effects the choice of hair drying, styling, and finishing services and techniques to be used, to include:
  - 10.1 adaptations required
11. the importance of carrying out tests and how the test outcomes can affect the hair drying, styling, and finishing service
12. how to recognise over processed hair, the associated risks and necessary action
13. how to recognise Trichorrhhexis nodosa, the associated risks and necessary action
14. the benefit of shampooing the hair and scalp prior to the hair drying, styling, and finishing service, to include:
  - 14.1 why hair should be kept evenly wet prior to a hair drying service
  - 14.2 what is alpha and beta keratin
  - 14.3 how humidity effects the structure of the hair
15. the techniques and equipment used to carry out drying, styling, and finishing services
  - 15.1 the effects of tension on the finished look
  - 15.2 the importance of correct air flow direction
  - 15.3 how the angle used effects the finished look
  - 15.4 how hot and cold air will affect the hair
16. the service time in accordance with your organisational policies and procedures
17. how excessive tension and incorrect techniques during a hair drying, styling and finish can damage the hair and scalp
18. how to identify the first signs of traction alopecia
19. the types and causes of hair loss
20. the types of pre-treatments, styling and finishing products available for drying, styling, and finishing services
21. how to maintain the agreed style and ensure its longevity
22. the importance of consulting with the individual throughout the drying, styling and finishing service
23. the adverse reactions associated with hair drying, styling, and finishing services and how to respond
24. the health and safety responsibilities in line with legislation before, during and after the service
25. the legal requirements for providing hair services to minors and vulnerable adults
26. why it is important to discuss and establish the individual's objectives, concerns, desired outcomes and agree the hair drying, styling, and finishing service plan
27. the fee structures and treatment options
28. the reasons for taking consensual visual media of the individual's treatment area and storing in accordance with the service, legislative, insurance and organisational requirements
29. the importance of adhering to the hair drying, styling, and finishing service protocol
30. the importance of monitoring the health and wellbeing of the individual during, and post the service
31. the expected outcomes of the hair drying, styling, and finishing services
32. the purpose of reflective practice and evaluation and how it informs future services
33. the instructions and advice, pre and post the hair drying, styling, and finishing services

### **Learning Outcomes, Assessment Criteria, and Indicative Content**

*Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.*



<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> <b>Performance Criteria:</b>
LO1 Prepare to style and finish barbering services	1.1 Carry out a concise and thorough consultation for styling and finishing for barbering services	PC 1
	1.2 Maintain health, safety, and hygiene according to legislation, regulations, directives, and guidelines	PC 2
	1.3 Discuss and identify the client's objectives, concerns, expectations, and desired outcomes, including their service history and alternative options	PC 3
	1.4 Carry out a hair and scalp analysis including hair tests to confirm suitability of service and record outcomes	PC 4, 5
	1.5 Discuss the styling and finishing techniques and equipment to be used with the client	PC 6
	1.6 Confirm and agree with the client that they understand the proposed service including possible contra-actions and adverse reactions	PC 7
	1.7 Prepare and select products, tools, and equipment suitable for all hair types, to achieve the agreed styling and finishing service	PC 12
	1.8 Prepare the client and their hair for hair drying, styling and finishing services	PC 8
LO2 Provide barbering styling and finishing services	2.1 Comb and apply products and/or water to the hair in line with the planned service, ensuring an even moisture level	PC 9, 10
	2.2 Blow dry the hair from root to tip maintaining an even tension and minimising the risk of damage throughout the drying process	PC 11
	2.3 Demonstrate ways to be more environmentally friendly when styling and finishing hair	PC 11
	2.4 Complete the styling and finishing service, apply finishing products and confirm with the client they are satisfied with the result	PC 16, 17
	2.5 Monitor the client's health and wellbeing throughout the service	PC 18
	2.6 Apply the correct course of action in the event of a serious reaction during the service	PC 19
LO3 Complete barbering styling and finishing services	3.1 Reflect and evaluate on the styling and finishing service and take appropriate action	PC 21
	3.2 Provide instructions and advice to the client, pre and post the service	PC 22

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> Knowledge & Understanding
LO4 Know how to prepare for barbering styling and finishing services	4.1 Explain the importance of working within your role, your level of responsibility and limits, when performing styling and finishing services	KU 1
	4.2 Explain why you must work within ethical practice and legal requirements, regarding the licensing of self and the barber shop	KU 2
	4.3 Explain the importance of continuous professional development to include, up-to-date information policies, procedures, and best practice guidance	KU 3
	4.4 Explain the importance of identifying the hair science relevant to styling and finishing for barbering services	KU 4, 8, 14
	4.5 Explain the importance of recognising suspicious skin irregularities and scalp lesions and how to refer client to a relevant healthcare professional	KU 6
	4.6 Describe the limitations of styling and finishing techniques, how to adapt when considering influencing factors	KU 9
	4.7 Explain how to recognise Trichorrhesis nodosa and over processed hair, the associated risks when styling and finishing hair and the actions to take	KU 12, 13
	4.8 Explain the importance of carrying out a hair and scalp analysis, hair testing and how the outcomes can affect the service	KU 10, 11
	4.9 Explain the relative and absolute contraindications relevant to styling and finishing for barbering services including the legal and insurance requirements for obtaining medical diagnosis and referral	KU 5
	4.10 Explain why it is important to discuss and establish the clients; objectives, concerns, expectations, desired outcomes, discuss options, agree the service, identify the associated fees and service times	KU 16, 27
	4.11 Describe the legal requirements for providing hair services to minors and vulnerable adults	KU 25
	4.12 Describe the serious reactions that may occur when styling and finishing for barbering services	KU 23
	4.13 Explain the reasons for taking consensual visual media of service area and storing in accordance with the service, legal, insurance and organisational requirements	KU 28
	4.14 Explain the importance of sticking to the styling and finishing service protocol	KU 29
LO5	5.1 Describe the health and safety responsibilities in line with legislation before, during and after the service	KU 24

Know how to provide barbering styling and finishing services	5.2 Describe the types of styling and finishing products, tool, and equipment available, and their uses	KU 7, 20
	5.3 Describe the techniques used to create styling and finishing services including the; tension, angle, airflow, and hot and cold air used	KU 15
	5.4 Explain how to identify types and causes of hair loss	KU 18, 19
	5.5 Describe how excessive tension and incorrect techniques during styling and finishing services can damage the hair and scalp	KU 17
	5.6 Explain the importance of consulting and monitoring the health and wellbeing of the client during and after the service	KU 22, 30
	5.7 Explain the expected outcomes of the styling and finishing service	KU 31
LO6 Know how to complete barbering styling and finishing services	6.1 Explain the purpose of evaluation and reflective practice and how it informs on future services	KU 32
	6.2 Describe the instructions, advice and guidance including how to maintain the style, both pre and post the service	KU 21, 33

### Range:

#### Styling and finishing service protocols

1. Working environment
2. Health and safety
3. Infection prevention and control
4. Service plan
5. Manufacturer's instructions
6. Data management
7. Audit and accountability
8. Instructions and advice
9. Sustainability
10. Waste management
11. Evidence-based practice
12. Reflective practice

#### Type of influencing factors

1. Hair classifications
2. Hair characteristics
3. Condition of hair and scalp
4. Growth patterns
5. Head and face shape
6. hair cut
7. Allergies
8. Infections and infestations
9. Scalp sensitivity
10. Hair loss

#### Drying techniques

1. Brush drying
2. Finger drying

### Techniques

1. Straightening
2. Smoothing
3. Texture
4. Volume
5. Movement

### Tools and equipment

1. Round brush
2. Flat
3. Vent brush
4. Comb
5. Diffuser
6. Club brush

### Styling and finishing products

1. Gel
2. Wax
3. Pomade
4. Styling Cream
5. Mousse
6. Serum
7. Hair Spray
8. Fiber
9. Mud/Clay
10. Sea Salt Spray
11. Tonic
12. Styling Powder

### Finished look

1. Pompadour
2. Quiff
3. Textured Crop
4. Longer hair
5. With a parting
6. With curl
7. Crew Cut
8. Beard styling and finishing

### Information and guidance

1. Homecare product use
2. How to maintain and recreate style

### Glossary

- **Absolute contraindication** - a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - an 'unexpected' reaction or outcome following a service, i.e., fainting
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- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contra-indication yes/no.
- **If yes** – identify contra-indication present and course of action.
- **If no** – identify as not present.
- **Suspected infections (contagious or non-contagious)** – no service
- **Suspected infestations** – no service
- **Medical history, advice, or instructions** – follow instructions or advice
- **Hair damage** – dependent on severity of damage no service or adapt service
- **Cuts, abrasions, injuries, scarring** – open wound no service, healed wound service adapted
- **Scalp sensitivity** – no service
- **Hair loss/alopecia** – service may need to be adapted
- **Trichorrhesis Nodosa** – no service
- **History of allergic reaction** – no service
- **Piercings** – remove/cover before service
- **Effective** - successfully achieved the results that you want
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
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  - 4B – medium, 'Z' pattern spring curl
  - 4C – coarse, tight 'Z' pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair.
- **Face shape** – oval, round, square, oblong, heart, pear – the finished service should complement the face shape.
- **Length** – short, medium, long - the amount of product used, time to conduct service.
- **Density** – fine, medium, thick - the amount of product used.
- **Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness – can stop, effect change service requested
- **Head size** – large, medium, small - amount of product used.
- **Lifestyle** – job, family, financial, time – affordability, time for repeat service.
- **Test results** – good, bad, caution, positive, negative - can or cannot have service.
- **Informed** - having or showing knowledge of a subject or situation

- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Physiology** - the functions and activities of living organisms
- **Practices** - actions rather than thoughts or ideas
- **Professional** - a confident, knowledgeable, skilful, ethical to profession
- **Protocol** - a standard procedure to ensure best practice and compliance when providing services i.e., follow manufacturer's instructions.
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relative contraindication** - a condition that requires an assessment of suitability for the service and/or if adaptations are required.
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive
- **Principles of wet styling** - carried out on wet hair.
  - Blow drying, finger drying
  - Hair dried into shape around – brush or placed and pinned into place whilst dried, under tension
  - Products used to aid setting process and prevent moisture entering the cuticle
- **Function** - temporary change to the natural state of the hair to change style
  - Straighten, add curl, movement, volume
  - Long lasting, changed style will last until hair becomes wet again.

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Firstly complete **3 practice styling and finishing barbering services** covering the range of techniques and looks from within this unit. A record of this practice should be logged in the learner's portfolio of

evidence.

- Be observed 'styling and finishing barbering services' and recorded on a minimum of **3 occasions**, again covering the range of techniques and looks from within this unit.
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

### Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

### Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

### Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA208: Facial hair, beards and moustaches

Unit code: Y/650/1997

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for Cut facial hair (NOS SKABR1 - [Cut facial hair \(ukstandards.org.uk\)](http://ukstandards.org.uk))
- This unit has been designed to deliver technical facial hair cutting techniques on fee paying clients, in a commercial barbershop setting.
- Through this unit learners will develop the following techniques: clipper over comb, scissor over comb, freehand, clipper with attachment and fading to achieve the following looks: full beard, long beard, tapered beard, partial beard, and moustache.
- Part of the process of learning how to 'Cut Facial Hair, beards and Moustaches,' learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

**This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

Unit GBBA200: Hair science for barbering

Unit GBBA201: Health, safety and infection control for barbershops

Unit GBBA202: Consultation for barbering services

Unit GBBA203: Shampoo, condition and treatment services for barbering

Unit GBBA204: Introduction to barbering on a headblock

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA207: Style and finish barbering services

Unit GBBA209: Shaving services

Unit GBBA210: Barbershop business support

**The main outcomes of this unit are:**

1. Full beard
2. Long beard
3. Tapered beard
4. Partial beard
5. Moustache

### Performance Criteria (PC)

**You must be able to:**

1. carry out a concise and comprehensive consultation with the individual
2. maintain your responsibilities for health and safety in accordance with legislation, regulations, directives, and guidelines, to include:
  - 2.1 removing excess facial hair cuttings from the individual's skin throughout the service
  - 2.2 removing excess hair from flooring to avoid injury



3. discuss and establish the individual's objectives and desired outcomes to inform the facial hair cutting service plan, to include:
  - 3.1 considering the anatomical head and face structures
  - 3.2 alternative treatment options
4. carry out a facial hair and skin analysis to determine the facial hair cutting service plan, to include:
  - 4.1 hair curl classification
  - 4.2 hair characteristics
  - 4.3 facial hair growth patterns
  - 4.4 skin classification
  - 4.5 skin condition
  - 4.6 in-growing hair
  - 4.7 facial piercings
5. confirm and agree with the individual, they have understood the proposed facial hair cutting service, to include:
  - 5.1 contra-actions
  - 5.2 adverse reactions
6. prepare the skin and hair in accordance with the facial hair cutting service protocol
7. select tools and equipment suitable for the individual's hair curl classification and characteristics to achieve the desired look, to include:
  - 7.1 the safe handling and use of tools and equipment to avoid damage to the skin and hair
8. create and cut the initial guideline using facial hair cutting techniques in accordance with the facial hair cutting service plan, to include:
  - 8.1 confirming with the individual they want to proceed with cutting
9. cut the individual's facial hair using the guidelines to ensure weight, symmetry, balance, and shape is achieved, to include:
  - 9.1 rotating your position around the individual to ensure accuracy of cut
  - 9.2 adapting your hair cutting techniques in accordance with the facial hair cutting service protocol
10. cross-check the cut to establish accurate distribution of weight, symmetry, balance, and shape
11. shape the hair perimeters using facial hair cutting techniques, taking into account:
  - 11.1 the natural hair line
  - 11.2 the hair growth patterns
12. conclude the facial hair cutting service ensuring the individual is left free from hair cuttings to include:
  - 12.1 applying a post-treatment product
13. monitor the individual's health and wellbeing throughout the facial hair cutting service
14. implement the correct course of action in the event of an adverse reaction
15. use reflective practice to evaluate the facial hair cutting service and take appropriate action
16. provide instructions and advice to the individual, pre and post the service

### **Knowledge and Understanding (KU)**

#### **You need to know and understand:**

1. your role and responsibilities in providing facial hair cutting services and the importance of working within your competence
2. why you must comply with ethical practice and work within the legislative requirements, to include:
  - 2.1 the responsibilities under local authority licensing regulations for yourself and your premises
3. the importance to engage in, and document continuous professional development to include, up-to-date information policies, procedures, and best practice guidance
4. the anatomy and physiology relevant to this standard
5. the relative and absolute contraindications relevant to the hair service to include:
  - 5.1 the legislative and insurance requirements for obtaining medical diagnosis and referral
6. the importance of recognising suspicious skin irregularities and scalp lesions, and referring to a relevant healthcare professional
7. the limitations of facial hair cutting techniques and the adaptations required in relation to:
  - 7.1 skin and hair classification

- 7.2 hair characteristics
- 7.3 skin condition
- 7.4 facial hair growth patterns
- 7.5 anatomical head and face structures
- 7.6 facial piercings
- 7.7 individual's expectations
- 8. the anatomical head and facial structures and how they impact the facial hair cutting service
- 9. how to assess facial contours and features to confirm the appropriate facial hair shape
- 10. when and why the skin and hair are cleansed prior to a facial hair cutting service
- 11. why you should comb the hair prior to the facial hair cutting service
- 12. the types of traditional and current facial hair shapes and neckline shapes, to include:
  - 12.1 how to identify suitable facial hair shapes
  - 12.2 how facial hair growth patterns impact the choice of the facial hair shape
- 13. the types, how and when to use facial hair cutting techniques for each hair curl classification, to include:
  - 13.1 the overall shape and depth
  - 13.2 the outline trimming required
- 14. the importance of considering natural growth patterns to create even weight distribution
- 15. the reasons for establishing and following guidelines
- 16. how to create and follow a guideline for the facial shape
- 17. the associated risks from facial hair cuttings in close proximity of exposed skin
- 18. the risk of ingrowing hairs resulting from continual close cutting
- 19. the causes of keloid scarring
- 20. the importance of cross checking the symmetry and balance of the cut
- 21. how to use, level and test clippers
- 22. the size and type of clippers, clipper blades, trimmers, and attachments available and the effects that these achieve
- 23. the types of problems that can occur when cutting facial hair and ways in which they can be remedied
- 24. the importance of consulting with individuals throughout the facial hair cutting process
- 25. the adverse reactions associated with a facial hair cutting service and how to respond
- 26. the health and safety responsibilities in line with legislation before, during and after the service
- 27. why it is important to discuss and establish the individual's objectives, concerns, expectations, desired outcomes and agree the facial hair cutting service plan
- 28. the fee structures and treatment options
- 29. the importance of adhering to the facial hair cutting service protocol
- 30. the service time in accordance with your organisational policies and procedures
- 31. the importance of monitoring the health and wellbeing of the individual during and post the service
- 32. the reasons for taking consensual visual media of the individual's treatment area and storing in accordance with the service, legislative, insurance and organisational requirements
- 33. the expected outcomes from facial hair cutting services
- 34. the purpose of reflective practice and evaluation and how it informs future services
- 35. the instructions and advice, pre and post the facial hair cutting service

### Learning Outcomes and Assessment Criteria

*Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.*

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> Performance Criteria:
LO1	1.1 Carry out a concise and thorough consultation according to organisational and insurance requirements	PC 1

Prepare for facial hair, beards, and moustache cutting services	1.2 Maintain health, safety, and hygiene according to legislation, regulations, directives, and guidelines including hair clippings removal	PC 2
	1.3 Discuss and identify the client's objectives, desired outcomes including alternative options	PC 3
	1.4 carry out a facial hair and skin analysis considering influencing factors to establish the service	PC 4
	1.5 Confirm and agree with the client, they understand the proposed service including possible contra-actions and adverse reactions	PC 5
	1.6 prepare the skin and hair in line with the facial hair cutting service protocol	PC 6
LO2 Provide facial hair, beards, and moustache cutting services	2.1 Select and use tools, equipment and cutting techniques suitable for the client's facial hair and curl classification, to achieve the look and avoid damage to the hair and scalp	PC 7
	2.2 Create and cut initial guidelines in line with the planned service, and confirm with the client they are happy to proceed	PC 8
	2.3 Cut the facial hair using guidelines to ensure weight, symmetry, balance, and shape is achieved by adapting technique and moving position to ensure an accurate cut	PC 9
	2.4 Cross-check the cut to ensure an accurate distribution of weight, symmetry, balance, and shape	PC 10
	2.5 Cut and shape visible hair perimeters selecting appropriate facial hair cutting techniques for influencing factors	PC 11
	2.6 Finalise the facial hair cutting service ensuring the client is left free from hair cuttings, they are happy with the result and apply post service product	PC 12
	2.7 Monitor the client's health and wellbeing throughout the facial hair cutting service	PC 13
	2.8 Apply the correct course of action in the event of an adverse reaction during the service	PC 14
LO3 Complete facial hair, beards, and moustache cutting services	3.1 Reflect and evaluate on the facial hair cutting service and take appropriate action	PC 15
	3.2 Provide instructions and advice to the client, pre and post the service	PC 16

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS covered</b> Knowledge & Understanding:
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LO4 Know how to prepare for facial hair, beards, and moustache cutting services	4.1 Understand your role and responsibilities when performing facial hair cutting services and the importance of working within your limits	KU 1
	4.2 Explain why you must work within ethical and sustainable best practice and legal requirements including licensing requirements	KU 2
	4.3 Explain the importance of continuous professional development to include, up-to-date information policies, procedures, and best practice guidance	KU 3
	4.4 Explain the importance of identifying the hair science relevant to facial hair cutting services	KU 4, 8, 9, 14
	4.5 Explain the relative and absolute contraindications related to facial hair, including the legal and insurance requirements for obtaining medical diagnosis and referral	KU 5
	4.6 Explain the importance of recognising suspicious skin irregularities and scalp lesions and how to refer to a relevant healthcare professional	KU 6
	4.7 Describe the limitations of facial hair cutting techniques and the adaptations required in relation to influencing factors	KU 7
	4.8 Explain why it is important to discuss and establish the clients; objectives, concerns, expectations, desired outcomes, discuss options, agree service and associated fees and service times	KU 27, 28
	4.9 Describe the legal and indemnity requirements for gaining signed, informed consent for the service	KU 29
	4.9 Explain the reasons for taking consensual visual media of service area and storing in accordance with the service, legal, insurance and organisational requirements	KU 32
LO5 Know how to provide facial hair, beards, and moustache cutting services	5.1 Describe the health and safety responsibilities in line with legislation before, during and after the service	KU 26
	5.2 Explain when and why the skin and hair is cleansed prior to a facial hair cutting services	KU 10
	5.3 Explain why you should comb and section the facial hair prior to cutting and how and when to use facial hair cutting techniques	KU 11, 13
	5.4 Describe the types of traditional and current facial and neckline shapes, a client's suitability and the impact hair growth patterns can have	KU 12
	5.5 Explain the types and sizes of clippers, clipper blades, trimmers, and attachments available and the effects that these achieve and how to use, level and test them	KU 21, 22
	5.6 Explain the risks of ingrowing hairs resulting from continual close cutting	KU 18
	5.7 Explain the adverse reactions and types of problems that can occur when performing facial hair cutting services and how best to respond	KU 23, 25

	5.8 Explain the reasons for establishing and following guidelines, how to cross-check, balance and check symmetry of facial hair cutting	KU 15, 16, 20
	5.9 Describe the risks from facial hair cuttings on exposed skin	KU 17
	5.10 Explain the importance of monitoring and consulting with the client throughout the facial hair cutting service	KU 24, 31
	5.11 Explain the causes of keloid scarring	KU 19
	5.12 Explain the importance of sticking to facial hair cutting service protocols including services times	KU 29, 30
	5.13 Describe the expected outcomes of the service	KU 33
LO6 Know how to complete facial hair, beards, and moustache cutting services	6.1 Explain the purpose of evaluation and reflective practice and how it informs on future services	KU 34
	6.2 Describe the instructions, advice, and guidance, pre and post the facial hair cutting service	KU 35

## Range

### Cutting service protocols

1. Working environment
2. Health and safety
3. Infection prevention and control
4. Service plan
5. Manufacturer's instructions
6. Data management
7. Audit and accountability
8. Instructions and advice
9. Sustainability
10. Waste management
11. Evidence-based practice
12. Reflective practice

### Type of influencing factors

1. Hair classifications
2. Hair characteristics
3. Adverse skin conditions
4. Unusual features
5. Skin elasticity
6. Skin sensitivity
7. Facial contours
8. Facial piercings
9. Clients wishes
10. Moles/scarring

### Cutting techniques

1. Clipper over comb

2. Scissor over comb
3. Freehand
4. Clipper with attachment
5. Fading

### Beard and Moustache Shapes

1. Full beard
2. Long beard
3. Tapered beard
4. Partial beard
5. Moustache

### Tools and equipment

1. Scissors
2. Clippers
3. Clipper attachments
4. Trimmers
5. Beard brush

### Products used

1. Beard oil
2. Beard Balm

### Information and guidance

1. Homecare product use
2. How to maintain their facial hair cut
3. Time interval between facial hair cutting services

### Glossary of terms

- **Absolute contraindication** - a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - an 'unexpected' reaction or outcome following a service, i.e., fainting
- **Contra action** - an 'expected' reaction or outcome following a service, i.e., erythema
- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contra-indication yes/no.
  - **If yes** – identify contra-indication present and course of action.
  - **If no** – identify as not present.
- **Suspected infections (contagious or non-contagious)** – no service
- **Suspected infestations** – no service
- **Medical history, advice, or instructions** – follow instructions or advice
- **Hair damage** – dependent on severity of damage no service or adapt service
- **Cuts, abrasions, injuries, scarring** – open wound no service, healed wound service adapted
- **Scalp sensitivity** – no service
- **Hair loss/alopecia** – service may need to be adapted
- **Trichorrhesis Nodosa** – no service
- **History of allergic reaction** – no service
- **Piercings** – remove/cover before service
- **Effective** - successfully achieved the results that you want
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.

- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence.
- **First aid** - can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Influencing factors – Hair** - something that can prevent or alter a service:
- **Hair curl classifications;**
- **Type 1 - straight hair**
- **Type 1 - straight hair**
  - 1A - fine and straight
  - 1B – medium, straight with volume
  - 1C – coarse, straight difficult hair
- **Type 2 - wavy**
  - 2A – fine, ‘S’ pattern
  - 2B – medium, frizzy ‘S’ pattern
  - 2C – coarse, very frizzy ‘S’ pattern
- **Type 3 - curly**
  - 3A – fine, soft curl
  - 3B – medium, loose curl
  - 3C – coarse, tight curl
- **Type 4 - excessively curly**
  - 4A – fine, tightly coiled curl pattern
  - 4B – medium, ‘Z’ pattern spring curl
  - 4C – coarse, tight ‘Z’ pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair.
- **Face shape** – oval, round, square, oblong, heart, pear – the finished service should complement the face shape.
- **Length** – short, medium, long - the amount of product used, time to conduct service.
- **Density** – fine, medium, thick - the amount of product used.
- **Growth patterns** – cowlick, widow’s peak, nape whorl, double crown, male pattern baldness – can stop, effect change service requested
- **Head size** – large, medium, small - amount of product used.
- **Lifestyle** – job, family, financial, time – affordability, time for repeat service.
- **Test results** – good, bad, caution, positive, negative - can or cannot have service.
- **Informed** - having or showing knowledge of a subject or situation
- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Practices** - actions rather than thoughts or ideas
- **Professional** - a confident, knowledgeable, skillful, ethical to profession
- **Protocol** - a standard procedure to ensure best practice and compliance when providing services i.e., follow manufacturer’s instructions.
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relative contraindication** - a condition that requires an assessment of suitability for the service and/or if adaptations are required.
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous

- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Firstly complete **3 practice facial hair cutting services** covering the range of techniques and looks from within this unit. A record of this practice should be logged in the learner's portfolio of evidence.
- Be observed cutting 'Facial hair, beards and moustaches' and recorded on a minimum of **3 occasions**, again covering the range of techniques and looks from within this unit.
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

## Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

## Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

1. Prior learning and achievement
2. Observed work
3. Service/treatment records
4. Case studies
5. Client testimonials
6. Witness statements
7. Before and after service/treatment photographs (with client's consent)
8. Remote observation assessor feedback
9. Recorded evidence using audio/visual media
10. Projects/assignments
11. Oral questions
12. written work
13. Assessor feedback



This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

## Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA209: Shaving services

Unit code: A/650/1998

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for shaving services (NOS SKABR1 - [Provide shaving services using a straight razor with single use blades \(ukstandards.org.uk\)](https://www.ukstandards.org.uk))
- This unit has been designed to deliver technical shaving techniques on fee paying clients, in a commercial barbershop setting.
- Through this unit learners will develop the following techniques: lathering, massage and shaving to achieve the following looks: full shave, partial shave, beard lineout and full head shave.
- Part of the process of learning how to 'Shave,' learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

**This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

Unit GBBA200: Hair science for barbering

Unit GBBA201: Health, safety and infection control for barbershops

Unit GBBA202: Consultation for barbering services

Unit GBBA203: Shampoo, condition and treatment services for barbering

Unit GBBA204: Introduction to barbering on a headblock

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA207: Style and finish barbering services

Unit GBBA208: Facial hair, beards, and moustaches

Unit GBBA210: Barbershop business support

**The main outcomes of this unit are:**

1. Full shave
2. Partial shave
3. Beard lineout
4. Full head shave

### Performance Criteria (PC)

**You must be able to:**

1. carry out a concise and comprehensive consultation with the individual
2. maintain your responsibilities for health and safety according to legislation, regulations, directives, and guidelines
3. discuss and confirm the individual's objectives and desired outcomes to inform the shaving service plan, to include:
  - 3.1 considering the anatomical head and face structures
  - 3.2 alternative service options
4. carry out a hair and skin analysis to determine the service plan, to include:

- 4.1 hair curl classification
- 4.2 hair characteristics
- 4.3 facial hair growth patterns
- 4.4 skin classification
- 4.5 skin type
- 4.6 skin condition
- 4.7 in-growing hair
- 4.8 facial piercings
- 5. confirm and agree with the individual, they have understood the proposed shaving service, to include:
  - 5.1 contra-actions
  - 5.2 adverse reactions
- 6. prepare the individual's treatment area in accordance with the shaving service plan, to include:
  - 6.1 trimming long hair
  - 6.2 pre-treatment product

**Hot towel service**

- 7. prepare the hot towel according to the shaving service protocol, to include:
  - 7.1 carrying out a temperature check before applying on the individual's treatment area
- 8. place the towel on the individual's treatment area in accordance with the individual's service plan, to include:
  - 8.1 avoiding blocking the nostril area
- 9. remove the hot towel

**Shaving service**

- 10. apply a lathering product using lathering techniques on the individual's treatment area in accordance with the shaving service protocol
- 11. select and prepare the straight razor in accordance with the shaving service protocol, to include:
  - 11.1 loading the blade aseptically within the straight razor in accordance with legislative requirements
- 12. use razor techniques in accordance with the shaving service protocol to include:
  - 12.1 manually supporting the skin
  - 12.2 the safe handling and use of the razor to avoid damage to the skin
  - 12.3 rotating your position around the individual and carrying out razoring techniques suitable for the individual's treatment area
- 13. dispose of waste in accordance with legislative requirements
- 14. remove any residue on the skin in accordance with the shaving service protocol

**Massage service**

- 15. apply a massage medium on the individual's treatment area in accordance with the shaving service protocol
- 16. carry out a massage treatment using massage techniques in accordance with the shaving service protocol
- 17. remove any residue on the skin in accordance with the shaving service protocol

**Cold towel service**

- 18. prepare the towel in accordance with the shaving service protocol, to include:
  - 18.1 carry out a temperature check before applying on the individual's treatment area
- 19. place the towel on the individual's treatment area in accordance with the individual's service plan, to include:
  - 19.1 avoiding blocking the nostril area
- 20. remove the cold towel
- 21. conclude the shaving service with a post-treatment product in accordance with the shaving service protocol
- 22. monitor the individual's health and wellbeing throughout the shaving service
- 23. implement the correct course of action in the event of an adverse reaction
- 24. use reflective practice to evaluate the shaving service and take appropriate action
- 25. provide instructions and advice to the individual, pre and post the service

**Knowledge and Understanding (KU)**

**You need to know and understand:**

1. your role and responsibilities in performing shaving services and the importance of working within your competence
2. why you must comply with ethical practice and work within the legislative requirements, to include:
  - 2.1 the responsibilities under local authority licensing regulations for yourself and your premises
3. the importance to engage in, and document continuous professional development to include, up-to-date information policies, procedures, and best practice guidance
4. the anatomy and physiology relevant to this standard
5. the relative and absolute contraindications relevant to the hair service, to include:
  - 5.1 the legislative and insurance requirements for obtaining medical diagnosis and referral
6. the importance of recognising suspicious skin irregularities and scalp lesions, and referring to a relevant healthcare professional
7. the material, tools and equipment used in shaving services
  - 7.1 the Personal Protective Equipment requirements to carry out shaving services
8. the importance of positioning yourself and your client correctly
9. the benefit and importance of using a proper barber chair when carrying out shaving services
10. the limitations of shaving techniques and the adaptations required, in relation to:
  - 10.1 skin and hair curl classification
  - 10.2 skin and hair condition
  - 10.3 facial hair growth patterns
  - 10.4 the anatomical head and face structures, including raised or depressed areas of skin
  - 10.5 facial piercings
11. the anatomical head and facial structures and how they impact the shaving service
12. the types of skin and hair pre-treatment products used prior to a shaving service
13. the types of hygiene products for the skin and the importance of following manufacturer instructions
14. the correct methods of waste disposal
15. The use and benefit of hot and cold towels and their effect on the hair and skin
16. why you should clipper or cut long hair prior to the shaving service
17. the importance of considering natural growth patterns to effectively shave the hair
18. how to carry out a straight razor service
19. the service times in accordance with your organisational policies and procedures
20. the associated risks from hair shavings in close proximity of exposed skin
21. why it is important to identify associated risks when using a razor on the skin, to include potential injuries
22. the importance of stretching the skin taut to ensure tension is achieved throughout the straight razor service
23. how to adapt the shaving service for lax skin
24. the risk of ingrowing hairs resulting from continual close cutting
25. how to prepare tools and equipment in line with the shaving service protocol, to include:
  - 25.1 how to load the blade aseptically
  - 25.2 why and how to angle the blade and manually support the skin to achieve effective results
  - 25.3 the reasons for working systematically to cover the individual's treatment area in accordance with the shaving service protocol
26. when, why and how to use brush and massage techniques when applying lathering products
27. the types, benefits and use of post-treatment products
28. the importance of consulting with individual throughout the shaving process
29. the adverse reactions associated with a shaving service and how to respond
30. the health and safety responsibilities in line with legislation before, during and after the service
31. why it is important to discuss and establish the individual's objectives, concerns, expectations, desired outcomes and agree the shaving service plan
32. the fee structures and service options
33. the importance of adhering to the shaving service protocol
34. the importance of monitoring the health and wellbeing of the individual during and post the service
35. the expected outcomes from shaving services
36. the purpose of reflective practice and evaluation and how it informs future services
37. the instructions and advice, pre and post the shaving service

## Learning Outcomes and Assessment Criteria

Please refer to the performance and knowledge criteria above to ensure it is covered in full, during the delivery of the qualification and when creating a portfolio of evidence.

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> Performance Criteria:
LO1 Prepare for shaving services	1.1 Carry out a concise and thorough consultation according to organisational and insurance requirements	PC 1
	1.2 Maintain health, safety, and hygiene according to legislation, regulations, directives, and barber shop guidelines	PC 2
	1.3 Discuss and identify the client's objectives, desired outcomes including alternative options for the shaving service	PC 3
	1.4 Carry out a hair and skin analysis considering influencing factors to establish the shaving service	PC 4
	1.5 Confirm and agree with the client, they understand the proposed shaving service including possible contra-actions and adverse reactions	PC 5
	1.6 Prepare the hair and skin for a shaving service by trimming long hair and the use of pre-treatment products	PC 6
LO2 Provide shaving services	2.1 Prepare the hot towel, check temperature prior to application to the skin, in line with the shaving service protocol	PC 7
	2.2 Place the hot towel on the treatment area, avoiding blocking the nostril area	PC 8
	2.3 Remove the hot towel from treatment area in preparation for the next stage of the service	PC 9
	2.4 Apply a lathering product and use techniques in line with shaving service protocol	PC 10
	2.5 Select, prepare, and load a straight razor in line with legal requirements and shaving service protocol	PC 11
	2.6 Use safe handling techniques for the razor that avoids damage to the skin and includes manual support of the skin	PC 12
	2.7 Rotate your position around the client and carry out razoring techniques suitable for the client's treatment area	PC 12
	2.8 Remove residue from the skin during and post the service in line with the shaving service protocol	PC 14, 17
	2.9 Apply a massage product to the treatment area and carry out a treatment using massage techniques in line with shaving service protocol	PC 15, 16
	2.10 Prepare the cold towel, check the temperature prior to applying to the skin in line with the shaving service protocol	PC 18

	2.11 Place the cold towel on the treatment area, avoiding blocking the nostril area	PC 19
	2.12 Remove the cold towel from treatment area to finalise the service	PC 20
	2.13 Finalise the shave and apply post service product in line with service protocol	PC 21
	2.14 Dispose of waste in accordance with legal requirements	PC 13
	2.15 Monitor the client's health and wellbeing throughout the shaving service	PC 22
	2.16 Apply the correct course of action in the event of an adverse reaction during the service	PC 23
LO3 Complete shaving services	3.1 Reflect and evaluate on the shaving service and take appropriate action	PC 24
	3.2 Provide instructions and advice to the client, pre and post the shaving service	PC 25

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS covered</b> Knowledge & Understanding:
LO4 Know how to prepare for shaving services	4.1 Understand your role and responsibilities when performing shaving services and the importance of working within your limits	KU 1
	4.2 Explain why you must work within ethical and sustainable best practice and legal requirements including licensing requirements	KU 2
	4.3 Explain the importance of continuous professional development to include, up-to-date information policies, procedures, and best practice guidance	KU 3
	4.4 Explain the importance of identifying the hair science relevant to shaving services	KU 4, 11, 17
	4.5 Explain the relative and absolute contraindications related to shaving, including the legal and insurance requirements for obtaining medical diagnosis and referral	KU 5
	4.6 Explain the importance of recognising suspicious skin irregularities and scalp lesions and how to refer to a relevant healthcare professional	KU 6
	4.7 Explain the limitations of shaving techniques and the adaptations required, in relation to influencing factors	KU 10
	4.8 Describe the materials, tools, equipment, and Personal Protective Equipment used for shaving services	KU 7
	4.9 Explain how to prepare tools and equipment including how to load the blade aseptically in line with the shaving service protocol	KU 252

	4.10 Explain the reasons for working systematically to cover the treatment area and why and how to angle the blade and manually support the skin in line with the shaving service protocol	KU 25
	4.11 Explain why it is important to discuss and establish the clients; objectives, concerns, expectations, desired outcomes and discuss options, agree service and associated fees and service times	KU 31, 32
	4.12 Explain the importance of positioning yourself and your client correctly and the benefit and importance of using a suitable barber chair when carrying out shaving services	KU 8, 9
	4.13 Explain types of hygiene products for the skin and the importance of following manufacturer instructions	KU 13
	4.14 Describe the types of skin and hair pre-treatment products used prior to a shaving service	K 12
	4.15 Describe the correct methods of waste disposal	KU 14
LO5 Know how to provide shaving services	5.1 Describe the health and safety responsibilities in line with legislation before, during and after the service	KU 30
	5.2 Explain the use and benefits of both hot and cold towels and their effect on the hair and skin	KU 15
	5.3 Explain why you should clipper or cut long hair prior to a shaving service	KU 16
	5.4 Describe how to carry out a straight razor service	KU 18
	5.5 Describe the risks from loose hair shavings when they come in contact with exposed skin	KU 20
	5.6 Explain why it is important to identify risks that are related to the use of a razor on the skin, including potential injuries	KU 21
	5.7 Explain the importance of stretching the skin taut to ensure tension is achieved throughout the straight razor service and how to adapt the service for lax skin	KU 22, 23
	5.8 Explain the risks of ingrowing hairs resulting from continual close cutting	KU 24
	5.9 Explain the harmful reactions and types of problems that can occur when performing shaving services and how best to respond	KU 29
	5.10 Explain when, why and how to use brush and massage techniques when applying lathering products and the types, benefits and use of post-treatment products	KU 26, 27
	5.11 Explain the importance of monitoring and consulting with the client throughout the shaving service	KU 28, 34
	5.12 Explain the importance of sticking to shaving service protocols including services times	KU 19, 33
	5.13 Describe the expected outcomes of the service	KU 35

LO6 Know how to complete shaving services	6.1 Explain the purpose of evaluation and reflective practice and how it informs on future services	KU 36
	6.2 Describe the instructions, advice, and guidance, pre and post the shaving service	KU 37

## Range

### Shaving service protocols

1. Working environment
2. Health and safety
3. Infection prevention and control
4. Service plan
5. Manufacturer's instructions
6. Data management
7. Audit and accountability
8. Instructions and advice
9. Sustainability
10. Waste management
11. Evidence-based practice
12. Reflective practice

### Type of influencing factors

1. Hair classifications
2. Hair characteristics
3. Adverse skin conditions
4. Unusual features
5. Skin elasticity
6. Skin sensitivity
7. Facial contours
8. Facial piercings
9. Clients wishes
10. Moles/scarring

### Shaving services

1. Full shave
2. Partial shave
3. Beard lineout
4. Full head shave

### Tools and equipment

1. Shaving brush
2. Shaving bowl
3. Razor

### Pre-shave products

1. Cleanser
2. Scrub/exfoliator
3. Oil



### Lathering products

1. Cream
2. Gel

### Post-shave products

1. Astringents
2. Moisturising cream
3. Aftershave Balm
4. Powder
5. Oil

### Lathering techniques

1. Application by brush
2. Application by massage

### Massage techniques

1. Effleurage
2. Petrissage
3. Tapotement

### Shaving techniques

1. Skin tensioning
2. Forehand razoring
3. Backhand razoring

### Information and guidance

1. Homecare product use
2. Time interval between shaving services

## Glossary

- **Absolute contraindication** - a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - an 'unexpected' reaction or outcome following a service, i.e., fainting
- **Contra action** - an 'expected' reaction or outcome following a service, i.e., erythema
- **Hair contraindications** – is the hair/scalp fit for service? Asked and answered approach – does the client have a contra-indication yes/no.
- **If yes** – identify contra-indication present and course of action.
- **If no** – identify as not present.
- **Suspected infections (contagious or non-contagious)** – no service
- **Suspected infestations** – no service
- **Medical history, advice, or instructions** – follow instructions or advice
- **Hair damage** – dependent on severity of damage no service or adapt service
- **Cuts, abrasions, injuries, scarring** – open wound no service, healed wound service adapted
- **Scalp sensitivity** – no service
- **Hair loss/alopecia** – service may need to be adapted
- **Trichorrhesis Nodosa** – no service
- **History of allergic reaction** – no service
- **Piercings** – remove/cover before service

- **Effective** - successfully achieved the results that you want
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence.
- **First aid** - can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Influencing factors – Hair** - something that can prevent or alter a service:
- **Hair curl classifications;**
- **Type 1 - straight hair**
  - 1A - fine and straight
  - 1B – medium, straight with volume
  - 1C – coarse, straight difficult hair
- **Type 2 - wavy**
  - 2A – fine, 'S' pattern
  - 2B – medium, frizzy 'S' pattern
  - 2C – coarse, very frizzy 'S' pattern
- **Type 3 - curly**
  - 3A – fine, soft curl
  - 3B – medium, loose curl
  - 3C – coarse, tight curl
- **Type 4 - excessively curly**
  - 4A – fine, tightly coiled curl pattern
  - 4B – medium, 'Z' pattern spring curl
  - 4C – coarse, tight 'Z' pattern
- **Hair condition** – dry, oily, normal, virgin, chemically treated, elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture) – is it possible to have service, amount of product used, length of time left on hair.
- **Face shape** – oval, round, square, oblong, heart, pear – the finished service should complement the face shape.
- **Length** – short, medium, long - the amount of product used, time to conduct service.
- **Density** – fine, medium, thick - the amount of product used.
- **Growth patterns** – cowlick, widow's peak, nape whorl, double crown, male pattern baldness – can stop, effect change service requested
- **Head size** – large, medium, small - amount of product used.
- **Lifestyle** – job, family, financial, time – affordability, time for repeat service.
- **Test results** – good, bad, caution, positive, negative - can or cannot have service.
- **Informed** - having or showing knowledge of a subject or situation
- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or result
- **Practices** - actions rather than thoughts or ideas
- **Professional** - a confident, knowledgeable, skillful, ethical to profession
- **Protocol** - a standard procedure to ensure best practice and compliance when providing services i.e., follow manufacturer's instructions.
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relative contraindication** - a condition that requires an assessment of suitability for the service and/or if adaptations are required.
- **Relevant** - connected to what is happening

- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive

## Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

## Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Firstly complete **3 practice shaving services** covering the range of techniques and looks from within this unit. A record of this practice should be logged in the learner's portfolio of evidence.
- Be observed completing 'shaving services' and recorded on a minimum of **3 occasions**, again covering the range of techniques and looks from within this unit.
- The observations will be recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

## Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

## Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments

- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

## Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).

## Unit GBBA210: Barbershop business support

Unit code: D/650/1999

RQF level: 2

### Unit Overview

- This unit has been mapped to both the Mike Taylor Education resources <https://www.miketayloreducation.com/> and the 2021 National Occupational Standard for Basic Business Support (NOS SKAHBR2 - Provide basic business support and service)
- This unit has been designed to deliver both practical and knowledge skills on how to provide business support and services to promote the smooth running of a commercial barbershop.
- Through this unit learners will develop how to increase customer satisfaction and business growth.
- Part of the process of learning how to provide 'Barbershop business support,' learners will also be required to reflect and evaluate their own performance, to ensure continuous improvement.
- Learners will also be required to demonstrate an up-to-date knowledge and application of information, policies, procedures, and best practice guidance.

### **This unit coexists alongside the Qualifi units within the Level 2 Great British Barbering Academy (GBBA) - Diploma in Barbering:**

Unit GBBA200: Hair science for barbers

Unit GBBA201: Health, safety, and infection control for barbershops

Unit GBBA202: Consultation for barbering services

Unit GBBA203: Shampoo, condition, and treatment services for barbering

Unit GBBA204: Introduction to barbering on a headblock

Unit GBBA205: Traditional barber haircuts

Unit GBBA206: Modern barber haircuts

Unit GBBA207: Style and finish barbering services

Unit GBBA208: Facial hair, beards, and moustaches

Unit GBBA209: Shaving services

### **The main outcomes of this unit are:**

1. Provide customer support
2. Support enquiries
3. Make appointments
4. Handle payments
5. Assist with stock taking, orders and deliveries
6. Working within a team
7. Carry out admin duties
8. Social media

### Performance Criteria (PC)

#### **You must be able to:**

1. maintain your responsibilities for health and safety in accordance with legislative requirements
2. provide clear information and deal with customer enquiries
3. assist with promotional events/displays/social media posts
4. inform customers of promotions

5. attend to people in a polite manner
6. identify the purpose of enquiries
7. confirm appointments informing the relevant person
8. refer enquiries which cannot be dealt with to the relevant person for action
9. record messages and pass them to the relevant person in a timely manner
10. provide clear information
11. give confidential information only to authorised people
12. balance the need to give attention to individuals whilst ensuring others are not left without attention
13. deal with all requests for appointments
14. identify customer requirements for the service requested
15. confirm the customer has had relevant tests when scheduling appointments
16. arrange for the customer to have relevant tests, when necessary, within the limits of your own authority
17. schedule appointments in a way that satisfies the customer, the practitioner and ensure the most productive use of commercial time
18. confirm that the appointment details are acceptable to the customer
19. record appointment details to meet your organisation's requirements
20. calculate total charges for the customer
21. inform customers of charges
22. visually inspect purchases for condition and quality as they are processed for payment
23. establish the customer's method of payment and acknowledge receipt of payments
24. ensure accepted payments are correct
25. record information about the sale to meet the organisation's requirements
26. gain authorisation for accepting non-cash payments when the value exceeds the limit you are able to accept
27. inform customers when authorisation cannot be obtained for non-cash payments
28. identify and resolve, where possible, any discrepancies in payments within the limits of your own authority
29. refer payment discrepancies which you cannot resolve to the relevant person for action
30. give the correct change and issue receipts when required by customers
31. follow cash point security procedures at all times
32. identify and report low levels of change in time to avoid shortages
33. carry out stock take, re-stocking, stock rotation and maintenance
34. record orders following the organisation's policies and procedures
35. identify and resolve, where possible, any discrepancies which you cannot resolve to the relevant person for action
36. research and assist with purchasing products, tools, and equipment in accordance with legislation and regulatory guidelines
37. check off a delivery ensuring all items have been received and are of good condition
38. take part in meetings
39. take minutes of meetings
40. inform staff members of customer arrival and assist in greeting and completing necessary paperwork
41. undertake duties to help the smooth running of the business including housekeeping duties
42. carry out stationery stock take and order including consultations and customer record cards
43. adhere to legislation related to personal data
44. update social media accounts under the direction of a senior member of staff, to include:
  - 44.1 in accordance with cyber security and organisational policies and procedures
45. follow/carry out risk assessments in accordance with legislative requirements and organisational policies and procedures

## Knowledge and Understanding (KU)

### You need to know and understand:

1. the health and safety responsibilities in accordance with legislative requirements
2. the importance of providing clear information when dealing with customer enquiries
3. how to plan a promotional event/display/social media post
4. how to promote and inform customers of promotions
5. your organisation's procedures for:
  - 5.1 maintaining the reception/virtual reception
  - 5.2 customer care
6. the limits of your authority when maintaining the reception/virtual reception
7. how to maintain and rotate stock to meet the organisational requirements
8. manual and digital booking services and technologies and who to refer software issues too
9. the importance of effective communication has on the business reputation and success
10. how and when to ask questions
11. the importance to speak clearly in a way that promotes understanding
12. how to show you are listening closely to what people are saying to you
13. how to adapt what you say to suit different situations
14. how to show positive body language
15. the organisation's procedures and limits of authority for:
  - 15.1 maintaining confidentiality
  - 15.2 taking messages
  - 15.3 making and recording appointments
  - 15.4 carrying out tests
  - 15.5 authorising non-cash payments when these are 'over limit'
  - 15.6 personal safety
  - 15.7 dealing with suspected fraud
  - 15.8 dealing with payments and discrepancies
  - 15.9 reconcile credit notes and purchase ledger
16. the importance of confirming and making appointments correctly
17. the types of information required to make an appointment
18. the importance of taking messages and passing them on to the right person in a timely manner
19. who to refer to with different types of enquiries
20. the person in your organisation to whom you should refer problems or issues that arise
21. the importance of checking that customers have had tests for specific services
22. the services available and their duration and cost
23. the products available for sale and their cost
24. the importance of maintaining customer interest through promotional activities and new technologies
25. how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods
26. the digital payment portals, associated risks in accordance with legislative requirements and organisational policies and procedures
27. common methods of calculating payments including point of sale technology and physical calculations
28. how to keep cash and other payments safe and secure
29. the types of payment that you are authorised to accept
30. how to gain electronic authorisation for payment cards
31. how to identify and deal with discrepancies

32. how to deal with customers offering suspect tender or suspect non-cash payments
33. consequences of failure to handle payments correctly
34. the principles on restocking, maintaining appropriate stock levels, rotating, and managing stock, to include:
  - 34.1 reference to shelf life and/or expiry dates
35. how to record orders following the organisation's policies and procedures
36. how to identify and resolve, where possible, any discrepancies which you cannot resolve to the relevant person for action
37. the importance of researching and purchasing products, tools, and equipment in accordance with legislation and regulatory guidelines
38. how to check off a delivery ensuring all items have been received and are of good condition
39. the importance of adhering to scheduled activities, rooming, and equipment, to include:
  - 39.1 how to deal with problems and who to refer too
40. the importance of taking part in meetings
41. how to take the minutes for a meeting
42. how and when to inform staff members of customer arrival and assist in greeting and completing necessary paperwork
43. the importance of being proactive and undertaking duties to help the smooth running of the business. including housekeeping duties
44. how to carry out stationery stock take and order including consultations and customer record cards
45. the importance of maintaining customer confidentiality and data protection in accordance with legislative requirements
46. how the update social media accounts and create promotional posts
47. the cyber security required in accordance with data legislation
48. how to follow requirements set out within risk assessments
49. the different social media platforms, their strengths, and limitations
50. the etiquette of communication within different social media platforms

### Learning Outcomes, Assessment Criteria, and Indicative Content

*Please refer to the performance and knowledge criteria above to ensure it is covered in full during the delivery and evidence gathering.*

<b>Learning Outcomes</b> To achieve this unit, a learner must be able to:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS Covered</b> Performance Criteria
LO1 Provide customer service, support enquiries and handle payments	1.1 Maintain your responsibilities for health and safety according to legal requirements	PC 1
	1.2 Assist in promoting products and services by providing clear information through; customer enquiries, promotional events, displays, social media posts and promotions	PC 2, 3, 4
	1.3 Respond to customer enquiries through clear, polite, and effective communication	PC 5 - 10
	1.4 Identify the purpose of the enquiry and take appropriate action including making appointments, referring to others, passing on messages and paying equal attention to customers	PC 11, 12



	1.5 Respond to customer requirements, confirm relevant sensitivity tests, schedule appointments and record details protecting customer data according to salon policy	PC 13 - 19
	1.6 Handle customer payments making sure that charges and payments are correct, purchases are not damaged, card payments are authorised, and any discrepancies resolved	PC 20 - 32
LO2 Assist with stock taking, orders and deliveries	2.1 Carry out stock take, re-stocking, stock rotation, reorders and maintenance following required procedures	PC 33, 34
	2.2 Identify any discrepancies, resolve if possible and if not refer to the relevant person for action	PC 35
	2.3 Research and assist with purchasing products, tools, and equipment in accordance with legislation and regulation	PC 36
	2.4 Check off a delivery ensuring all items have been received and are of good condition	PC 37
LO3 Work within the team and carry out admin duties	3.1 Work with the team, participate in meetings, take minutes as required and undertake housekeeping duties	PC 38, 39, 41
	3.2 Inform staff members of customer arrival, assist in greeting and complete necessary records following data protection legislation	PC 40, 43
	3.3 Carry out stationary stock and order including consultation and customer record cards	PC 42
	3.4 Update social media accounts under direction and in accordance with cyber security and policies and procedures	PC 44
	3.5 Follow/carry out risk assessments in accordance with legal and organisational requirements	PC 45

<b>Learning Outcomes</b> To achieve this unit, a learner must:	<b>Assessment Criteria:</b> Assessment of this unit will require a learner to demonstrate that they can:	<b>NOS covered</b> Knowledge & Understanding:
LO4 Know how to provide customer service, support enquiries and handle payments	4.1 Understand the health and safety responsibilities associated with reception duties and customer service	KU 1
	4.2 Explain the importance of effective communication when handling customer enquiries ensuring the business reputation and success is retained	KU 2, 9, 10, 25
	4.3 Understand how to read and respond to cues, show positive body language, listen actively, and adapt tone and speech to suit differing situations	KU 11, 12 13, 14
	4.4 Know how to assist in planning promotional events/displays or social media promotions and inform customers of promotions to maintain their interest	KU 3, 4, 24
	4.5 Describe how to maintain the reception/virtual reception and the importance of providing good customer service within limits of authority	KU 5, 6
	4.6 Know the procedures for manual and digital booking services and referral process for technical software issues	KU 8

	4.7 Understand procedures for handling enquiries, making appointments, maintaining confidentiality, taking messages, and carrying out tests within limits of own authority	KU 15 - 21
	4.8 Describe the services available, their duration, products for sale and associated costs	KU 22, 23
	4.9 Explain how to handle cash and card payments safely and securely, deal with suspected fraud and discrepancies and reconcile credit note and purchase ledger	KU 15, 28 - 33
	4.10 Understand digital payment portals, associated risks, and methods of calculating payments using point of sale technology and physical calculations	KU 26, 27
LO5 Know how to assist with stock taking, orders and deliveries	5.1 Explain the principles of stock taking and rotating, including reference to shelf life and expiry dates	KU 7, 34
	5.2 Describe how to record orders, identify, and resolve or refer discrepancies to the relevant person for action	KU 35, 36
	5.3 Explain the importance of researching and purchasing products, tools, and equipment in accordance with legislation and regulation	KU 37
	5.4 Describe how to check off a delivery ensuring all items have been received and are of good condition	KU 38
LO6 Know how to work within the team and carry out admin duties	6.1 Discuss the importance of teamwork, scheduling activities, participating in meetings, and taking minutes	KU 39, 40, 41, 42
	6.2 Understand the importance of being proactive and carrying out housekeeping duties to help the business to run smoothly	KU 43
	6.3 Explain the reason stationary stock taking and ordering including consultations/customer record cards should be carried out	KU 44
	6.4 Explain the importance of maintaining client confidentiality and data protection in accordance with legal requirements	KU 45
	6.5 Describe the different social media platforms and identify their strengths and limitations of each	KU 49
	6.6 Describe the communication etiquette within different social media platforms	KU 50
	6.7 Know how to update social media accounts, create promotional posts and the cyber security required	KU 46, 47
	6.8 Understand the need to follow the requirements set out in risk assessments	KU 48

## Range

### Enquiries

1. In person
2. By telephone
3. Electronically

### Appointments

1. In person

2. By telephone
3. Social media
4. Mobile apps
5. Digitally

### Methods of payment

1. Cash
2. Card
3. Apps

### Social media

1. Plan a social media campaign

### Glossary

- **Body language** - non-verbal communication conveyed through expression, gestures, posture, and movement such as hand signals and foot tapping
- **Cue** - a signal to or from a person to do something/take action
- **Effective** - successfully achieved the results that you want
- **Legal** - something required by the law
- **Professional** - a confident, knowledgeable, skilful, ethical to profession
- **Referral** - a person recommended to someone or for something
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Rights** - the legal power to do or have somethings
- **Risk** - something that may be dangerous
- **Social media** – websites and applications - Facebook, YouTube, Twitter, Instagram, LinkedIn, WhatsApp, content sharing, forums, interaction, collaboration, wikis, blogs
- **Tests** – skin tests, sensitivity to products used in services, allergy alert tests
- **Test results** - good, bad, caution, positive, negative - can or cannot have

### Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence should be carried out in a realistic working environment. Simulation is allowed in accordance with agreed adaptations. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

This unit is a competency-based assessed unit. A qualified assessor must conduct all assessments. Learners' competence will be assessed using methods that are appropriate for the assessment of skills (practical observations and oral questioning) and knowledge and understanding (by building a portfolio of evidence). All assessments must be quality assured by internal quality assurance staff and externally quality assured, by Qualifi staff.

The delivery and assessment elements for this unit are fully covered in the online resources to detailed at the end of the unit.

### Performance criteria

To achieve competency for the performance criteria within this unit, a learner must:

- Be observed providing 'business support' and recorded on a minimum of **3 occasions**, covering the range from within this unit.
- The observations will be; recorded, signed, and dated by both the learner and assessor, and will form part of the 'Portfolio of Evidence.'

### Knowledge criteria

To achieve competency for the knowledge criteria within this unit, a learner must create a 'portfolio of evidence' that should set and marked by internal centre assessors.

### Evidence guidance

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

A portfolio of evidence can be recorded as either paper-based or in electronic format, using any of the following methods:

- Prior learning and achievement
- Observed work
- Service/treatment records
- Case studies
- Client testimonials
- Witness statements
- Before and after service/treatment photographs (with client's consent)
- Remote observation assessor feedback
- Recorded evidence using audio/visual media
- Projects/assignments
- Oral questions
- written work
- Assessor feedback

This evidence will be signed off in the learner's '**Evidence of Assessment Record**' and will act as proof of achieving competence.

### Resources

The content of this unit is covered by two resources created by Mike Taylor of the Great British Barbering Academy – GBBA:

- The Mike Taylor Education resource is available through an online platform called the Education Zone and contains high-quality videos demonstrating the practical and theoretical aspects of barbering - <https://www.miketayloreducation.com/>.
- The Mike Taylor Education Barbering Resource Book features essential information with step-by-step instructions and techniques combined with expert tips, best practice, and insightful advice. This book is relevant, up to date and an indispensable guide to be used throughout this barbering qualification and beyond - [Mike Taylor Education Barbering Resource Book 2nd Edition, Mike Taylor \(author\)](#).