

# HAIR PROFESSIONAL APPRENTICESHIP STANDARDS

## EMPLOYER'S OCCUPATIONAL BRIEF

### BARBERING

**See separate employer's occupational brief for Hairdressing**

#### **Contents**

Section 1	Qualification Structure and mapping to current NVQ	Page 2
Section 2	Mandatory core skills and knowledge	Page 4
Section 3	Mandatory units – barbering skills	Page 13
Section 4	Assessment for the Diploma for Hair Professionals (Barbering)	Page 35

**This document must be read in conjunction with the Hair Professional apprenticeship standards.**

### **SECTION 1 The Diploma for Hair Professionals (Barbering)**

Achievement of the Diploma for Hair Professionals is a mandatory part of the apprenticeship standards for Hair Professionals, available for hairdressing or barbering routes.

This document sets out the qualification units which provide underpinning skills, knowledge and understanding required for apprentices working towards the Diploma for Hair Professionals (Barbering). A separate Employer's Occupational brief is available for the Diploma for Hair Professionals (Hairdressing).

#### **PART 1:**

##### **Mandatory:**

- Professionalism and values – embedded within units
- Behaviours and communication – embedded within units
- Safe working practices – embedded within units

Unit 1 Consultation

Unit 2 Shampoo, condition and treat the hair and scalp

Unit 9 Cutting hair using barbering techniques to create a variety of looks (3 parts)

Unit 10 Style and finish men's hair

Unit 11 Cut facial hair into shape (2 parts)

Unit 12 Shaving services

Unit 13 Barbering Synoptic Assessment

##### **Final unit (end-point assessment)**

The final unit includes a synoptic practical assessment where the apprentice will demonstrate the skills required across the mandatory units and be questioned to demonstrate their knowledge and understanding, including professionalism, values, behaviours, safe working practices and consultation skills.

**The content of the final unit (end-point assessment) is contained in the Hair Professional assessment plan.**

# Barbering Apprenticeship Standard 2016

## Employer Briefing Document

**This chart shows the content of the qualification is mapped to the National Occupational Standards for Barbering**

### Qualification Structure

Apprenticeship Standard unit	NOS standard (2015)
Professionalism and values	Embedded in each NOS
Behaviours and communication	Embedded in each NOS
Safe working Practices	Embedded in each NOS
Unit 1 Consultation	SKACHB9 - Advise and consult with clients
Unit 2 Shampoo, condition and treat the hair and scalp	SKACHB11 - Shampoo, condition and treat the hair and scalp
Unit 9 Cutting hair using barbering techniques to create a variety of looks – to include: 9a. Cut hair using basic barbering techniques 9b. Creatively cut hair using a combination of barbering techniques 9c. Create basic outlines and detailing in hair	SKACB2 Cut hair using basic barbering techniques  SKACB7 Creatively cut hair using a combination of barbering techniques  SKACB5 Create basic outlines and detailing in hair
Unit 10 Style and finish men’s hair	SKACB4 Dry and finish men's hair
Unit 11 Cut facial hair into shape 11a Cut facial hair into shape using basic techniques 11b. Design and create a range of facial hair shapes	SKACB3 Cut facial hair into shape to shape using basic techniques SKACB8 Design and create a range of facial hair shapes
Unit 12 Shaving services	SKACB10 Provide shaving services
Unit 13 Barbering Synoptic Assessment	

### SECTION 2 Mandatory Core Skills and Knowledge

#### Part 1 - Professionalism and values

##### **The apprentice will be able to:**

Demonstrate professionalism and a passion for the industry; have a commitment to quality, a positive attitude and team working; work under pressure; observe time management and self-management; show a willingness to learn; complete services in a commercially viable time and to a high standard; meet organisational and industry standards of appearance; and observe professional ethics.

##### **The apprentice will know and understand:**

Industry codes of practice and ethics; quality assurance systems; time management principles; self-management principles; commercially viable times for the completion of services; industry and organisational standards of appearance; and the importance of continuing professional development, equality and diversity.

#### **Professionalism**

This would include:

- professional ethics
- Employer Rights and Responsibilities and industry knowledge
- ensuring personal hygiene and protection meets accepted industry and organisational requirements
- a high standard of personal and professional conduct requirements
- a high level of technical skills and ability
- the completion of services in a commercially viable time
- a willingness to learn
- time management
- the ability to self-manage
- positive attitude

#### **Key Values**

This would include:

- a willingness to learn
- the completion of services in a commercially viable time
- meeting both organisational and industry standards of appearance
- ensuring personal hygiene and protection meets accepted industry and organisational requirements
- a flexible working attitude
- a team worker
- maintaining customer care
- a positive attitude
- a professional attitude
- good verbal and non-verbal communication skills
- the maintenance of effective, hygienic and safe working methods

- adherence to workplace, suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- adherence to workplace health, safety and security measures

### Part 1 – Behaviours and communication

#### **The apprentice will be able to:**

Greet clients in a friendly manner; choose the most appropriate way of communicating with clients; be helpful and courteous at all times; adapt behaviour in response to each client; respond promptly to clients seeking assistance; establish client expectations and needs; explain clearly any reasons why the client's needs or expectations cannot be met; and willingly undertake wider salon duties, including sales and reception duties where appropriate.

#### **The apprentice will know and understand:**

Industry standards of behaviour; how to meet and greet clients; verbal and non-verbal communication techniques; client care principles and practices; how to maintain rapport with clients; the role of the reception area; making appointments; taking payments; who to refer to with different types of enquiries; Sale of Goods and Services Act and the Data Protection Act; and how to provide advice and recommendations on the products and services provided in the salon.

#### **Communication**

This would include:

- providing a positive impression of yourself and your organisation
- customer care and the client journey, including reception
- basic communication skills
- how to communicate with the general public and colleagues

#### **The learner will be required to demonstrate at least 3 types of communication**

##### **Salon business systems and processes**

This would include:

- housekeeping
- front of house skills
- business basics
- selling and recommendation (retail)
- team worker
- flexible working
- adherence to workplace, suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

#### **Behaviours**

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

This would include:

- meeting the salon's standards of behaviour
- greeting the client respectfully and in a friendly manner
- communicating with the client politely and courteously
- identifying and confirming the client's expectations
- responding promptly and positively to the clients' questions and comments
- keeping the client informed and reassured
- responding promptly to a client seeking assistance
- quickly locating information that will help the client
- dealing with problems within the scope of your responsibilities and job role
- showing clients and colleagues respect at all times and in all circumstances
- quickly seeking assistance from a senior member of staff when required
- giving the client the information they need about the services or products offered by the salon

### **Part 1 – Safe working practices**

**The Health and Safety detailed below will be embedded into each technical unit**

#### **The apprentice will be able to:**

Maintain effective, hygienic and safe working methods; health and safety considerations; legal and industry requirements; adhere to workplace, suppliers' or manufacturers' instructions for the safe use of equipment, materials and products; meet legal and organisational requirements; maintain the client's modesty, privacy and comfort; minimise risks of cross-infection, injury or fatigue; promote environmental and sustainable working practices; ensure personal hygiene and protection meets industry, organisational and local authority requirements; and correctly use PPE.

#### **Safe working practices**

This would include:

- maintaining your responsibilities for health and safety throughout the service
- preparing your client to meet salon's requirements
- protecting your client's clothing throughout the service
- wearing personal protective equipment, if required
- positioning your client to meet the needs of the service without causing them discomfort
- ensuring your own posture and position whilst working minimises fatigue and the risk of injury
- keeping your work area clean and tidy throughout the service
- using work methods that:
  - a. minimise the wastage of products
  - b. minimise the risk of cross-infection
  - c. make effective use of your working time
  - d. ensure the use of clean resources
  - e. minimise the risk of harm or injury to yourself and others
- ensuring your personal hygiene, protection and appearance meets accepted industry and organisational requirements
- following Senior Barber's instructions throughout the service
- following workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

- replenishing low levels of resources, when required, to minimise disruption to your own work and to clients

### **The apprentice will know and understand:**

Legal and organisational requirements; use of tools, equipment, materials and products; adherence to workplace cleaning, disinfection, sterilisation; supplier or manufacturer's instructions; waste disposal; client preparation and protection; direct and indirect cross-infection; methods that promote environmental and sustainable working practices; reducing risk of injury to self and others; posture, personal hygiene, protection; and health and safety legislation and practice.

This would include:

- completing the shampooing and conditioning service within a commercially viable time
- your responsibilities for health and safety as defined by any specific legislation covering your job role
- your salon's requirements for client preparation
- the range of protective clothing and products that should be available to yourself and clients
- how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury
- current legal requirements and guidance relating to age restrictions for colouring and lightening services
- why it is important to keep your work area clean and tidy
- how to minimise the wastage of products
- methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation
- methods of cleaning, disinfecting and or sterilisation used in salons
- the hazards and risks which exist in your workplace and the safe working practices which you must follow
- the different types of working methods that promote environmental and sustainable working practices
- why it is important to use personal protective equipment
- the importance of personal hygiene and presentation in maintaining health and safety in your workplace
- what contact dermatitis is, and how to avoid developing it whilst carrying out colouring services
- your salon's expected service times for basic colouring and lightening work
- suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow
- the correct methods of waste disposal
- which colouring and lightening services should not be carried out on minors under 16 years of age

Health and safety has been removed from the listing in Part 2 as it is in the core knowledge; however, it would be embedded within the practical units in Part 2

### **Health and safety legislation**

This would include:

- your responsibilities under current relevant health and safety legislation, standards and guidance such as Health and Safety at Work Act and other relevant legislation
- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) Order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- Data Protection Act
- Working Time Directives
- Cosmetic Products Regulations
- Sale of Goods Act
- Distance Selling Act
- Trade Descriptions Act
- Consumer Protection legislation

**Health and safety has been removed from the listing in Part 2 as it is in the core knowledge; however, it would be embedded within the practical units in Part 2**



### Part 1 Unit 1 Consultation

#### **The apprentice will be able to:**

Creatively assess the client's requirements; examine the hair, skin and scalp; facial characteristics including face shape, skin tone, hair colour, lifestyle and suitability; conduct visual checks and any necessary tests on the hair, skin and scalp; advise clients on services or products; identify the client's hair characteristics and hair classification; advise clients on hair maintenance and management

#### **Identify the requirements of the client**

- consult with your client to determine their requirements
- allow your client sufficient time to express their wishes
- ask relevant questions in a way your client will understand
- use visual aids to present clients with suitable alternative ideas to help them reach a decision
- encourage your client to ask about areas of which they are unsure
- identify and confirm your client's wishes for services and products

#### **Examine the hair, skin and scalp**

- ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements
- conduct visual checks and any necessary tests on the hair, skin and scalp to meet specified procedures
- identify from your client's previous records, when available, any factors likely to affect future services
- promptly identify and report any problems which cannot be dealt with to the relevant person

#### **Advise your client and agree services and products**

- make recommendations on the outcomes of your identification of your client's hair characteristics and their hair classification
- explain how their hair characteristics may impact on the hairdressing services in a way your client can understand
- agree services, products and outcomes that are acceptable to your client and meet their needs
- state the likely cost and duration of the agreed products and services to your client
- conduct all communications with your client in a manner that maintains goodwill, trust, confidentiality and privacy
- give your client advice and recommendations on the service provided

#### **The apprentice will know and understand:**

Visual aids for client consultation; salon procedures and manufacturers' instructions for conducting tests; the types and purposes of tests; how lifestyle factors limit or affect services; incompatibility of previous services and products used; hair, skin and scalp problems; suspected infections or infestations; hair characteristics and classifications; basic structure of hair and skin; the growth cycle of hair; services or products available for use in the salon or for retail; legal responsibilities; salon pricing structures

#### **Identify the requirements of the client**

- why effective communication is important for your salon's business
- how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender

- the questioning and listening skills you need in order to find out information
- why it is important to encourage and allow time for clients to ask questions
- salon rules for maintaining confidentiality and privacy
- the different types of visual aids that can support client consultation
- your responsibilities under current relevant health and safety legislation, standards and guidance such as Health and Safety at Work Act and other relevant legislation
- the importance of not discriminating against clients with illnesses and disabilities and why

### **Examine the hair, skin and scalp**

- your responsibilities and reasons for maintaining your own personal hygiene, protection and appearance
- salon procedures and manufacturers' instructions in relation to conducting tests
- how and when tests are carried out on hair
- the importance of carrying out tests and the potential consequences of failing to do so
- why it is important to identify factors that may limit or affect services and products which can be used
- how lifestyle, adverse hair, skin and scalp conditions, incompatibility of previous services and products used, can limit or affect the services and products that can be offered to clients
- how to recognise hair, skin and scalp problems
- how to identify suspected infections and infestations which need reporting which need reporting and who to report them to

### **Advise your client and agree services and products**

- the different types of hair characteristics
- the different hair types of hair classifications
- the basic structure of hair and skin
- the growth cycle of hair
- the services and products available for use in your salon
- your legal responsibilities for describing the features and benefits of products and services
- your salon's pricing structure
- how to calculate the likely charge for services
- the importance of giving the client realistic expectations
- the importance of providing advice and recommendations on the products and services provided in the salon
- how to complete the client records used in your organisation and the importance and reasons for gaining client consent

### **Range**

#### **Client**

- new
- regular

#### **Identify**

- question
- observation

### Factors that limit or affect services

- adverse hair, skin and scalp conditions
- incompatibility of previous services and products used
- client's lifestyle
- test results
- hair classification

### Problems

- suspected infections
- suspected infestations

### Hair characteristics

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

### Hair classification

- Type 1 – Straight Hair
- Type 2 – Wavy Hair
- Type 3 – Curly Hair
- Type 4 – Very Curly Hair

### Advice and recommendations

- how to maintain their look
- time interval between services
- present and future products and services

## PART 1 UNIT 1 CONSULTATION

### Qualification Standardised Assessment

#### On-programme – Diploma for Hair Professionals (Barbering)

Simulation is not allowed for any performance evidence within this unit.

The learner will need to demonstrate in their everyday work that they have met the standard for client consultation.

The Assessor will observe these aspects of the learner performance as part of all technical observations and will be recorded on **at least 2 occasions**.

#### These recorded observations must cover:

**Unit 2 Shampoo, condition and treat the hair and scalp**

**Unit 9 Cutting hair using barbering techniques to create a variety of looks**

**Unit 10**      **Style and finish men's hair**  
**Unit 11**      **Cut facial hair into shape**  
**Unit 12**      **Shaving services**

From the range statement, the learner must show they:

Have consulted with new and regular clients

Have used **all** means of identifying clients' wishes

Have adapted your advice to take into account the factors limiting or affecting services

Have identified or can describe the problems

Have taken into account all hair characteristics

Have worked on 3 of the 4 hair classifications

Have consulted with new and regular clients

Given **all** advice and recommendations

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

**SECTION 2 – MANDATORY UNITS – BARBERING SKILLS**

**Part 2 Unit 2 Shampoo, condition and treat the hair and scalp**

**The apprentice will be able to competently:**

Use products and tools, and use shampoo, tonics and conditioning products.

**Shampoo, condition and treat the hair and scalp**

- ask your client questions to identify if they have contra-indications to hair and scalp treatment services
- use products, tools and equipment suitable for your client's hair condition and scalp condition
- adapt your shampooing massage techniques to meet the needs of your client's:
  - hair length and density
  - hair condition and scalp condition
- adapt your shampooing massage techniques to ensure your client's comfort
- adapt the water temperature and flow to suit the needs of your client's hair, scalp and comfort
- comb through your client's hair, if required, prior to the next part of the service, without causing damage to the hair and scalp
- apply conditioning products to meet the needs of your client's hair and scalp, following your salon's and manufacturers' instructions
- adapt your conditioning massage techniques to meet the needs of your client's hair condition and scalp condition and following manufacturer's instructions
- monitor and time the development of the conditioning product and apply heat at the correct temperature, if required
- remove the conditioning product, if required, in a way that avoids disturbing the direction of the cuticle
- leave your client's hair and scalp:
  - clean and free from conditioning products, if required
  - free of excess water
- comb through your client's hair without causing damage to the hair and scalp
- give your client advice and recommendations on the service provided

**The apprentice will know and understand:**

How shampoos, tonics and conditioning products affect the hair and scalp, and the various effects of conditioning treatments

**Shampoo, condition and treat the hair and scalp**

- how to identify hair and scalp conditions and their causes
- how and why the contra-indications can affect the service
- how different hair and scalp conditions can affect the selection of shampooing, conditioning and treatment products
- how shampoo and water act together to cleanse the hair
- when and how massage techniques should be used when conditioning different lengths and densities of hair
- the effects of water temperature on the scalp and structure of the hair
- the importance of de-tangling the hair from point to root
- how the pH value of the products used affects the current state of the hair
- how the 'build up' of products can affect the hair, scalp and the effectiveness of other services

- how shampoos and conditioning products affect the hair and scalp
- types of available shampooing and conditioning products and equipment
- when and how to use different shampooing, conditioning and treatment products
- when the shampooing process should be repeated
- what may happen if the incorrect shampooing and conditioning products are used
- when and how rotary, effleurage and friction massage techniques should be used when shampooing different lengths and densities of hair
- the purpose and benefits of scalp massage
- how to use and handle equipment used during conditioning and treatment processes
- the importance of removing conditioning and treatment products, when required
- the importance of removing excess water from the hair at the end of the service
- how heat affects the hair during the conditioning treatment
- the importance of providing advice and recommendations on the products and services provided in the salon

### **Range**

#### **Hair condition**

- damaged
- product build up
- normal
- oily
- dry

#### **Scalp condition**

- dandruff affected
- oily
- dry
- product build up
- normal

#### **Shampooing massage techniques**

- effleurage
- rotary
- friction

#### **Conditioning products**

- surface
- penetrating
- scalp treatment

#### **Conditioning massage techniques**

- effleurage
- petrissage

#### **Advice and recommendations**

- correct detangling techniques
- suitable shampoos, conditioning products

- time interval between services
- present and future products and services

### **Part 2 Unit 2 Shampoo, condition and treat the hair and scalp**

#### **Qualification Standardised Assessment**

Simulation is not allowed for any performance evidence within this unit.

Learners must practically demonstrate in their everyday work that they have met the standard for shampooing, conditioning and treating the hair and scalp.

The Assessor will observe these aspects of the learner's performance on at **least 2 occasions**.

From the range, learners must show that they have:

- adapted their shampooing techniques for **3 out of the 5** hair conditions
- adapted their shampooing techniques for **3 out of the 5** scalp conditions
- used **2 out of the 3** shampooing massage techniques
- used **all** the conditioning products
- used **all** of the conditioning massage techniques
- given **all** advice and recommendations

If the range requirement has not been fully covered by these observations the learner can provide additional observed evidence.

### **Part 2 Unit 9A Cut hair using barbering techniques to create a variety of looks**

#### **The apprentice will be able to competently:**

Use a range of cutting techniques including club cutting, scissor over comb, clipper over comb, outlining, freehand, layering, graduating, texturising, and razor cutting. Create a range of looks and neckline shapes to include flat top, and uniform layer neckline shapes: square, tapered, skin fade, and full neck line

**Due to the content of this unit, it is presented in three parts which are assessed separately:**

- Unit 9A**      **Cut hair using basic barbering techniques**
- Unit 9B**      **Creatively cut hair using a combination of barbering techniques**
- Unit 9C**      **Create basic outlines and detailing in hair**

#### **Unit 9A**      **Cut hair using basic barbering techniques**

##### **Cut hair to achieve a variety of looks**

- prepare your client's hair prior to cutting
- confirm with your client the look agreed during consultation prior to commencing the cut
- create and follow the cutting guideline(s) to achieve the required look
- use cutting techniques that suit your client's hair type and achieve the desired look
- adapt your cutting techniques to take account of factors likely to influence the service
- change your own position and that of your client to help ensure the accuracy of the cut

- establish accurate distribution of weight balance and shape of the hair
- create neckline shapes taking account of the natural hairline
- achieve outlines that are accurate and remove unwanted hair outside the desired outline shape
- balance and shape sideburns to suit the hair style and to meet your client's requirements
- consult with your client during the cutting process to confirm the desired look
- make a final visual check to ensure that the finished cut and outlines are accurate
- leave hair ready for the next part of the service or finish to meet your client's requirements
- confirm your client's satisfaction with the finished cut
- give your client advice and recommendations on the service provided

### **The apprentice will know and understand:**

How and when to use different cutting techniques and relevant tools and the effects achieved, weight distribution and working with the natural growth patterns of the hair, cutting angles and resulting weight distribution, balance and the degree of graduation

### **Cut hair to achieve a variety of looks**

- how to prepare your client's hair prior to cutting
- why hair products should be removed from the hair prior to cutting
- the importance of correctly combing out the hair prior to cutting
- which tools can be used on either wet or dry hair or both
- the importance of confirming with your client the look agreed during consultation prior to commencing the cut
- the reasons for establishing and following guidelines
- how to create and follow guidelines for different cutting looks
- how and when to use different cutting techniques and the effects achieved
- the importance of considering weight distribution and working with the natural growth patterns of the hair
- how different cutting angles will impact on weight distribution, balance and the degree of graduation
- the importance of applying the correct degree of tension to the hair when cutting
- the factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service
- the types of clippers, clipper blades and attachments available and the effects that these achieve
- how to safely carry out an eyebrow trim
- the factors which should be considered when cutting wet hair and dry hair
- the importance of changing your own position and that of your client to help you ensure the accuracy of the cut
- the importance of keeping the hair damp when wet cutting
- the importance of establishing accurate distribution of weight, balance and shape by regularly crosschecking the cut
- how to create different neckline and outline shapes
- the importance of cutting to the natural neckline in barbering
- how to achieve outlines that are accurate and remove unwanted hair outside the desired outline shape
- the importance of balance and shape sideburns to suit the hair style and to meet your client's requirements
- the importance of consulting with clients throughout the cutting process
- the visual checks required to ensure the finished cut and outlines are accurate



- the importance of leaving hair ready for the next part of the service or finish to meet your client's requirements
- the importance of confirming your client's satisfaction with the finished cut
- the average rate of hair growth
- the known causes and typical patterns of male pattern baldness
- the importance of providing **advice and recommendations** on the products and services provided in the salon

### Range

#### Tools and equipment

- scissors
- clippers
- clipper attachments
- trimmers
- razors

#### Factors

- hair characteristics
- hair classifications
- head and face shape
- presence of male pattern baldness
- presence of added hair
- piercings
- adverse skin conditions

#### Hair

- wet
- dry

#### Techniques

- club cutting
- scissor over comb
- clipper over comb
- texturising
- freehand
- thinning
- layering

#### Looks

- Square layer
- Uniformed layer
- Graduation
- With fringe
- With a parting
- Around the ear
- Over the ear
- With a fade

- Flat top

**Neckline shapes**

- tapered
- squared
- full neck line
- skin fade

**Outline shapes**

- natural
- created
- tapered

**Advice and recommendations**

- how to maintain their look
- time interval between services
- additional products
- additional services

**Part 2 Unit 9B Creatively cut hair using a combination of barbering techniques**

**The apprentice will be able to competently:**

Use a range of cutting techniques including club cutting, scissor over comb, clipper over comb, outlining, freehand, layering, graduating, texturising, and razor cutting. Create a range of looks and neckline shapes to include flat top, and uniform layer neckline shapes: square, tapered, skin fade, and full neck line

**Creatively restyle hair**

- establish factors that may influence the service prior to cutting
- explore the variety of looks with your client using relevant visual aids
- recommend a look that is suitable for your client
- base your recommendations on an accurate evaluation of your client's hair and its potential to achieve the look
- prepare your client's hair prior to cutting
- confirm with your client the look agreed at consultation before commencing the cut
- establish and follow suitable cutting guideline(s) to achieve the required look
- personalise your cutting techniques and effects to take account of factors that will influence the desired look
- combine and adapt your cutting techniques and effects in an innovative way to achieve the desired look
- change your own position and that of your client to help you ensure the accuracy of the cut
- establish accurate distribution of weight, balance and shape by crosschecking the cut
- blend the client's own hair with added hair, when required
- create outline shapes that are accurate and remove unwanted hair outside the desired outline shape
- create neckline shapes which are accurate and take account of the natural hair line
- balance and shape sideburns to meet the client's requirements
- consult with your client during the cutting service to confirm the desired look

- take action to resolve any problems arising during the cutting service
- make a final visual check to ensure the finished cut and outlines are accurate
- use creative finishing techniques and product if used that complement the cut
- ensure the finished restyled look complements the client's features and enhances their personal image and that of the salon
- confirm your client's satisfaction with the finished look
- give your client advice and recommendations on the service and product choice provided

### **The apprentice will know and understand:**

How and when to use different cutting techniques and relevant tools and the effects achieved, weight distribution and working with the natural growth patterns of the hair, cutting angles and resulting weight distribution, balance and the degree of graduation

### **Creatively restyle hair**

- the factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service
- the factors which should be considered when cutting wet hair and dry hair
- the average rate of hair growth
- the importance of exploring and confirming the looks with the client using relevant visual aids
- the potential risk of ingrowing hair resulting from the continual close cutting of curly hair
- the known causes of male pattern baldness
- the typical patterns of male pattern baldness
- why hair products should be removed from the hair prior to cutting
- the range of traditional and current men's hair shapes
- how and when to use different cutting techniques and effects
- which tools can be used on either wet or dry hair or both
- the reasons for establishing and following guidelines
- how to create and follow guidelines for different cuts
- how to personalise and adapt cutting techniques
- the effects that can be created by combining and adapting different cutting techniques
- the importance of cross checking the cut
- the importance of considering weight distribution and working with the natural growth patterns of the hair
- how different cutting angles will impact on weight distribution, balance and the degree of graduation
- the importance of applying the correct degree of tension to the hair when cutting
- the importance of cutting to the natural hairline in barbering
- techniques to remove unwanted hair outside the desired neckline shape
- the circumstances in which you might cut into the natural hairline
- the types of clippers, clipper blades and attachments and the effects that these achieve
- the types of products available for finishing men's hair the
- types of problems that can commonly arise when cutting men's hair and ways in which they can be remedied, if possible
- the importance of providing advice and recommendations on the products and services provided in the salon

**Range**

**Tools and equipment**

- scissors
- clippers
- clipper attachments
- trimmers
- razors

**Factors**

- hair characteristics
- hair classifications
- head and face shape
- presence of male pattern baldness
- presence of added hair
- piercings
- adverse skin conditions

**Hair**

- wet
- dry

**Techniques**

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

**Looks**

- Square layer
- Uniformed layer
- Graduation
- With fringe
- With a parting
- Around the ear
- Over the ear
- With a fade
- Flat top

**Neckline shapes**

- tapered
- squared
- full neck line
- skin fade

**Outline shapes**

- natural
- created
- tapered

**Creative finishing techniques**

- styling
- Blow drying
- product application

**Advice and recommendations**

- how to maintain their look
- time interval between services
- additional products
- additional services

**Part 2 Unit 9C Create basic outlines and detailing in hair**

**The apprentice will be able to competently:**

Create a range of looks and neckline shapes to include flat top, and uniform layer neckline shapes: square, tapered, skin fade, and full neck line

**Plan and agree hair outlines and detailing design with your client**

- research a portfolio of **outlines and detailing designs** suitable for use with your clients
- explore a variety of **outlines and detailing designs** and possibilities with your client using relevant visual aids
- give your client time and encouragement to put forward their own ideas on design and the image they wish to create
- ensure your client is aware of what the agreed service will entail and its likely duration
- confirm your understanding of your client's requirements
- base your recommendations on an accurate evaluation of your client's hair and its potential to achieve the **outline and detailing design**
- recommend a look that is suitable for your client's perceived image
- agree a design with your client which takes into account **factors** influencing the service
- agree services outcomes and likely costs that are acceptable to your client and meet their needs

**Create outline and detailing design in hair**

- brush or comb your client's hair in the direction of the natural growth throughout the service
- position the **outline and detailing design** to meet the agreed design plan

- adapt the size of the **outline and detailing design** to suit your client's head size, shape and existing haircut
- use **cutting techniques** to achieve the definition, shape and depth of **outline and detailing design** required
- change your own position and that of your client to help you to ensure the accuracy of the cut
- consult with your client during the cutting process to confirm the desired **outline and detailing design** and overall effect being created
- take suitable action to resolve any problems arising during the design process
- ensure the finished look meets the design agreed with your client
- confirm your client's satisfaction with the finished look
- give your client advice and recommendations on the service provided

### **The apprentice will know and understand:**

How and when to use different cutting techniques and relevant tools and the effects achieved, weight distribution and working with the natural growth patterns of the hair, cutting angles and resulting weight distribution, balance and the degree of graduation

### **Plan and agree hair outlines and detailing design with your client**

- the different **factors** that must be taken into consideration prior to clippers and cutting and how these may impact on the designs
- the average rate of hair growth
- the effects of continual close clippers on skin
- the potential risk of ingrowing hair resulting from the continual close clippers
- suitable sources of information and design ideas and how to access them
- how to present information and recommendations on patterns clearly to your client
- the importance of giving your client encouragement to put forward their own ideas on design and or image and agreeing the outcome, duration and cost

### **Create outline and detailing design in hair**

- how to create simple repeated designs from lines and curves
- how to adapt outlines and detailing designs to suit different head shapes
- the design possibilities and limitations when working with linear outlines and detailing designs in hair
- methods of preparing the hair prior to cutting outlines and detailing designs
- the types of haircut which form a suitable foundation for cutting straight and curved lines and repeated designs into the hair
- how and when to use different cutting techniques when creating designs in hair
- equipment handling techniques for achieving accurate outlines and detailing designs in hair
- the importance of visually checking outline, detailing designs and cut
- how to level and test clippers
- the types of clippers, clipper blades and attachments available and the effects that these achieve
- the types of problem that can commonly arise when creating outlines and detailing designs in hair and ways in which they can be resolved, if possible.
- the importance of providing advice and recommendations on the products and services provided in the salon

## Range

### Tools and equipment

- razor
- clippers
- clipper attachments
- trimmers

### Outlines and detailing design

- straight lines
- curved lines
- repeated
- hair line

### Factors

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

### Cutting techniques

- Clipping
- fading

### Advice and recommendations

- how to maintain their look
- time interval between services
- present and future products and services

## Part 2 Unit 9 Cutting hair using barbering techniques to create a variety of looks

### Qualification Standardised Assessment

Simulation is not allowed for any performance evidence within this unit.

Learners must practically demonstrate in their everyday work that they have met the standard for Cut hair using barbering techniques to create a variety of looks.

The Assessor will observe the learner's performance on **at least 5 occasions on different clients.**

From the range, the learner must show that they have:

- used **all** the tools and equipment
- cut **both** wet and dry hair

- cut **all** the looks
- used **all** the techniques
- taken into account **all** the factors
- cut **all** the neckline shapes
- cut **all** the outline detailing design shapes
- given **all** advice and recommendations

If the range **requirement** has not been fully covered by these observations the learner can provide additional **observed** evidence.

## Part 2 Unit 10 Style and finish men's hair

### The apprentice will be able to competently:

Use styling tools and equipment, blow dry, and finger dry

#### Dry and finish hair

- confirm with your client the look agreed at consultation and during the service
- control your use of styling tools and equipment to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look
- apply suitable styling and finishing products, when used, following manufacturers' instructions
- control your client's hair during the styling process taking account of factors influencing the service
- use and adapt drying techniques to achieve the desired look
- check the temperature of heated styling equipment throughout the service
- ensure the finished look takes into account relevant factors influencing the service
- achieve the finished look which meets the intended shape, direction and volume agreed with your client
- confirm your client's satisfaction with the finished look
- give your client advice and recommendations on the service provided

### The apprentice will know and understand:

Current techniques for drying and finishing hair, drying and finishing products, tools and equipment available for drying and finishing men's hair

#### Dry and finish hair

- the importance of confirming with your client the look agreed at consultation and during the service
- the range of drying and finishing products, tools and equipment available for drying and finishing men's hair
- when and why the types of drying and finishing products should be used
- the manufacturers' instructions for the use of the specific styling and finishing products in your salon
- why and how to use the different types styling tools and equipment
- current techniques for drying and finishing hair
- how different factors impact on drying and finishing services
- why the direction of the air flow when drying is important to achieve the desired look
- the importance of using a nozzle when carrying out drying techniques



- how the size of the section and the angle at which the hair is held during drying influences the volume and direction of the hair movement
- methods of controlling hair sections during the drying process
- the importance of achieving a finished look which meets the intended shape, direction and volume agreed with your client
- the effects of humidity on hair
- the physical effects of heated styling equipment on the hair structure
- how the incorrect application of heat can affect the hair and scalp
- why hair should be allowed to cool prior to finishing
- why hair should be kept damp before drying
- how heat protectors act to protect the hair
- the importance of providing advice and recommendations on the products and services provided in the salon

### **Range**

#### **Styling and finishing products**

- sprays
- creams
- gels
- wax
- tonics
- oils
- styling powders

#### **Tools and equipment**

- flat brush
- round brush
- electrical equipment

#### **Factors**

- hair characteristics
- hair classifications
- hair cut
- hair growth patterns
- head and face shape

#### **Drying techniques**

- brush drying
- finger drying

#### **Finished looks**

- straightening
- smoothing
- creating volume
- creating movement
- creating texture

**Advice and recommendations**

- how to maintain their look
- time interval between services
- present and future products and services

**Part 2 Unit 4 Style and finish men's hair**

**Qualification Standardised Assessment**

Simulation is not allowed for any performance evidence within this unit.

The learner must practically demonstrate in their everyday work that they have met the standard for drying and finishing men's hair.

The Assessor will observe these aspects of the learner's performance on **at least 2 occasions on different clients**.

From the range, the learner must show that they have:

- used **4 out of the 7** styling and finishing products
- used **all** tools and equipment
- considered **all** the factors
- used **both** the drying techniques
- achieved **3 out of the 5** finished looks
- given **all** advice and recommendations

If the range **requirement** has not been fully covered by these observations the learner can provide additional **observed** evidence.

**Part 2 Unit 11 Cut facial hair into shape**

**The apprentice will be able to competently:**

Design and create full beard, partial beard and moustache, identify factors likely to influence the service, establish and follow the cutting guideline(s) to achieve the required effect, ensure the finished look is even, symmetrical and balanced in relation to the client's facial contours

**Due to the content of this unit, it is presented in two parts which are assessed separately:**

**Unit 11A**                      **Cut facial hair into shape using basic techniques**

**Unit 11B**                      **Design and create a range of facial hair shapes**

**Cut beards and moustaches to maintain their shape**

- identify factors likely to influence the service prior to cutting
- prepare your client's facial hair prior to the service
- confirm with your client the look agreed at consultation and during service
- establish and follow the cutting guideline(s) to achieve the required look
- adapt your cutting techniques to take account of factors influencing the service and to achieve the desired look
- change your own position and that of your client to help you ensure the accuracy of the cut
- regularly check your client's comfort throughout the service

- ensure the finished look is even, symmetrical and balanced in relation to your client's facial contour
- ensure the finished look is of even density throughout the shape
- remove any unwanted hair outside the desired outline shape
- make a final visual check to ensure the finished cut is accurate
- confirm your client's satisfaction with the finished cut
- give your client advice and recommendations on the service provided

### **The apprentice will know and understand:**

How to create and follow a guideline for tapered beard lines, beard outlines and moustaches, how to cut different facial hair shapes using cutting techniques, beard and moustache shapes that do not require the use of razors, and create outline and detailing design in hair

### **Cut beards and moustaches to maintain their shape**

- the factors that must be taken into consideration prior to and during cutting facial hair
- the importance of preparing the clients facial hair prior to the service
- the importance of confirming with your client the look agreed at consultation and during service
- how to create and follow a guideline for tapered beardlines, beard outlines and moustaches
- how to cut different facial hair shapes using basic cutting techniques
- basic beard and moustache shapes that do not require the use of razors
- the importance of cross checking the facial hair cut
- the importance of working with the natural growth patterns of facial hair when considering the weight distribution within a facial hair cut
- how the angle at which the cutting tools and the head are positioned will affect the weight distribution, balance and degree of graduation of the facial hair
- the average rate of hair growth
- the effects of continual close cutting to the skin
- potential risk of ingrowing hair resulting from continual close cutting
- how to safely carry out an eyebrow trim
- how to level and test clippers
- the size and type of clippers, clipper blades and attachments available and the effects that these achieve
- the importance of ensuring the finished look is even, symmetrical and balanced in relation to your client's facial contour
- remove any unwanted hair outside the desired outline shape
- the importance of providing advice and recommendations on the products and services provided in the salon

### **Range**

#### **Tools and equipment**

- scissors
- clippers
- clipper attachments
- trimmers

**Factors**

- head and face shape
- hair characteristics
- hair classification
- hair style
- adverse skin conditions
- facial piercing
- clients' wishes
- ingrowing hair
- skin elasticity
- scarring

**Look**

- tapered beardline
- full beard outlines
- eyebrow trim
- partial beard
- moustache only

**Cutting techniques**

- scissor over comb
- clipper with attachment
- clipper over comb
- freehand

**Styling and finishing products**

- Oil
- Wax

**Advice and recommendations**

- how to maintain their look
- time interval between services
- present and future products and services
- additional services
- additional products
- equipment
- exfoliating

**Part 2 Unit 11 Cut facial hair into shape**

**The apprentice will be able to competently:**

Design and create full beard, partial beard and moustache, identify factors likely to influence the service, establish and follow the cutting guideline(s) to achieve the required effect, ensure the finished look is even, symmetrical and balanced in relation to the client's facial contours

**Create a range of facial hair shapes**

- identify factors that may influence the service prior to cutting
- explore the variety of new facial hair shapes with your client using relevant visual aids

- recommend a new look that is suitable for your client's head and face shape
- base your recommendations on an accurate evaluation of your client's facial hair and its potential to achieve the new look
- prepare your client's facial hair prior to the service
- confirm with your client the new look agreed at consultation and during the service
- create and follow the cutting guideline(s) to achieve the required look
- personalise your cutting techniques to take account of factors that will influence the desired look
- crosscheck the cut to establish balance and shape
- change your own position and that of your client to help you ensure the accuracy of the cut
- take action to resolve any problems arising during the cutting service
- create facial hair outlines that are accurate, clearly defined and achieve the look required by your client
- remove any unwanted hair outside the desired outline shape
- ensure the finished look is of even density throughout the shape
- make a final visual check to ensure the finished cut and outlines are accurate
- confirm your client's satisfaction with the finished look
- give your client advice and recommendations on the service provided

**The apprentice will know and understand:**

How to create and follow a guideline for tapered beard lines, beard outlines and moustaches, how to cut different facial hair shapes using cutting techniques, beard and moustache shapes that do not require the use of razors, and create outline and detailing design in hair

**Create a range of facial hair shapes**

- the importance of consulting with clients throughout the service
- how different factors can impact on the facial hair cut prior to and during cutting facial hair
- the importance of exploring and confirming the looks with the client using relevant visual aids
- how to match beard shapes and styles to facial characteristics
- the importance of considering facial contours when designing new beard shapes
- the types of traditional and current facial hair shapes
- how to cut facial hair using different cutting techniques
- the reasons for establishing and following guidelines
- how to create and follow guidelines for a new look
- the potential risk of ingrowing hair resulting from the continual close cutting of curly hair
- how to personalise cutting techniques
- the importance of cross checking the facial hair cut
- the importance of considering weight distribution and working with the natural growth patterns of the facial hair
- how to level and test clippers
- the size and type of clippers, clipper blades and attachments available and the effects that these achieve
- the types of problems that can occur when cutting facial hair and ways in which they can be remedied, if possible
- the importance of providing advice and recommendations on the products and services provided in the salon

## **Range**

### **Tools and equipment**

- scissors
- clippers
- clipper attachments
- trimmers

### **Factors**

- head and face shape
- hair characteristics
- hair classification
- hair style
- adverse skin conditions
- facial piercing
- clients' wishes
- ingrowing hair
- skin elasticity
- scarring

### **Look**

- tapered beardline
- full beard outlines
- moustache only
- eyebrow trim
- partial beard and moustache
- full beard and moustache

### **Cutting techniques**

- scissor over comb
- clipper with attachment
- clipper over comb
- freehand
- fading

### **Styling and finishing products**

- Oil
- Wax

### **Advice and recommendations**

- how to maintain their look
- time interval between services
- present and future products and services
- additional services
- additional products
- equipment
- exfoliating

**Part 2 Unit 11 Cut facial hair into shape to include:**

**Qualification Standardised Assessment**

Simulation is not allowed for any performance evidence within this unit.

The learner practically demonstrates in their everyday work that they have met the standard for **Cut facial hair into shape**.

The Assessor will observe the learner's performance on **at least 5 occasions**. **Each observation must be of a different look**.

From the range, the learner must show that they have:

- used **all** the tools and equipment
- taken into account **all** the factors
- achieved all the looks
- used **all** the cutting techniques
- used all the styling products
- given all advice and recommendations

If the range **requirement** has not been fully covered by these observations the learner can provide additional **observed** evidence.

**Part 2 Unit 9 Shaving services**

**The apprentice will be able to competently:**

Prepare the hair and skin for shaving, products, tools and equipment, full shave and partial shave including hot towels, lathering products, face massage, and finishing products

**Prepare the hair and skin for shaving**

- identify factors that may influence the service prior to shaving
- choose products, tools and equipment based on the results of consultation with your client
- prepare, apply and adapt the use of hot towels to suit the needs of the service and the comfort of your client
- cleanse and or exfoliate the skin, when necessary
- use a pre shave product prior to lathering the client
- prepare lathering products so they are fit for use in time for the shaving service
- apply lathering products in a way that takes account of factors you have identified
- apply lathering products in a way that minimises the risk of the product being spread to your client's eyes, clothes and surrounding area
- use lathering techniques which achieve an even coverage of product to the areas to be shaved

**Shave hair and apply finishing products**

- confirm with your client the look agreed at consultation before starting the shave
- adapt your shaving techniques to take account of factors you have identified as affecting the service

- adapt your shaving techniques and your client's position throughout the service to ensure safety and the effective removal of hair
- maintain or replace the cutting edge of razors during the shaving service, when required
- take suitable remedial action to resolve any problems arising during the shaving service
- leave your client's skin free from lathering products after shaving
- apply facial massage techniques in a way that avoids discomfort, when required
- apply finishing products to achieve the desired effect
- leave your client's skin free from excess moisture at the end of the service
- confirm the completed service is to the satisfaction of your client
- give your client advice and recommendations on the service provided

**The apprentice will know and understand:**

The types of blades available, lathering products, the structure and function of the skin, the scalp and facial skin disorders commonly affecting men, lathering and the function it performs on the skin, in-growing hairs, and the effect of heat on the hair and skin. The use of Personal Protective Equipment.

**Prepare the hair and skin for shaving**

- the factors that must be taken into consideration prior to and during the shaving service
- the types of open blade razors with disposable blades available for professional use
- how to prepare an open blade razor with disposal blade for use
- how to prepare and use lathering products correctly
- the structure and function of the skin
- the scalp and facial skin disorders commonly affecting men and how to recognise them
- the importance of lathering and the function it performs on the skin and the hair
- the effect of heat on the hair and skin
- the potential risk of ingrowing hair resulting from continual close shaving
- how the natural ageing process affects facial skin and muscle tone
- how environmental and lifestyle factors affect the condition of the skin
- when not to carry out shaving

**Shave hair and apply finishing products**

- the types of gloves that can be used and the consequences of using the incorrect gloves
- the importance of confirm with your client the look agreed at consultation before starting the shave
- when and why it is necessary to reduce beard length prior to shaving
- how to carry out different shaving techniques
- why skin needs to be tensioned during shaving
- the importance of working in a way which maintains the right skin temperature throughout the shaving process
- the importance of adapting shaving techniques in relation to the direction of hair growth
- when and why to use brush and massage techniques to apply lathering products
- when and why to use sponge shaving
- the reasons for and effects of using cool towels after shaving
- why cold towels should not be used if the face is to be massaged
- the types of finishing products available for use and their effects on the skin
- how to carry out the massage techniques in the range



- the benefits and effects of facial massage
- how and why massage techniques should vary on the different areas of the face
- problems which may arise during the shaving process such as shaving hair too close, damage to your client's and your own skin and ways of resolving such problems
- the importance of providing advice and recommendations on the products and services provided in the salon

### **Range**

#### **Shaving service**

- full shave
- partial shave
- beard outlines

#### **Tools and equipment**

- open blade razors, with disposable blades
- shaving brushes
- sponges
- gloves

#### **Factors**

- hair classification
- hair characteristic
- adverse skin conditions
- unusual features
- skin elasticity
- facial contour
- facial piercing
- clients' wishes

#### **Pre Shave**

- Cleanser
- Scrub/ exfoliator
- Cream
- oil

#### **Lathering products**

- creams
- oils
- gel
- soap

#### **Lathering techniques**

- application by brush
- application by massage

#### **Shaving technique**

- skin tensioning

- forehand stroke
- backhand stroke
- sponge shaving

**Facial massage techniques**

- effleurage
- petrissage
- tapotement

**Finishing products**

- astringents
- moisturising cream
- aftershave balm
- powder

**Advice and recommendations**

- how to maintain their look
- time interval between services
- present and future products and services
- skin care

**Part 2 Unit 9 Shaving services**

**Qualification Standardised Assessment**

Simulation is not allowed for any performance evidence within this unit.

The learner must practically demonstrate in their everyday work that they have met the standard for shaving.

The Assessor will observe the learner's performance on **at least 3 occasions**.

From the range, the learner must show that they have:

- used **all** the shaving services
- used **all** the types of tools and equipment
- taken into account **all** the factors
- used **3 out of 4** pre shave products
- used **3 out of 4** of the lathering products
- used **both** the lathering techniques
- used **3 of the 4** the shaving techniques
- used **all** the facial massage techniques
- used **3 of the 4** the finishing products
- given **all** advice and recommendations

If the range **requirement** has not been fully covered by these observations the learner can provide additional **observed** evidence.

## SECTION 4 ASSESSMENT FOR THE DIPLOMA FOR HAIR PROFESSIONALS (BARBERING)

### **B. External quality control of assessment**

The monitoring and standardisation of assessment decisions must be achieved through robust assessment, internal and external quality assurance systems. These must be reliable, transparent and fit for purpose and, must comply with the requirements of the qualifications regulator.

#### **B1. Internal Verification**

Centres must, in line with regulatory guidance, have an effective internal verification strategy and processes in place to ensure Apprentices are assessed fairly and consistently, and that standards are being met.

To ensure all assessment activities are valid and effective, and that Assessors' decisions are accurate a Centres internal verification process should:

- Identify internal Verifiers who are responsible for implementing these processes. If necessary identify a coordinating Internal Verifier who manages the process
- Produce an effective internal verification policy
- Produce and maintain a clear audit trail of decision making and action
- Produce an internal verification schedule of assessment activities and assessment decisions
- Produce a training and standardisation plan for all those involved in internal verification

Internal Verifiers should observe Assessors performing apprentice assessments at regular intervals according to awarding organisation guidelines, risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

An Internal Verifier cannot internally verify either assessment activities they have produced or assessment decisions they have made.

#### **B2 External Verification**

To ensure successful monitoring and standardisation of the assessment activities conducted by a Centre, the assessment decisions made by Assessors and the Centres internal verification processes an awarding organisation must have in place a robust external verification system with clear and effective arrangements to ensure consistency in quality. The mechanisms required to achieve this are outlined by the qualification regulator.

In addition to the qualification regulators requirements all external quality assurance reports and other data relating to a Centre must be reviewed by the awarding organisation. Where any risks are identified relating to the quality control of assessment the awarding organisation must have in place an effective risk management and rating system to determine, depending on a centres level for risk, the appropriate external quality assurance, monitoring, support and control that should be put in place.

### **B3. Risk Assessment**

All awarding organisations are required to implement effective risk management and rating systems to help protect the integrity of the qualification, safeguard assessment and verification processes and ensure standards are maintained. These systems should also focus on:

- **Conflict of interest**  
Any personal or professional relationship between Apprentices, Assessors, Internal Verifiers and External Verifiers should be declared.
- **Adherence to Centre approval criteria**  
Centres should be continually monitored in addition to its delivery to ensure that the integrity of the qualification is maintained.

Where risk is identified through these systems, awarding organisations will need to act accordingly to ensure the Centre is performing to an acceptable level. This may include, but is not limited to:

- Inspection/spot visit(s)
- Additional monitoring of assessment activities and/or internal verification processes
- Verifying a sample of Apprentices work from each Assessor over an agreed period of time
- Appointment of Independent Verifiers
- Training and development
- Or other action appropriate to the risk.

Awarding organisations should be able to demonstrate a risk assessment has been carried out for each Centre and a strategy to minimise any risk identified has been implemented.

### **B4. Workplace assessment**

Apprentices are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employers workplaces are the same, therefore assessment conditions may not be identical. However to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the apprentice is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the apprentice meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

It is imperative the apprentice is not placed under more, or less, pressure than found normally in the workplace during assessment.

## **B5. RWE Realistic working environment**

Apprentices should be assessed through performance in the workplace.

As far as reasonably practicable the assessment should match conditions of a realistic working environment (RWE). In other words, the conditions should match those found in the workplace, including facilities, equipment, products, as well as relationships, constraints and pressures.

### **The RWE must adhere to the following principles:**

- **Centres must develop realistic management procedures that incorporate a 'salon image' and sales and marketing policy to attract the type and number of clients needed to ensure the requirements of the qualification can be met and achieved.**
- **All assessments must be carried out under realistic commercial pressures and on clients, not other Apprentices within the same cohort. Clients used should vary in age and ethnicity.**
- **All services performed must be completed in a commercially acceptable timescale**
- **Apprentices must be able to achieve a realistic volume of work**
- **The space per working area confirms to current health and safety legislation and commercial practice**
- **The range of services, professional products, tools, materials and equipment must be current and available for use.**
- **A reception facility where clients are greeted, payment is taken and general enquiries and appointments can be made. A payment facility must be available.**
- **A retail facility must be provided, stocked with products that relate to the clients need and compliments the services offered**
- **All by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out must be taken into full account**

## **B6 Simulation**

Simulation is not acceptable for any units within this qualification

## **B7 Witness Testimony**

A Witness testimony, a statement made by someone present while the apprentice was performing an activity on-the-job, may be used to support the assessment process and where permitted by the awarding organisation.

Witness testimony should only be used as an additional method of assessment when all observations have been carried out by an Assessor.

Where Witnesses are used,

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a apprentice must be declared to the Assessor to determine the value of the testimony provided.

- They must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the apprentice’s ability to meet the evidence requirements will be the responsibility of the Assessor.

### c. **Assessment of knowledge and understanding**

It is acknowledged that the assessment of knowledge and understanding may take place in a different environment, for example a college or another environment which is not the immediate workplace.

The knowledge and understanding required by a apprentice to support performance in the workplace is detailed within the knowledge and understanding criteria of the Beauty Therapy NVQ.

#### **C.1. Supporting evidence**

Evidence produced by Apprentices must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence are, but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

#### **C.2. Mandatory External Assessment questions**

The use of mandatory questions, as one method of assessment will be applied to the following units:

Unit 1	Consultation
Unit 2	Shampoo, condition and treat the hair and scalp
Unit 12	Shaving services

These questions are to be developed by the awarding organisation in adherence to the respective regulatory framework, locally assessed by the Centre and moderated by an External Verifier.

Apprentices are expected to sit one paper per unit and must achieve a pass mark of 70%.

All mandatory questions must be carried out under closed book conditions. The confidentiality of the mandatory questions and answers must be maintained under secure conditions.

As a minimum requirement, Awarding Organisations are required to develop appropriate externally set questions to cover the critical areas of knowledge and understanding listed below:

# Barbering Apprenticeship Standard 2016

## Employer Briefing Document

### Route 2 - Barbering

	Unit Title	Knowledge areas
Unit 1	Consultation	<p>K1 why effective communication is important for your salon's business</p> <p>K2 how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender</p> <p>K4 why it is important to encourage and allow time for clients to ask questions</p> <p>K5 salon rules for maintaining confidentiality and privacy</p> <p>K8 the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>K12 the importance of carrying out tests and the potential consequences of failing to do so</p> <p>K13 why it is important to identify factors that may limit or affect services and products which can be used</p> <p>K14 how lifestyle, adverse hair, skin and scalp conditions, incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients</p> <p>K15 how to recognise hair, skin and scalp problems</p> <p>K16 how to identify suspected infections and infestations which need reporting which need reporting and who to report them to</p> <p>K17 the different types of hair characteristics</p> <p>K18 the different hair types of hair classifications</p> <p>K19 the basic structure of hair and skin</p> <p>K20 the growth cycle of hair</p> <p>K22 your legal responsibilities for describing the features and benefits of products and services</p> <p>K25 the importance of giving the client realistic expectations</p> <p>K27 how to complete the client records used in your organisation and the importance and reasons for gaining client consent</p>
Unit 2	Shampoo, condition and treat the hair and scalp	<p>K13 the importance of questioning clients to establish any contra-indications to hair and scalp treatment services</p> <p>K17 how to identify hair and scalp conditions and their causes</p> <p>K18 how and why the contra-indications can affect the service</p>

# Barbering Apprenticeship Standard 2016

## Employer Briefing Document

		<p>K19 how different hair and scalp conditions can affect the selection of shampooing, conditioning and treatment products</p> <p>K20 how shampoo and water act together to cleanse the hair</p> <p>K21 when and how massage techniques should be used when conditioning different lengths and densities of hair</p> <p>K22 the effects of water temperature on the scalp and structure of the hair</p> <p>K23 the importance of de-tangling the hair from point to root</p> <p>K24 how the pH value of the products used affects the current state of the hair</p> <p>K25 how the 'build up' of products can affect the hair, scalp and the effectiveness of other services</p> <p>K26 how shampoos and conditioning products affect the hair and scalp</p> <p>K30 what may happen if the incorrect shampooing and conditioning products are used</p> <p>K31 when and how rotary, effleurage and friction massage techniques should be used when shampooing different lengths and densities of hair</p> <p>K32 the purpose and benefits of scalp massage</p> <p>K34 the importance of removing conditioning and treatment products, when required</p> <p>K35 the importance of removing excess water from the hair at the end of the service</p> <p>K36 how heat affects the hair during the conditioning treatment</p>
SKACB10	Provide shaving services	<p>K4 why it is important to use disposable gloves when shaving</p> <p>K6 the importance of using the correct type of barber's chair</p> <p>K10 the correct use and maintenance of shaving tools</p> <p>K12 why it is important to position your shaving tools for ease of use</p> <p>K20 the factors that must be taken into consideration prior to and during the shaving service</p> <p>K21 the types of open blade razors with disposable blades available for professional use</p> <p>K24 the structure and function of the skin</p> <p>K25 the scalp and facial skin disorders commonly affecting men and how to recognise them</p> <p>K26 the importance of lathering and the function it performs on the skin and the hair</p> <p>K27 the effect of heat on the hair and skin</p>



# Barbering Apprenticeship Standard 2016

## Employer Briefing Document

		<p>K28 the potential risk of ingrowing hair resulting from continual close shaving</p> <p>K29 how the natural ageing process affects facial skin and muscle tone</p> <p>K30 how environmental and lifestyle factors affect the condition of the skin</p> <p>K31 when not to carry out shaving</p> <p>K33 when and why it is necessary to reduce beard length prior to shaving</p> <p>K35 why skin needs to be tensioned during shaving</p> <p>K36 the importance of working in a way which maintains the right skin temperature throughout the shaving process</p> <p>K37 the importance of adapting shaving techniques in relation to the direction of hair growth</p> <p>K38 when and why to use brush and massage techniques to apply lathering products</p> <p>K39 when and why to use sponge shaving</p> <p>K40 the reasons for and effects of using cool towels after shaving</p> <p>K41 why cold towels should not be used if the face is to be massaged</p> <p>K42 the types of finishing products available for use and their effects on the skin</p> <p>K44 the benefits and effects of facial massage</p> <p>K45 how and why massage techniques should vary on the different areas of the face</p> <p>K46 problems which may arise during the shaving process such as shaving hair too close, damage to your client's and your own skin and ways of resolving such problems</p>
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All externally set questions must be carried out under closed book conditions. The confidentiality of the questions and answers must be maintained under secure conditions.

### **C3. Non mandatory knowledge and understanding**

All non-mandatory knowledge and understanding must be 70% achieved.

Centres must provide the Awarding Organisation with a matrix of how the internal assessment of the knowledge and understanding has been met.

### **C4. E-Assessment**

Where e-assessment is used, it must meet the requirements of the regulator and have prior approval from awarding organisations to ensure the criteria is assessed to the standard required and, the tool(s) utilised are reliable, sufficient, valid and current.

Awarding organisations must provide Centres with advice and guidance as to the hardware, operating systems and installation requirements and provide technical support to Centres upon request.

### **Occupational competence requirements for those involved in the assessment process**

The occupational expertise of Witnesses, Assessors and those responsible for the internal/external verification of this qualification is one of the key factors underpinning valid, fair and reliable assessment. Therefore, ensuring the integrity and professionalism of this workforce is of paramount importance and they must be given sufficient time to carry out their role effectively.

#### **D.1 Witness**

The role of the Witness is to submit evidence to the Assessor regarding the competence of the apprentice in meeting the standards identified in any given unit. This evidence must directly relate to the apprentice's performance in the work place which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:

- Barber
- Stylist; or
- Salon manager; or
- Receptionist; or
- Trainer; or
- Marketing director; or
- Client.

It is not necessary for Witnesses to hold an assessor qualification as it is the responsibility of the Assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of source.

#### **D.2 Assessor**

The Assessor must hold, or be working towards; a valid assessor's qualification or equivalent

- Learning and Development Unit 9D – Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF)

or hold one of the following

- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence

**NB:** Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The assessor must also be:

	<b>Definition</b>
<b>Occupationally competent</b>	<p>The Assessor must hold:</p> <ul style="list-style-type: none"> <li>• NVQ in Barbering at Level 3 or equivalent</li> </ul> <p>The Assessor must have sufficient operational experience within the hairdressing and barbering industry that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the hairdressing industry which could include, but is not limited to:</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Barber</li> <li style="width: 50%;">• Trainer;</li> <li style="width: 50%;">• Technician/specialist;</li> <li style="width: 50%;">• Lecturer; or</li> <li style="width: 50%;">• Salon manager;</li> <li style="width: 50%;">• Verifier.</li> </ul>
<b>Familiar with the qualification</b>	<p>The Assessor must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.</p>
<b>Credible</b>	<p>The Assessor should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding organisation or other recognised and relevant providers in the sector.</p> <p style="background-color: #fce4d6;">A minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills <i>in a salon</i> (1<sup>st</sup> September – 31<sup>st</sup> August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the centre they work for.</p>

### Unqualified Assessors

Awarding organisations may approve individuals to assess this qualification who have not yet achieved an assessors qualification. However, these individuals must be working towards and achieve the qualification and meet the other requirements. Should an unqualified Assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the learner has achieved the required standard.

### D.3 Internal Verifier

The Internal Verifier must hold a valid assessor qualification and hold or be working towards a verifier qualification or equivalent

Assessing qualifications:

# Barbering Apprenticeship Standard 2016

## Employer Briefing Document

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 11 – Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process.

**NB:** Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Internal Verifier must also be:

	<b>Definition</b>
<b>Occupationally competent</b>	<p>The Internal Verifier must hold:</p> <ul style="list-style-type: none"> <li>• NVQ in Barbering Level 3 or equivalent</li> </ul> <p>The Internal Verifier must have sufficient operational experience within the hairdressing industry that can be evidenced, is current and relevant to the qualification. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors’ assessment processes and decisions.</p>
<b>Familiar with the qualification</b>	<p>The Internal Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.</p>
<b>Credible</b>	<p>The Internal Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding organisation or other recognised and relevant providers in the sector.</p> <p>A minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills <i>in a salon</i> (1<sup>st</sup> September – 31<sup>st</sup> August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the centre they work for.</p>

### Unqualified Internal Verifiers

Awarding organisations may approve individuals to verify this qualification who have not yet achieved a verifier qualification. However, these individuals must be working towards and achieve this

qualification within and meet the other requirements. Should an unqualified Internal Verifier be used they must be fully supported and have their decisions countersigned by a qualified Internal Verifier.

### 5.4 External Verifier

The External Verifier must hold, a valid assessor and verifier qualification and hold or be working towards a valid external verifier qualification or equivalent:

Assessing qualifications:

- Learning and Development Unit 9D – Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 12 – External Quality Assurance; or
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF), or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- V2 Conduct External Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process. or
- D35 Externally Verify the Assessment Process,

**NB:** Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The External Verifier must also be:

	<b>Definition</b>
<b>Occupationally competent</b>	<p>The External Verifier must hold:</p> <ul style="list-style-type: none"> <li>• NVQ in Barbering at Level 3 or equivalent;</li> </ul> <p>The External Verifier must have sufficient operational experience within the hairdressing industry that can be evidenced, is current and relevant to the qualification. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions.</p>
<b>Familiar with the qualification</b>	<p>The External Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.</p>
<b>Credible</b>	<p>The External Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to</p>

date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding organisation or other recognised and relevant providers in the sector.

A minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills *in a salon* (1<sup>st</sup> September – 31<sup>st</sup> August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the centre they work for.