

## Unit summary sheet

### Unit AH21: Create basic patterns in hair

Unit code: L/600/1228

Credit: 4

#### Unit aim

This is a job ready unit which is competency based. This unit is about the use of a variety of cutting techniques to create linear patterns which is the ability to create patterns from straight and curved lines.

#### Assessment requirements

The assessment of this unit needs to meet the requirements within the HABIA Hairdressing and Barbering Assessment Strategies for African Type Hair August 2007.

1. Simulation is not allowed for any performance evidence within this unit.
2. The learner must practically demonstrate in their everyday work that they have met the standard for creating basic patterns in hair.
3. The Assessor will observe the learners performance on at least three occasions, all of which must be of different patterns each covering 25% of the head and one must include the use of curved lines.
4. The learner must show that they have:
  - used all the tools and equipment listed:
    - a) scissors
    - b) clippers
    - c) T-liners
  - taken into account all the factors listed:
    - a) head and face shape
    - b) hair growth patterns
    - c) hair density
    - d) hair length
    - e) hair texture
    - f) presence of male pattern baldness
    - g) skin disorders
    - h) scarring
  - created all the types of patterns listed:
    - a) straight lines
    - b) curved lines
  - used all the cutting techniques listed:
    - a) clipper over comb
    - b) scissor over comb
    - c) freehand
    - d) fading

- given advice covering all the areas listed:
  - a) time interval between cuts
  - b) grooming requirements
  - c) potential for pattern change
- 5. It is most likely evidence of the learners performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6. This unit requires mandatory written questions in accordance with the HABIA Assessment Strategies for Hairdressing and Barbering for African Type Hair August 2007.

**Additional information**

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

## Learning outcome achievement record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	
<b>Assessor:</b>	
<b>Unit title:</b> AH21 Create basic patterns in hair	
<b>Learning outcome 1:</b> Be able to maintain effective and safe methods of working when cutting patterns in hair	
<b>Assessment criteria:</b>	
1.1 make sure the client's clothing is effectively protected throughout the service	
1.2 make sure the client's skin is kept free of excess hair cuttings throughout the service	
1.3 position the client to meet the needs of the service without causing them discomfort	
1.4 make sure their own posture and position whilst working minimises fatigue and the risk of injury	
1.5 keep the work area clean and tidy throughout the service	
1.6 remove waste immediately during and at the end of the cutting service	
1.7 use working methods that <ul style="list-style-type: none"> <li>- minimise the risk of damage to tools and equipment</li> <li>- minimise the risk of cross-infection</li> <li>- make effective use of working time</li> <li>- ensure the use of clean resources</li> <li>- minimise the risk of harm or injury to themselves and others</li> </ul>	
1.8 make sure personal standards of health and hygiene minimise the risk of cross-infection, infestation and offence to clients and colleagues	
1.9 use tools that are safe, sterile and fit for purpose	
1.10 accurately identify factors that may influence the service prior to cutting	
1.11 complete the cutting service within a commercially viable time	
1.12 complete client records so they are accurate, easy to read and up to date.	
<b>Feedback/comments from the assessor:</b>	
<b>Learner's signature:</b>	<b>Date:</b>
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Internal verifier's signature (if required):</b>	<b>Date:</b>

## Learning outcome achievement record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	
<b>Assessor:</b>	
<b>Unit title:</b> AH21 Create basic patterns in hair	
<b>Learning outcome 2:</b> Be able to plan and agree hair pattern designs with the client	
<b>Assessment criteria:</b>	
2.1 research a portfolio of patterns suitable for use with the clients	
2.2 explore a variety of patterns and design possibilities with the client using relevant visual aids	
2.3 give the client time and encouragement to put forward their own ideas on design and the image they wish to create	
2.4 make sure the client is aware of what the agreed service will entail and its likely duration	
2.5 confirm their understanding of the client's requirements	
2.6 base their recommendations on an accurate evaluation of the client's hair and its potential to achieve the pattern	
2.7 recommend a look that is suitable for the client's perceived image	
2.8 create a pattern with the client which takes into account factors influencing the service	
2.9 agree services outcomes and likely costs that are acceptable to the client and meet their needs.	
<b>Feedback/comments from the assessor:</b>	
<b>Learner's signature:</b>	<b>Date:</b>
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Internal verifier's signature (if required):</b>	<b>Date:</b>

## Learning outcome achievement record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	
<b>Assessor:</b>	
<b>Unit title:</b> AH21 Create basic patterns in hair	
<b>Learning outcome 3:</b> Be able to create patterns in hair	
<b>Assessment criteria:</b>	
3.1 brush and comb out the client's hair in a way suitable for the desired pattern	
3.2 position the pattern to meet the agreed design plan	
3.3 adapt the size of the pattern to suit the client's head size, shape and existing haircut	
3.4 use cutting techniques to achieve the definition, shape and depth of pattern required	
3.5 change their own position and that of the client to help them to ensure the accuracy of the cut	
3.6 consult with the client during the cutting process to confirm the desired pattern and overall effect being created	
3.7 take suitable action to resolve any problems arising during the cutting process	
3.8 make sure the finished look meets the pattern agreed with the client	
3.9 confirm the client's satisfaction with the finished look.	
<b>Feedback/comments from the assessor:</b>	
<b>Learner's signature:</b>	<b>Date:</b>
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Internal verifier's signature (if required):</b>	<b>Date:</b>

## Learning outcome achievement record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	
<b>Assessor:</b>	
<b>Unit title:</b> AH21 Create basic patterns in hair	
<b>Learning outcome 4:</b> Be able to provide aftercare advice	
<b>Assessment criteria:</b>	
4.1 give advice and recommendations accurately and constructively	
4.2 give the clients suitable advice on the maintenance of their style.	
<b>Feedback/comments from the assessor:</b>	
<b>Learner's signature:</b>	<b>Date:</b>
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Internal verifier's signature (if required):</b>	<b>Date:</b>

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 5:</b> Know salon and legal requirements</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

<b>KEY: FOR EVIDENCE TYPES</b>	<b>EI = EVIDENCE INDEX NUMBER</b>	<b>O = OBSERVATION</b>	<b>P = PERSONAL STATEMENT</b>
	<b>WT = WITNESS TESTIMONY</b>	<b>S = SIMULATION</b>	<b>APEL = ACCREDITATION OF PRIOR EXPERIENCE AND LEARNING</b>
	<b>Q&amp;A = QUESTIONS &amp; ANSWERS</b>	<b>EWE = EXPERT WITNESS EVIDENCE</b>	<b>PD = PROFESSIONAL DISCUSSION</b>

<b>Knowledge and understanding for this unit Assessment criteria</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
5.1 describe their salon's requirements for client preparation			
5.2 state their salon's expected service times for cutting patterns in hair			
5.3 describe their salon's and legal requirements for disposal of sharps and waste materials			
5.4 describe their responsibilities under the current Electricity at Work Regulations.			

### Feedback/comments:

The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.

<b>Learner's signature:</b>	<b>Date:</b>
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Internal verifier's signature:</b>	<b>Date:</b>

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<b>Unit title:</b> AH21 Create basic patterns in hair	
<b>Learning outcome 6:</b> Know how to work safely, effectively and hygienically when creating patterns in hair	
You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).	
When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.	
You need to show that you know, understand and can apply in practice what is listed below.	

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Knowledge and understanding for this unit Assessment criteria	Evidence index number	Date	Evidence type
6.1 describe the range of protective equipment that should be available for clients			
6.2 explain why it is important to protect clients from hair cuttings			
6.3 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury			
6.4 identify the safety considerations which must be taken into account when cutting patterns in hair			
6.5 explain why it is important to check for infestation and avoid cross-infection			
6.6 explain why it is important to keep the work area clean and tidy			
6.7 describe the methods of sterilisation used in barber shops			
6.8 describe the methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation			
6.9 describe the correct use and maintenance of cutting tools			
6.10 explain why it is important to position the cutting tools for ease of use			
6.11 explain the importance of personal hygiene			

6.12 explain the importance of keeping and maintaining client records.			
<b>Feedback/comments:</b>			
The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.			
<b>Learner's signature:</b>		<b>Date:</b>	
<b>Assessor's signature:</b>		<b>Date:</b>	
<b>Internal verifier's signature:</b>		<b>Date:</b>	

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 7:</b> Know methods of communication</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

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<b>Knowledge and understanding for this unit</b> <b>Assessment criteria</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
7.1 identify the suitable sources of information and design ideas and how to access them			
7.2 explain the importance of consulting with the client throughout the cutting process			
7.3 describe why it is important to hold a discussion with the client and assist the client to reach an informed decision on a pattern			
7.4 explain how to present information and recommendations on patterns clearly to clients.			

### Feedback/comments:

The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.

<b>Learner's signature:</b>	<b>Date:</b>
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Internal verifier's signature:</b>	<b>Date:</b>

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 8:</b> Know how to create designs in hair</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

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<b>Knowledge and understanding for this unit Assessment criteria</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
8.1 illustrate how to create simple repeated designs from lines and curves			
8.2 explain how to adapt patterns to suit different head shapes			
8.3 describe the design possibilities and limitations when working with linear patterns on hair.			
<b>Feedback/comments:</b>			
The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.			
<b>Learner's signature:</b>		<b>Date:</b>	
<b>Assessor's signature:</b>		<b>Date:</b>	
<b>Internal verifier's signature:</b>		<b>Date:</b>	

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 9:</b> Know the hair and skin</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

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<b>Knowledge and understanding for this unit Assessment criteria</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
9.1 describe factors that must be taken into consideration prior to cutting, including hair growth patterns, hair density, scarring, etc and how they may limit or affect the achievement of patterns			
9.2 state the average rate of hair growth			
9.3 explain the effects of continual close cutting on black skin			
9.4 explain the potential risk of ingrowing hair resulting from the continual close cutting			
<b>Feedback/comments:</b>			
The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.			
<b>Learner's signature:</b>		<b>Date:</b>	
<b>Assessor's signature:</b>		<b>Date:</b>	
<b>Internal verifier's signature:</b>		<b>Date:</b>	

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 10:</b> Know preparation and cutting techniques</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

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	<b>Q&amp;A = QUESTIONS &amp; ANSWERS</b>	<b>EWE = EXPERT WITNESS EVIDENCE</b>	<b>PD = PROFESSIONAL DISCUSSION</b>

<b>Knowledge and understanding for this unit</b> <b>Assessment criteria</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
10.1 describe methods of preparing the hair prior to cutting patterns			
10.2 describe the range of haircuts which form a suitable foundation for cutting linear patterns into the hair			
10.3 describe how and when to use the following techniques when creating designs in hair: a) clipper over comb b) scissors over comb c) fading, negative and positive imaging d) freehand techniques			
10.4 describe equipment handling techniques for achieving accurate patterns in hair			
10.5 explain the importance of visually checking the cut			
10.6 explain how to visually check the design, pattern and cut			
10.7 explain the importance of considering the density, texture and working with the natural growth patterns of the hair.			

**Feedback/comments:**

The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.

**Learner's signature:**

**Date:**

**Assessor's signature:**

**Date:**

**Internal verifier's signature:**

**Date:**

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 11:</b> Know problem solving</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

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Knowledge and understanding for this unit Assessment criteria	Evidence index number	Date	Evidence type
11.1 explain the types of problems that can commonly arise when cutting linear patterns in hair and ways in which they can be resolved, if possible.			
<b>Feedback/comments:</b>			
The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.			
<b>Learner's signature:</b>		<b>Date:</b>	
<b>Assessor's signature:</b>		<b>Date:</b>	
<b>Internal verifier's signature:</b>		<b>Date:</b>	

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 12:</b> Know information to give to clients on hair maintenance and management</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

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<b>Knowledge and understanding for this unit</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
<b>Assessment criteria</b>			
12.1 explain the recommended time interval between cuts and why the client needs to keep their hair cut regularly			
12.2 describe how often to shampoo and cleanse the hair according to hairstyle, hair and scalp condition and lifestyle			
12.3 explain the products suitable for home care and those to avoid and why			
12.4 describe how lifestyle can influence their choice of style, eg active sports, career and job requirements			
12.5 describe how their hair texture affects their pattern design possibilities			
12.6 explain the grooming requirements for hair maintenance and management.			

**Feedback/comments:**

The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.

**Learner's signature:**

**Date:**

**Assessor's signature:**

**Date:**

**Internal verifier's signature:**

**Date:**

## Knowledge evidence record

<b>NVQ title and level: Level 2 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH21 Create basic patterns in hair</p> <p><b>Learning outcome 13:</b> Know methods of communication</p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions).</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice what is listed below.</p>	

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Knowledge and understanding for this unit Assessment criteria	Evidence index number	Date	Evidence type
13.1 explain how to give effective advice and recommendations to clients.			
<b>Feedback/comments:</b>			
The learner has satisfied the assessor and the internal verifier that the knowledge and understanding requirements have been achieved.			
<b>Learner's signature:</b>		<b>Date:</b>	
<b>Assessor's signature:</b>		<b>Date:</b>	
<b>Internal verifier's signature:</b>		<b>Date:</b>	

## Assessment requirements record

<b>NVQ title and level: Level 2 NVQ in Barbering</b>		
<b>Learner:</b>		
<b>Assessor:</b>		
<b>Unit title: AH21 Create basic patterns in hair</b>		
<b>Performance(s) observed by the assessor</b>	<i>(Assessor to sign each time performance is observed)</i>	<i>(Assessor to insert date each time performance is observed)</i>
<b>Observation 1</b> Pattern 1 (covering 25% of the head)		
<b>Observation 2</b> Pattern 2 (covering 25% of the head)		
<b>Observation 3</b> Pattern 3 (covering 25% of the head) - including use of curved lines		
<b>Assessment requirements</b>		
<ul style="list-style-type: none"> <li>• Participated in all the types of learning opportunities listed.             <ul style="list-style-type: none"> <li>a) used all the tools and equipment listed:                 <ul style="list-style-type: none"> <li>i. scissors</li> <li>ii. clippers</li> <li>iii. T-liners</li> </ul> </li> <li>b) taken into account all the factors listed:                 <ul style="list-style-type: none"> <li>i. head and face shape</li> <li>ii. hair growth patterns</li> <li>iii. hair density</li> <li>iv. hair length</li> <li>v. hair texture</li> <li>vi. presence of male pattern baldness</li> <li>vii. skin disorders</li> <li>viii. scarring</li> </ul> </li> <li>c) created all the types of patterns listed:                 <ul style="list-style-type: none"> <li>i. straight lines</li> <li>ii. curved lines</li> </ul> </li> <li>d) used all the cutting techniques listed:                 <ul style="list-style-type: none"> <li>i. clipper over comb</li> <li>ii. scissor over comb</li> <li>iii. freehand</li> <li>iv. fading</li> </ul> </li> <li>e) given advice covering all the areas listed:                 <ul style="list-style-type: none"> <li>i. time interval between cuts</li> <li>ii. grooming requirements</li> <li>iii. potential for pattern change</li> </ul> </li> </ul> </li> </ul>		

**Feedback/comments:**

**Learner's signature:**

**Date:**

**Assessor's signature:**

**Date:**

Externally set mandatory question paper(s)

	<i>First sitting</i>	<i>Second sitting (if required)</i>	<i>Third sitting (if required)</i>
<b>Paper 1 mark (% achieved)</b>			
<b>Paper 2 (% achieved, if required)</b>			
<b>Date examination was held</b>			
<p>I can confirm that the learner achieved 100% on the mandatory areas of questioning for the unit being undertaken.</p> <p>This consists of at least 70% achieved in one sitting of the paper, with any questions incorrectly answered, reassessed by a variety of means (eg oral questioning, a repeat of the written questions, assignments).</p>			
<b>Assessor's signature:</b>		<b>Date:</b>	