

## Unit summary sheet

### Unit AH35: Design and create patterns in hair

Unit reference: F/600/1047

Credit: 5

#### Unit aim

This unit is about the artistic use of a wide range of cutting techniques to create both two and three dimensional designs within a hair cut. The ability to cut 3D pictorial, repeated designs and symmetrical designs is required in this unit.

#### 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 everyday work that they have met the standard for designing and creating patterns in hair.
3. The Assessor will observe the learners performance on at least three occasions, all of which must be of different patterns and one pattern must be over a full head.
4. The learner must show that they have:
  - used all the tools and equipment listed\*:
    - a) scissors
    - b) clippers
    - c) razors
  - 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
  - produced designs that cover the areas of the head listed:
    - a) over a full head
    - b) over a partial head
  - created all the types of patterns listed:
    - a) 3D pictorial
    - b) repeated
    - c) symmetrical

- used all the cutting techniques listed:
    - a) clipper over comb
    - b) scissor over comb
    - c) use of razor
    - d) freehand
    - e) 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 they may be required to produce other evidence to support their performance if the assessor has not been present.
- \* Note: use of clipper attachments is not allowed at Level 3
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 3 NVQ Diploma in Barbering (QCF)</b>
<b>Learner:</b>
<b>Assessor:</b>
<b>Unit title:</b> AH35 Design and create patterns in hair
<b>Learning outcome 1:</b> Be able to maintain effective and safe methods of working when creating designs 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 the 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 their 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 sterilise razors immediately after the service, when used
1.11 make sure that used sharps are disposed of to meet legal and salon requirements
1.12 accurately identify factors that may influence the service prior to cutting
1.13 ask the client appropriate questions to identify if they have any known contra-indications to shaving services
1.14 ask the client appropriate questions to gather information on any shaving and cutting problems and the result they would like to see
1.15 accurately record the client's responses to questions
1.16 complete the cutting service within a commercially viable time
1.17 complete client records so that they are accurate, easy to read and up to date.

**Feedback/comments from the assessor:**

**Learner's signature:**

**Date:**

**Assessor's signature:**

**Date:**

**Internal verifier's signature (if required):**

**Date:**

## Learning outcome achievement record

<b>NVQ title and level: Level 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	
<b>Assessor:</b>	
<b>Unit title:</b> AH35 Design and create 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 and maintain a portfolio of designs suitable for use with 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 be created	
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 design 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	
<b>Assessor:</b>	
<b>Unit title:</b> AH35 Design and create 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 of the clients 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 design to suit the client's head size, shape and existing haircut	
3.4 use and adapt cutting techniques to achieve the definition, shape and depth of pattern required	
3.5 combine their cutting techniques in an innovative way to achieve the required design	
3.6 change their own position and that of the client to help to ensure the accuracy of the cut	
3.7 consult with the client during the cutting process to confirm the desired pattern and overall design effect being created	
3.8 take suitable action to resolve any problems arising during the cutting process	
3.9 make sure the finished look meets the design and pattern agreed with the client	
3.10 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	
<b>Assessor:</b>	
<b>Unit title:</b> AH35 Design and create 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 pattern.	
<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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH35 Design and create 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 explain their salon's requirements for client preparation			
5.2 explain their salon's expected service times for cutting patterns in hair			
5.3 explain their salon's and legal requirements for disposal of sharps and waste materials			
5.4 explain their responsibilities under the current Electricity at Work Regulations			
5.5 explain any limitations placed on the use of razors by their local by-laws and legislation.			

### 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<b>Unit title:</b> AH35 Design and create patterns in hair	
<b>Learning outcome 6:</b> Know how to work safely, effectively and hygienically when creating designs 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 explain 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 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury			
6.4 review 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 methods of sterilisation used in barber shops			
6.8 summarise methods of working safely and hygienically 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 cutting tools for ease of use			
6.11 explain the importance of personal hygiene			

6.12	explain the importance of questioning clients to establish any contra-indications to the shaving service			
6.13	explain why it is important to record client responses to questioning			
6.14	describe the legal significance of client questioning and of recording the client's responses			
6.15	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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH35 Design and create patterns in hair</p> <p><b>Learning outcome 7:</b> Know different 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 Assessment criteria</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
7.1 explain suitable sources of information and design ideas and how to access them			
7.2 explain the importance of consulting with clients throughout the cutting process			
7.3 explain how to hold a discussion with a client and assist the client to reach an informed decision on a design			
7.4 describe how to present information and recommendations on designs clearly to clients			
7.5 explain how to give effective advice and recommendations 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH35 Design and create patterns in hair</p> <p><b>Learning outcome 8:</b> Know basic design principles</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
8.1 define the basic principles of design, scale and proportion			
8.2 explain how to scale designs up and down to suit different head shapes			
8.3 review the design possibilities and limitations when working 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH35 Design and create patterns in hair</p> <p><b>Learning outcome 9:</b> Know 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 the 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 and designs			
9.2 explain the different rates of hair growth			
9.3 explain the effects of continual close cutting on black skin			
9.4 explain the potential risk of in-growing 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH35 Design and create 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>Knowledge and understanding for this unit</b>	<b>Evidence index number</b>	<b>Date</b>	<b>Evidence type</b>
<b>Assessment criteria</b>			
10.1 explain methods of preparing the hair prior to cutting patterns			
10.2 explain the different types of hair cuts which form a suitable foundation for cutting patterns into the hair			
10.3 describe how and when to use clipper over comb, scissors over comb, razor, fading and freehand techniques when creating designs in hair			
10.4 describe the methods for achieving accurate repeated and symmetrical patterns			
10.5 describe how to adapt cutting techniques to create 2 dimensional (2-D) and 3 dimensional patterns (3-D)			
10.6 explain the importance of visually checking the cut			
10.7 explain how to visually check the design, pattern and cut			
10.8 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH35 Design and create 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 describe the types of problems that can commonly arise when cutting 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 3 NVQ Diploma in Barbering (QCF)</b>	
<b>Learner:</b>	<b>Assessor:</b>
<p><b>Unit title:</b> AH35 Design and create 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 they need to keep their hair cut regularly			
12.2 explain how often to shampoo and cleanse the hair according to hairstyle, hair and scalp condition and lifestyle			
12.3 evaluate the products suitable for home care and those to avoid and why			
12.4 summarise how lifestyle can influence the choice of style, eg active sports, career and job requirements			
12.5 explain how their hair texture affects their pattern design possibilities			
12.6 explain the grooming requirements needed to maintain the style.			

**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:**

## Assessment requirements record

<b>NVQ title and level: Level 3 NVQ Diploma in Barbering (QCF)</b>		
<b>Learner:</b>		
<b>Assessor:</b>		
<b>Unit title: AH35 Design and create 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 over full head 1		
<b>Observation 2</b> Pattern 2		
<b>Observation 3</b> Pattern 3		
<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. razors</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) produced designs that cover the areas of the head listed:                 <ul style="list-style-type: none"> <li>i. over a full head</li> <li>ii. over a partial head</li> </ul> </li> <li>d) created all the types of patterns listed:                 <ul style="list-style-type: none"> <li>i. 3D pictorial</li> <li>ii. repeated</li> <li>iii. symmetrical</li> </ul> </li> </ul> </li> </ul>		

- e) used all the cutting techniques listed:
  - i. clipper over comb
  - ii. scissor over comb
  - iii. use of razor
  - iv. freehand
  - v. fading
- f) given advice covering all the areas listed:
  - i. time interval between cuts
  - ii. grooming requirements
  - iii. potential for pattern change.

**Feedback/comments:**

**Learners'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>	