



4II

Design and create patterns in hair

The aim of this unit is to provide the learner with knowledge and understanding of designing and creating patterns in hair. The skills developed by the learners include establishing and following guidelines and adapting and personalising cutting techniques for creating patterns in hair.

Assignment mark sheet

Unit 411 Design and create patterns in hair

Your assessor will mark you on each of the practical tasks in this unit. This page is used to work out your overall grade for the unit. You must pass **all** parts of the tasks to be able to claim a grade. For the practical task a pass equals 1 point, a merit equals 2 points and a distinction equals 3 points.

| What you must know | Tick when complete |
|---|--------------------|
| Task 1a: produce an information sheet | |
| Task 1b: produce a cutting guide | |
| Task 1c: produce a factsheet | |
| Or tick if covered by an online test | |

| What you must do | Grade | Points |
|--------------------|-------|--------|
| Task 2a: 3D | | |
| Task 2b: pictorial | | |

Conversion chart

| Grade | Points |
|-------------|---------|
| Pass | 1–1.5 |
| Merit | 1.6–2.5 |
| Distinction | 2.6–3 |

| | |
|--|------------|
| Total points for graded tasks | |
| Divided by | ÷ 2 |
| = Average grade for tasks | |
| Overall grade (see conversion chart) | |

Candidate name:

Candidate signature: Date:

Assessor signature: Date:

Quality assurance co-ordinator signature (where applicable): Date:

External Verifier signature (where applicable): Date:

What you must know

You must be able to:

- 1** Describe a range of looks
- 2** Explain the safety considerations that must be taken into account
- 3** Describe the factors that need to be considered when designing and creating patterns in hair
- 4** Explain hair and scalp conditions that may influence the services provided
- 5** State the average rate of hair growth
- 6** State the risk of in-growing hair from continual close cutting on the skin
- 7** Describe the types of clippers, clipper blades and attachments available and the effects that these achieve
- 8** Describe the different consultation techniques used to identify service objectives
- 9** Describe the salon requirements for client preparation, preparing them self and the work area
- 10** Outline safe and hygienic working practices
- 11** Describe the correct use and routine maintenance of cutting tools and equipment
- 12** Explain the importance of preparing hair for cutting services
- 13** Explain the importance of technique during the creative hair cutting services
- 14** Describe the types of problems that can commonly arise when cutting designs in hair and how to remedy them
- 15** Describe the aftercare advice
- 16** State how to communicate and behave within a salon environment

What you must do

Practical observations

This page shows what you need to do during your practical task. You can look at it beforehand, but you're **not** allowed to have it with you while carrying out your practical task. You must achieve **all** the criteria; you can achieve 1 mark, 2 marks or 3 marks for the criteria indicated with *.

Conversion chart

| Grade | Marks |
|-------------|-------|
| Pass | 11–13 |
| Merit | 14–19 |
| Distinction | 20–23 |

Graffiti pencils used, please state

- 1 Prepare themselves, the client and work area for cutting services
- 2 Use suitable consultation techniques to identify service objectives and any contra-indications *
- 3 Evaluate the potential of the hair to achieve the desired look by identifying influencing factors *
- 4 Agree the design plan and provide clear recommendations to the client based on factors
- 5 Select products, tools and equipment required to create patterns in the hair
- 6 Establish and follow guidelines where required to achieve the required look *
- 7 Adapt and personalise cutting techniques to take account of the identified factors and the desired look *
- 8 Position themselves and the client appropriately throughout the service
- 9 Follow safe and hygienic working practice
- 10 Provide suitable aftercare advice *
- 11 Communicate and behave in a professional manner *

Totals

Grade

Candidate signature and date

Assessor signature and date

| Design and create patterns in hair | | | | | |
|------------------------------------|---|---|-----------|---|---|
| 3D | | | Pictorial | | |
| Y/N | | | Y/N | | |
| 1 | | | 1 | | |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | | | 1 | | |
| 1 | | | 1 | | |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | | | 1 | | |
| 1 | | | 1 | | |
| 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | 2 | 3 | 1 | 2 | 3 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

What you must do

Practical observations descriptors table

This table shows what you need to do to achieve 1, 2 or 3 marks for the criteria indicated with * on the previous page.

| | 1 mark | 2 marks | 3 marks |
|--|--|--|---|
| 2 Use suitable consultation techniques to identify service objectives and any contra-indications | Brief consultation Example: uses open and closed questions | Good consultation Example: uses open and closed questions, visual aids, is aware of own body language | Thorough consultation Example: uses open and closed questions, uses good visual aids, uses body language effectively, repeats instructions clearly to gain confirmation |
| 3 Evaluate the potential of the hair to achieve the desired look by identifying influencing factors | Minimal evaluation Example: hair (dry, curly, straight, colour), client requirements, hair growth patterns, client lifestyle, contra-indications, alopecia, tattoos on the scalp/head | Good evaluation Example: hair (dry, curly, straight, colour), client requirements, hair growth patterns, client lifestyle, contra-indications, alopecia, tattoos on the scalp/head, hair texture, length and density, head/face shapes/features | High level of evaluation Example: hair (dry, curly, straight, colour), client requirements, hair growth patterns, client lifestyle, contra-indications, alopecia, tattoos on the scalp/head, hair texture, length and density, head/face shapes/features, neck shapes, natural hairline, presence of facial hair |
| 6 Establish and follow guidelines where required to achieve the required look | Identified where to begin at the correct depth but lacks precision | Identified where to begin at the correct depth and showed some precision and balance | Identified where to begin at the correct depth and showed precision, accuracy and balance throughout the design |

Continues on next page

What you must do

Practical observations descriptors table (continued)

This table shows what you need to do to achieve 1, 2 or 3 marks for the criteria indicated on page 4.

| | 1 mark | 2 marks | 3 marks |
|--|---|--|--|
| 7 Adapt and personalise cutting techniques to take account of the identified factors and the desired look | Uses a limited number of cutting techniques Example: cutting is precise, pattern/image is balanced, graffiti pencils added little effect to the design (if used) | Uses a variety of cutting techniques which may be limited to part of the design Example: cutting is precise, pattern/image is balanced, graffiti pencils complements the design (if used) symmetry is achieved where required, evidence of some freestyle techniques have been used, methodical working | Maximises the use of a variety of cutting techniques to a high standard consistently throughout the design Example: cutting is precise, pattern/image is balanced, graffiti pencils have enhanced the design (if used) symmetry is achieved where required, freestyle techniques have been used to enhance overall appearance of the look, methodical working |
| 11 Provide suitable aftercare advice | Brief aftercare advice Example: use of a product | Good level of aftercare advice Example: explains the use of a variety of products to maintain the style, recommends returning to the salon to maintain the design | Excellent level of advice Example: explains the use and benefits of a variety of products to maintain style, recommends returning to the salon to maintain the design and other complementary services |
| 12 Communicate and behave in a professional manner | Satisfactory communication and behaviour Example: polite, friendly, positive body language, speaks clearly | Good communication and behaviour Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client needs | Excellent communication and behaviour Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner |



Comment form

Unit 411 Design and create patterns in hair

This form can be used to record comments by you,
your client, or your assessor.
