

# Unit 34: Salon Design for the Hair and Beauty sector

|                               |                      |
|-------------------------------|----------------------|
| <b>Unit code:</b>             | <b>H/601/4468</b>    |
| <b>QCF Level 3:</b>           | <b>BTEC National</b> |
| <b>Credit value:</b>          | <b>5</b>             |
| <b>Guided learning hours:</b> | <b>36</b>            |

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about researching, planning and considering necessary factors for salon design within the hair and beauty sector.

## ● Unit introduction

This unit will be particularly helpful for those learners who intend to set up their own salons or manage salons for employers. It will enable learners to recognise the factors that contribute to a well-designed and safe salon.

By looking at practical and abstract elements, learners will consider all significant. Learners will develop an understanding of the importance of using appropriate 'design methods' to achieve their creative intentions. This requires the skills of analysis, synthesis, time management, teamwork and organisation. In this unit, learners will develop the skills needed to work through the design development cycle to produce successful design outcomes.

Learners will have the opportunity to demonstrate a variety of skills such as time management, finance management and task coordination. All of these skills are vital to the financial success of a salon within the hair and beauty sector. These skills are particularly useful for learners who are planning to progress to a management position within the industry but can also be considered as skills for life or as transferable to any other employment situation.

This unit will give learners the opportunity to work with a range of processes and techniques using a variety of colouring mediums. It presents opportunities for practical drawing and colouring activities. Learners will be challenged to take risks with their designs and push ideas beyond any pre-conceived notions they may have.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to research and plan the designing of a salon
- 2 Be able to design a salon.

# Unit content

---

## 1 Be able to research and plan the designing of a salon

*Research:* market research (aims, market segments, competitor's salons); collating; analysing and evaluating; influence on salon design

*Budget:* costs analysis (consumables, non-consumables, trade persons' costs, decorating costs, flooring costs, lighting costs, furniture costs); importance of budget management

*Planning:* project time plan (deadlines); project management strategies

*Influences on salon design:* psychological abstract concepts (corporate image, ambience, colour theory (effects on mood and behaviour), stereotyping male/female responses to colour, audio sensory (effects on mood and behaviour); resources available (finance, staff, suppliers, specialists); facilities (reception area, treatment rooms, staffroom, stock area, storage, wet/spa area, parking, kitchen, toilets, showers, refreshment area/café, relaxation zone); current and relevant legislation eg local bylaws, opening hours, restrictions on treatments and services, on exterior design, on interior design, equality and diversity legislation, planning restrictions when modernising or applying for change of use of business premises; costs (legal, local bylaws, cost of health, safety and fire regulation compliance, rates and rental costs)

## 2 Be able to design a salon

*Floor plans:* planning the area (layout, facilities, access, windows, radiator positions); drawing symbols (doors left and right opening, windows, radiators, stairs); use and choice of scale (1:100, 1:20, 1:50); titling blocks for floor plans and moodboard (logo, drawing number, client name, name of project, scale of drawing, date, designer initials)

*Design portfolio:* floor plan (1:100); coloured floor plan of a treatment area (1:20); 3D coloured perspective drawing; mood/ideas boards; use of a CAD package; present design; gather feedback on design; evaluate and amend project; benefits of creating design portfolio

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria  |  |   |
|--|--|---|
| To achieve a pass grade the evidence must show that the learner is able to:  | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:    | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:   |
| <b>P1</b> use effective communications skills to gather and present information<br>[RL6, EP2]                          |  |   |
| <b>P2</b> conduct market research<br>[IE1, SM2, SM3, SM7]  |  |   |
| <b>P3</b> analyse and evaluate market research<br>[RL5, IE4]   |  |   |
| <b>P4</b> produce a budget and costs analysis<br>[IE4, RL6]  | <b>M1</b> assess own budget management   |   |
| <b>P5</b> state the importance of meeting deadlines within a project plan<br>[SM3, SM4]                                |  |   |
| <b>P6</b> explain how market research can influence salon design<br>[RL5; IE4]   |  |   |
| <b>P7</b> describe how psychological abstract concepts, facilities and legislation influence the salon design<br>[CT1] | <b>M2</b> explain how psychological abstract concepts, facilities and legislation have influenced the salon design | <b>D1</b> evaluate how successfully psychological abstract concepts, facilities and legislation have influenced the salon design. |
| <b>P8</b> explain the importance of budget management<br>[SM4]   |  |   |
| <b>P9</b> create a floor plan to scale<br>[IE3, CT1]   | <b>M3</b> create a coloured floor plan of a treatment area to scale  |   |
| <b>P10</b> create a design portfolio<br>[CT1, PL2, PL3]  |  |   |
| <b>P11</b> present a salon design and obtain feedback<br>[CT5, CT6, RL4, RL6, TW5, EP5]                                |  |   |

| Assessment and grading criteria   |   |   |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to:                                     | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <b>P12</b> evaluate and amend the project [CT1]   | <b>M4</b> justify improvements made to the project portfolio.   |   |
| <b>P13</b> explain the importance of creating a floor plan using a suitable choice of scale [IE6]               |   |   |
| <b>P14</b> describe the benefits of creating a design portfolio [EP2, EP5]                                      |   |   |
| <b>P15</b> explain the importance of presenting and obtaining feedback on the design. [TW4, EP2, EP4, EP5, EP6] |   |   |

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

|            |  |   |  |
|------------|--|---|--|
| <b>Key</b> | IE – independent enquirers<br>CT – creative thinkers | RL – reflective learners<br>TW – team workers | SM – self-managers<br>EP – effective participators |
|------------|--|---|--|

# Essential guidance for tutors

---

## Delivery

Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales. The emphasis in this unit is on understanding design considerations and the creative use of colour and space and not on the ability to draw or paint. Learners will need a wide range of resources to fully engage in the activities needed to develop required skills and knowledge for example use of templates, graph paper, tracing paper, display boards and a stock of design technology and art materials so that they can design innovative, inspiring and aspiring moodboards and plans.

It is very important to encourage and facilitate creativity in all learners and to maximise their opportunities to fulfil the assessment and grading criteria. Learners are expected to show creativity and enterprise in designing the premises for a beauty-related operation. Learners can develop team working skills to experience the cyclical planning and design process.

It is recommended that unit is delivered in a practical way to motivate learners. A variety of teaching methods could be used for the theoretical aspects of the unit, including lectures, guest speakers from the hair and beauty sector for example employees, staff owners, clients, discussing their requirements/preferences in the salon.

Learners should undertake field trips to look at various properties, equipment and layouts before they commit to any particular set of ideas visit different local salons to familiarise themselves with current trends in design, facilities offered and the different atmospheres created by like-minded industry people. They should also have the benefit of hearing directly from people who provide specialised services related to the content of this unit or from an employer with recent experience of setting up a hair and beauty sector business. Guest speakers from business support organisations such as commercial property estate agents, designers/architects, builders and chambers of commerce would be helpful, as would visits to exhibitions such as Salon International or Pro Beauty.

Learners should be encouraged to carry out market research to ascertain the needs of their target market. When researching and planning their salon design, learners must demonstrate their creativity and ability to consider practical aspects, including budgets, as well as the numerous influences on salon design (psychological abstract concepts, facilities, current and relevant legislation).

When designing a salon, learners need to produce floor plans and create a design portfolio. Learners must be taught how to produce their floor plans and what is expected of a design portfolio. It would help learners to know the drawing conventions used by designers. Plans should be made to scale, reflect the dimensions given for any selected salon property and include a key that explains included items.

Most equipment manufacturers or suppliers have catalogues or design services which can give learners basic information and ideas. It is expected that learners will enjoy selecting colour schemes and creating interior designs. However, the designs must be functional and relate to real working premises within any of the six hair and beauty industries and not be fantasy environments.

Learners should be encouraged to gain feedback from others, for example the target market, prospective clients, peers, and their tutor/supervisor. This will enable them to identify and act on potential areas for improvement.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment  |
|--|
| Introduction to the unit. What learners can expect to learn, do and achieve and what they need to bring to each session. Assessment of learners' existing knowledge of design. Evaluate some pre-prepared salon floor plans and point out the mistakes in the designs and drawing conventions that exist in all of the floor plans.  |
| <b>Assignment 1: Conducting Market Research for a Salon Design Project (P1, P2, P3, P6).</b><br>Tutor introduction to assignment brief.  |
| Explanation of the principles of market research, ensuring that learners have a good understanding of their ethical responsibilities towards others as well as their responsibility to ensure their own safety. Learners plan and conduct market research in groups and then collate, analyse and present their research using the results to inform their designs.  |
| <b>Assignment 2: Managing a Design Project (P4, P5, P8, P13, P13, P14, P15, M1).</b><br>Tutor introduction to assignment brief.  |
| Explanation of the relationship between suppliers, trades personnel and the designer. Exploration of project management strategies (full design, supply and complete or design only) and presentation of a project plan. Learners then devise their own outline project plan that they will evaluate and adjust throughout the design process.<br><br>Exploration of budget plans and costs analysis, after looking at examples learners produce their own and continue to review and adjust them as their design takes shape. |
| <b>Assignment 3: Exploring Design Principles and Factors Affecting the Design of a Salon (P7, M2, D1).</b><br>Tutor introduction to assignment brief.  |
| Evaluate colour schemes and the psychological impact of colour and sound on mood and behaviour, use of PowerPoint with hyperlinks to relevant websites.<br><br>Discuss and evaluate the types of flooring, heating, lighting, facilities and ventilation that are available for use in salons.   |
| <b>Assignment 4: Creating a Salon Design Portfolio (P9, P10, P12, M3, M4).</b><br>Tutor introduction to assignment brief.  |
| Learners research and collect samples of paints, wallpaper, flooring, materials and produce a sample/moodboard   |
| Learners to produce a floor plan scale of 1:100 using the drawing conventions they have learned.   |
| Learners choose a treatment room from their floor plan and produce a coloured floor plan of this room in a scale of 1:20 that has a tilting block and is presented in accordance with design/drawing conventions.  |
| Learners produce a 3D coloured drawing to show the style and colour scheme of the design.  |
| <b>Assignment 5: Presenting a Salon Design Portfolio (P11).</b><br>Tutor introduction to assignment brief.   |
| Learners display their work in an A3 presentation folder and prepare a short presentation for their peers to explain their design, challenges they encountered and solutions they have thought of. They evaluate and provide feedback on the work of their peers.  |

## Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, across units where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2 and P3 require learners to conduct market research, communicating and presenting findings using effective skills in analysing and evaluating their market research. The collated market research, plus a report analysing and evaluating the findings could be used as evidence. Practical observation, with a signed witness testimony could be supplementary evidence for P1.

P4 requires learners to produce a budget and costs analysis. M1 requires learners to assess their budget management, which could be through a short written report

P5, P6, P8, P13, P14 and P15 assess learners' knowledge and understanding of the theory behind managing and creating a salon design project. This could be assessed via a variety of ways, including:

- written report, reflecting on salon design
- guidance leaflet for others who are designing a salon
- rationale for the project plan, covering each step of the planning process.

P7, M2 and D1 require learners to explore how psychological abstract concepts, facilities and current and relevant legislation have influenced salon design.

P9, P10, P11, P12, M3 and M4 require learners to create a salon design portfolio, present it to others (this could be a verbal presentation or presentation of the actual portfolio), evaluate it, and make any necessary changes. P9 requires learners to produce a floor plan to scale, while M4 requires learners to create a floor plan of a treatment/service area the using of colour.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes.

Supplementary evidence in the form of photographs could also be provided.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered                   | Assignment title  | Scenario  | Assessment method   |
|------------------------------------|---|---|---|
| P1, P2, P3, P6                     | Conducting Market Research for a Salon Design Project                   | Conduct market research for a new salon design.                                     | Collated research in a written report, eg completed questionnaires, competitor analyses marked and authenticated by the assessor. |
| P4, P5, P8, P13, P13, P14, P15, M1 | Managing a Design Project   | Manage the salon design project, reflecting on the importance of various processes. | Written report, including record of budget and project time plan, marked and authenticated by the assessor.                       |
| P7, M2, D1                         | Exploring Design Principles and Factors Affecting the Design of a Salon | Explore design principles and factors that affect the design of a salon.            | Written report marked and authenticated by the assessor.  |
| P9, P10, P12, M3, M4               | Creating a Salon Design Portfolio                                       | Create a design portfolio, evaluating and amending it as necessary.                 | Design portfolio marked and authenticated by the assessor.  |
| P11                                | Presenting a Salon Design Portfolio                                     | Present the salon design to others.   | A3 project work.<br>Practical observation, with signed witness testimony and assessment feedback documentation.                   |

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

| Level 2  | Level 3                                 |
|--|---|
| Display Stock to Promote Sales in a Salon                          | Starting a Small Business               |
| Create an Image Based on a Theme within the Hair and Beauty Sector | Marketing in the Hair and Beauty Sector |

## Essential resources

Learners will require access to suitable research sources, primary and secondary, to research their salon design. Also, learners will require access to materials, tools and equipment suitable for creating their salon design portfolio. This may include software packages.

## Employer engagement and vocational contexts

Visits to salons both in the local area and further afield would be beneficial. A period of work experience in a local salon would give the learners with invaluable first hand experience of salon design and its impact on employees and their clients.

## Indicative reading for learners

### Textbooks

Antonini A – *Stylish Spa Design* (Links International, 2006) ISBN 9788496263505

D'Angelo, J – *Spa Business Strategies* (Delmar Learning, 2006) ISBN 9781401881641

Farr L – *Hairdressing Design: A Salon Handbook* (Pearson Education, 1992) ISBN 9780632027958

Goodman S and Porter T – *Design Drawing Techniques: For Architects, Graphic Designers, and Artists* (Architectural Press, 1992) ISBN 9780750608121

Gibbs J – *A Handbook for Interior Designers* (Cassell, 2005) ISBN 9781844033713

Guild T, Thompson E and Merrell J – *Think Colour: Mood and Colour for Modern Living* (Quadrille, 2005) ISBN 9781844001569

Horine G – *Absolute Beginner's Guide to Project Management* (Absolute Beginner's Guide, 2009) ISBN 9780789738219

LeMarinel, A – *Start and Run Your Own Business* (How to Books Ltd, 2004), ISBN 9781857039887

Llorenc B – *Ultimate Shop Design* (Neues Publishing (UK), 2006) ISBN 9781592533961

Sinclair Eakin J – *Salons and Spas: The Architecture of Beauty* (Rockport Publishers, 2007) ISBN 9781592533961

Williams S – *The Financial Times Guide to Business Start Up 2010* (Financial Times, 2009) ISBN 9780273730293

Yanes M and Dominguez E – *Freehand Drawing for Architects and Interior Designers* (Parramon Editors, 2009) ISBN 9788434233287

Yousef-Zadeh B and Medcalf S – *Start and Run a Successful Beauty Salon* (How to Books Ltd, 2009) ISBN 9781845283766

### CD ROMs

*Floor plan 3D V10 Professional* (2005) ASIN B0009WPSYW

*Turbo CAD V.11 Deluxe* (2005) ASIN B00091PHIU

### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Health and Beauty Salon Magazine* (Reed Business Information)

### Websites

[www.floorplanner.com](http://www.floorplanner.com)

Create and share interactive floor plans online

[www.habia.org](http://www.habia.org)

Habia, the Standards Setting Body for the hair and beauty sector

[www.saloninteriors.com](http://www.saloninteriors.com)

Salon Interiors catalogue

[www.startups.co.uk](http://www.startups.co.uk)

Information on how to set up a new business

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill                          | When learners are ...  |
|--------------------------------|--|
| <b>Independent enquirers</b>   | identifying questions to answer and problems to resolve in conducting their market research [IE1]<br>exploring issues from different perspectives when creating a floor plan to scale [IE3]<br>analysing and evaluating market research and budgets [IE4]<br>using reasoned arguments to explain the importance of creating a floor plan using a suitable scale [IE6]  |
| <b>Creative thinkers</b>       | generating ideas and exploring the impact of psychological abstract concepts, facilities and legislation on design, producing drawings amending the project [CT1]<br>considering the influence of circumstances, beliefs and feelings that might affect the feedback they receive on their design [CT5]<br>using reasoned argument and evidence of research to support their design presentation [CT6]                         |
| <b>Reflective learners</b>     | inviting feedback on their salon design [RL4]<br>evaluating their market research and its influence on design [RL5]<br>using effective communication skills to gather and present information for the design presentation and budget production [RL6]  |
| <b>Team workers</b>            | obtaining feedback on their design and responding fairly showing consideration for the opinions of others [TW4]<br>presenting their design to others, inviting feedback and confidently answering questions [TW5]  |
| <b>Self-managers</b>           | showing initiative when carrying out market research and persevering to complete it [SM2]<br>organising time and resources for market research and producing project and budget plans that use these effectively [SM3]<br>producing a project plan and budget plan that anticipate and manage potential risk [SM4]<br>managing feelings about approaching others and building a rapport while conducting market research [SM7] |
| <b>Effective participators</b> | persuading others of the benefits of their design [EP2, EP5]<br>obtaining feedback on their design and identifying ways in which it could be improved. [EP4, EP5, EP6]   |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill                    | When learners are ...  |
|--------------------------|--|
| <b>Creative thinkers</b> | connecting their own and others' ideas in salon design [CT3] |
| <b>Team workers</b>      | adapting behaviour to suit market research. [TW3]            |

## ● Functional Skills – Level 2

| Skill   | When learners are ...   |
|---|---|
| <b>ICT – using ICT</b>  |   |
| Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts                   | researching psychological abstract concepts<br>producing project and budget plans   |
| <b>ICT – finding and selecting information</b>  |   |
| Select information from a variety of sources to meet requirements of a complex task   | researching psychological abstract concepts<br>producing project and budget plans   |
| <b>ICT – developing, presenting and communicating information</b>   |   |
| Enter, develop and refine information using appropriate software to meet requirements of a complex task                                   | producing project and budget plans<br>producing a design portfolio and presentation |
| Combine and present information in ways that are fit for purpose and audience   | producing project and budget plans<br>producing a design portfolio and presentation |
| <b>Mathematics – representing:</b>  |   |
| Identify the situation or problems and identify the mathematical methods needed to solve them   | producing floor plans to scale  |
| <b>Mathematics – analysing</b>  |   |
| Use appropriate checking procedures and evaluate their effectiveness at each stage  | producing floor plans to scale  |
| <b>English – Reading</b>  |   |
| Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions                              | gathering and presenting information  |
| <b>English – Writing</b>  |   |
| Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively | producing and presenting a design portfolio.  |