The aim of this unit is to develop your research, planning and creative skills to enable you to create a new design for a salon. You will conduct market research, set a budget, produce a cost analysis, create a floor plan and produce a design portfolio. Within this unit you will be asked to evaluate each aspect of the process. This unit is suitable for all practitioners in hair, beauty and the related industries.

For the purposes of this unit the generic term of practitioner has been used to the incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up Artist, Massage therapist, Nail technician. The term salon is used to incorporate the fixed business locations where services provided by the above practitioners may take place.
<table>
<thead>
<tr>
<th>Level</th>
<th>Credit value</th>
<th>GLH</th>
<th>Observation(s)</th>
<th>External paper(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td><strong>5</strong></td>
<td><strong>36</strong></td>
<td><strong>1</strong></td>
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</tbody>
</table>
# Salon design for the hair and beauty sector

## Learning outcomes

**On completion of this unit you will:**

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

## Evidence requirements

1. **Environment**
   - Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).

2. **Simulation**
   - Simulation is not allowed in this unit.

3. **Observation outcomes**
   - Competent performance of Observation outcomes must be demonstrated on at least one occasions.

4. **Knowledge outcomes**
   - There must be evidence that you possess all the knowledge and understanding listed in the ‘Knowledge’ section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

5. **Tutor/Assessor guidance**
   - You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

6. **External paper**
   - There is no external paper requirement for this unit.
Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

There is no range section that applies to this unit.
Learning outcome 1

Be able to research and plan the designing of a salon

You can:

a. Use effective communication skills to gather and present information

*May be assessed through oral questioning.

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<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>Optional</th>
<th>Optional</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date achieved</td>
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<tr>
<td>Criteria questioned orally</td>
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<tr>
<td>Portfolio reference</td>
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<tr>
<td>Assessor initials</td>
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<td>Learner signature</td>
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</tbody>
</table>
Learning outcome 2

Be able to design a salon

You can:

a. Present a salon design and obtain feedback

*May be assessed through oral questioning.

<table>
<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>Optional</th>
<th>Optional</th>
<th>Optional</th>
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</thead>
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</table>
Use this area for notes and diagrams.
Developing knowledge

**Achieving knowledge outcomes**

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.
## Knowledge

### Learning outcome 1

**Be able to research and plan the designing of a salon**

<table>
<thead>
<tr>
<th>You can:</th>
<th>Portfolio reference/ Assessor initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Conduct market research</td>
<td></td>
</tr>
<tr>
<td>c. Analyse and evaluate market research</td>
<td></td>
</tr>
<tr>
<td>d. Produce a budget and costs analysis</td>
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<tr>
<td>e. State the importance of meeting deadlines within a project plan</td>
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<tr>
<td>f. Explain how market research can influence salon design</td>
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</tr>
<tr>
<td>g. Describe how psychological abstract concepts, facilities and legislation influence the salon design</td>
<td></td>
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<tr>
<td>h. Explain the importance of budget management</td>
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</tbody>
</table>

*Assessor initials to be inserted if orally questioned.
Learning outcome 2

Be able to design a salon

<table>
<thead>
<tr>
<th>You can:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>b. Create a floor plan to scale</td>
<td></td>
</tr>
<tr>
<td>c. Create a design portfolio</td>
<td></td>
</tr>
<tr>
<td>d. Evaluate and amend the project</td>
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<tr>
<td>e. Explain the importance of creating a floor plan using a suitable choice of scale</td>
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<tr>
<td>f. Describe the benefits of creating a design portfolio</td>
<td></td>
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<tr>
<td>g. Explain the importance of presenting and obtaining feedback on the design</td>
<td></td>
</tr>
</tbody>
</table>

*Assessor initials to be inserted if orally questioned.
This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to research and plan the designing of a salon

Professional communication in a salon environment: Try to avoid technical language, always respond, consider client/staff/suppliers trades or other professionals’ confidentiality.

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to the design and brief, one-way, two-way, vertical information (passed down from senior management team to employees), horizontal (the exchange of information between employees at the same level).

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client’s understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment/service and expected outcomes, checking client’s comfort and wellbeing throughout the treatment/service.

Market research: The gathering of information about markets or customers, business strategy, get advantage over and understand competitors, identify and analyse the market needs/market size/competition, social and opinion research, systematic gathering and interpretation of information, gain insight or support decision making.

The importance of marketing: Find a gap in the market, distinguishing salon/barbershop, what will succeed what may not, pulling power from local area, local market research.

Potential economic climate – disposable income available.

Culture – lifestyle, trends, taste.

Technology – invention, design, launch of new products.

Competitors – type of salon/barbershop, businesses competing for consumer attention.

Methods of conducting market research: Primary and secondary research.

Primary research (direct from respondent) – your own bespoke research, public opinion, gain knowledge of existing clients and competitors, collect information, assess client needs, monitor change in the market, anticipate future trends, on-going process, strategic plans, talk to clients, listen to client, questionnaires, visit shows and exhibitions, subscription to professional publications.
Learning outcome 1: Be able to research and plan the designing of a salon (continued)

Secondary research (desk research) – using information that is readily available (local/college, library, business school, vocational/technical institute, chamber of commerce, trade associations and reference materials, websites, magazines, directories of associations etc.).

The analysis and evaluation of market research: Readable, understandable, comparable format. Social survey studies (persons, families, business firms, clients), known as entities, each entity is known as a CASE, characteristics studied are called VARIABLES, the descriptions of the characteristics for each case are called their VALUES. Create a spreadsheet/database/workbook consisting of the value of each variable for each case. A sample survey studies part of a group (the sample), representation from study.

The budget: Initial outlay, funds to set up the business, contingency fund, fund to support salon until it reaches self-supporting status.

Cost analysis: Will determine how well/poorly a planned action will turn out, the addition of positive factors, subtraction of negative factors, determine a net result (running the numbers), the difference between the two, advisable action or not.

Meeting deadlines: Salon opens on time, avoid bad reputation, begin to generate business, avoid penalties and expenses.

Project plan: Components of the business plan, the purpose, idea, the market, business premises, equipment, employees, set up costs, overheads, estimated turnover, finance required, partnerships, sole trader, limited company, short- and long-term objectives.

How market research can influence salon/barbershop design: Location of salon/barbershop, size, franchise, single sector salon/barbershop/multi-sectors salon/barbershop, product loyalty (which manufacturing house), retail products, amount of staff, experience of staff, what services/treatments to offer, price list.

A salon/barbershop design: Layout, space, décor, colour, themed interior (classic, modern, contemporary), lighting, power supply, partition/walls, window position, flooring, access, staff/client facilities, security, retail area, treatments rooms, workstations, designated reception.

The psychological concept:

The salon/barbershop – mood, ambience, relaxing, welcoming, threatening, feels too young, feels too old, too fashionable, off-putting theme, niche theme, won’t be able to afford it.

Colour association – For example, yellow = sunny, black = smart, stark, warm colours/tones (red, yellow, orange) = happy, cool colours/tones (blue, violet, green) = relaxing. Different colours mean different things to different people and ages, such as strong vivid colours may appeal to one targeted clientele but may appear brash to another. Colours can disguise or emphasise architectural imperfections, make rooms look bigger/smaller, coloured lighting, current fashion styles/trends.
Learning outcome 1: Be able to research and plan the designing of a salon (continued)

**The salon/barbershop facilities:** Balancing the want/need with legal requirements and functionality.

**Reception and retail area** – the hub, welcoming, first impression, light and airy, impact, relaxing, storage facilities, refreshments, retail display area, secure storage (client records), large enough counter to accommodate (till, telephone, computer system, payment machines, literature such as price lists, appointment cards).

**Cloakroom** – toilet and wash facilities for staff and clients.

**Kitchen/utility room** – cupboards, storage, worktop, sink, electricity points, microwave, fridge, washing machine, tumble dryer, table and chairs, staff rest area.

**Restroom/staff room** – separate room, integral with kitchen, table and chairs, storage lockers/areas.

**Workstations** – correct working height, adjustable chair height, adequate room, directed lighting, storage for equipment, electricity supply, static equipment (overhead accelerators/processors etc.).

**Treatment rooms** – correct working height, adjustable couch height, adequate room, dimmable lighting, storage for equipment, modesty curtains, electricity supply, static equipment, water facilities.

**Dispensary** – easily accessible from salon/barbershop, lockable door, storage for stock and consumables, shelving, room kept cool, no direct sunlight, sink, washing facilities.

**Backwash/basin area** – correct working height, adjustable chair height, adequate room around basins, adjustable basins, leg support, storage, shelving, front wash facilities, hot water facilities and mixer taps.

**Management of health and safety at work:** Making provisions and plans for the ability to maintain clean, tidy, safe standards of working, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate and accessible, no smoking/vaping, eating, drinking in salon/barbershop – designated areas made clear, no drugs.

**Regulations:** Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.
Learning outcome 1: Be able to research and plan the designing of a salon (continued)

**Infection Prevention:** Consideration for making provisions for infection prevention and control measures, universal and standard precautions, for example, hand hygiene - handwashing, hand sanitising, respiratory hygiene, safe management of working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen/towels, safe disposal of waste.

**Sustainable working practices:** For example, interior design choices, repurposing materials and recycling, use products and materials from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options, paper-free appointment systems and pricelists.

**Budget management:** Amount required, accountable for the spending, how it will be raised, set a timescale, ensure budget will balance, consultation internally and externally, sufficient, best value overall, cost effective, regular reports on budget spend, actions proposed, internal and external audit reports, monitoring progress, how services can be made more efficient.
Learning outcome 2: Be able to design a salon

**Design a floor plan using an appropriate scale:** Measure original space, metric or imperial, transfer to graph paper, draw to scale, 1 square = 1 metre/yard, add dimensions (workstations, reception area, backwash area, treatment rooms, cloakroom, staff room, doors, windows, stairs, retail area, chairs, total layout).

**Creating a design portfolio:** Online, book form. Use examples from different product categories, variety of media (photos, renderings, sketches, and finished projects), range of technologies, show concept through to production, use a full range of abilities (sketching, rendering, model making, finished products, photography, 3D modelling, 3D digital design etc.), include theme, style, colour, textures, fixtures, fittings, equipment, tools, decor, furnishings, style, look.

**Present a salon/barbershop design:** Formal/informal presentation, portfolio or via computer software, PowerPoint presentation, prepared speech/prompt cards, professionalism, varied communication skills (body language, tone, clarity, projection of voice), interpersonal skills, personal creative ideas, platform to show technical skills, enthusiasm and creativity, personalised to target audience.

**Evaluation and feedback of project:** What worked well/what did not, benefits, compare against original brief, end result, client satisfaction, draw conclusions, verbal or written feedback from business partner(s), employees, friends, family, colleagues, audience, clients, financial expert, analysis, results, performance, own evaluation.

**Amend design:** Use feedback to modify design, what’s not working, pinpoint problem/query, do not change everything, create separate versions for each separate idea or change, version control, re-create client wishes, make improvements, re-submit design.

**Benefits of creating a design portfolio:** Shows your creative ability, conveys your previous experience, accompanies your résumé, can be easily sent (e-portfolio), can secure your work, start of a thought process, give potential clients ideas and impressions of finished result.