

**Level 2 – Principal Learning
Specification (2762-02)
Assessment 2013 onwards**



HAIR AND BEAUTY STUDIES

This Principal Learning specification should be read in conjunction with:

- Hair and Beauty Studies Companion Document (see **www.habia.org**)
- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning

This specification will be published annually on our website (**www.cityandguilds.com**)

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

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1 Introduction

1.1 Why choose City & Guilds?

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Principal Learning is a blend of academic and vocational learning and that is why City & Guilds is the ideal choice for any school, college or consortium looking to offer them.

Why is City & Guilds so popular?

Specifications

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that a City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

Support

City & Guilds runs the most extensive programme of Principal Learning support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work.

Service

We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

Ethics

City & Guilds is a registered charity. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer, we thank you for your support. If you are thinking of adopting City & Guilds for Principal Learning, we look forward to welcoming you.

1.2 Why choose the Principal Learning in Hair and Beauty Studies?

The Principal Learning in Hair and Beauty Studies introduces learners to the opportunities in this dynamic and expanding sector. It combines general education and sector specific theory, knowledge and practical activities relating to employment within the hair and beauty sector.

The Principal Learning will enable learners to progress into Further and Higher Education and future employment.

1.3 How do I start using this specification?

You will need to register your centre with us. (See Section 5.2) This will enable us to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the City & Guilds website:

www.cityandguilds.com

If your centre is new to City & Guilds, please contact your local City & Guilds Regional Office.

2 Specification at a glance

2.1 Level 2 Principal Learning in Hair and Beauty Studies at a glance

All ten units are compulsory

Unit 1 30 GLH

Safe and healthy working practices in the hair and beauty sector and related industries Internally assessed

Unit 2 60 GLH

The world of hair and beauty Externally assessed
--

Unit 3 60 GLH

The science of hair and beauty Internally assessed
--

Unit 4 60 GLH

Communication and client care in the hair and beauty sector Internally assessed

Unit 5 30 GLH

History of hair and beauty in society Internally assessed

Unit 6 30 GLH

Promoting and selling products and services by professional recommendation in the hair and beauty sector – Internally assessed

Unit 7 60 GLH

Salon business systems and processes Internally assessed
--

Unit 8 30 GLH

Exploring skin care and make-up Internally assessed

Unit 9 30 GLH

Exploring hair care and styling Internally assessed

Unit 10 30 GLH

Exploring hand care and nail art Internally assessed
--

3 Principal learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that identifies the main PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below are the PLTS that are integrated within the Assessment criteria in each unit. A copy of the PLTS framework should be given to each learner. Following these descriptors is a table showing the PLTS in the ten units of the Level 2 Principal Learning in Hair and Beauty Studies.

Independent enquirers
Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.
Young people: IE1 identify questions to answer and problems to resolve IE2 plan and carry out research, appreciating the consequences of decisions IE3 explore issues, events or problems from different perspectives IE4 analyse and evaluate information, judging its relevance and value IE5 consider the influence of circumstances, beliefs and feelings on decisions and events IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers
Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
Young people: CT1 generate ideas and explore possibilities CT2 ask questions to extend their thinking CT3 connect own and others' ideas and experiences in inventive ways CT4 question own and others' assumptions CT5 try out alternatives or new solutions and follow ideas through CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 co-operate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own

This table shows the coverage of PLTS in the Principal Learning units of the Higher Principal Learning in Hair and Beauty Studies.

Level 1 Principal Learning in Hair and Beauty Studies						
PLTS	IE	CT	RL	TW	SM	EP
Unit 1			*			
Unit 2						
Unit 3	*					
Unit 4			*			
Unit 5			*			*
Unit 6						*
Unit 7				*	*	
Unit 8		*	*			
Unit 9		*	*			
Unit 10		*	*			

3.2 Functional Skills signposting

The units may use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning. If work is generated by computer then the Functional Skill marked* will be used.

Principal Learning	Functional Skills		
Unit	English	Maths	Information and communication technology
Unit 1 Safe and healthy working practices in the hair and beauty sector and related industries	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2*
Unit 2 The world of hair and beauty	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2*
Unit 3 The science of hair and beauty	<ul style="list-style-type: none"> • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2* • Find and select information Level 2* • Develop, present and communicate information Level 2*
Unit 4 Communication and client care in the hair and beauty sector	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2*

Unit	English	Maths	Information and communication technology
Unit 5 History of hair and beauty in society	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2*
Unit 6 Promoting and selling products and services by professional recommendation in the hair and beauty sector	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2* • Develop, present and communicate information Level 2*
Unit 7 Salon business systems and processes	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2*
Exploring skin care and make-up	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2* • Find and select information Level 2* • Develop, present and communicate information Level 2*
Exploring hair care and styling	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2* • Find and select information Level 2* • Develop, present and communicate information Level 2*
Exploring hand care and nail art	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2* • Find and select information Level 2* • Develop, present and communicate information Level 2*

3.3 Level 2 Units

Level 2 Unit 1: Safe and healthy working practices in the hair and beauty sector and related industries

What is this unit about?

This unit will expose the learner to the key legal health and safety requirements, policies and procedures applicable to all employees, including how to behave in emergency situations. Learners will gain knowledge of key requirements specific to the hair and beauty industries, general hair and beauty working practices, policies and procedures. This will include how non-compliance and failure to follow manufacturers' instructions can impact on both the business and individuals.

For many young people this will be the first time that they will have their knowledge and understanding of health and safety taken beyond that of a consumer, learning the difference between a risk and a hazard and carrying out a simple risk assessment.

This unit is transferable to other sectors and will highlight the expected standards of personal presentation and hygiene required by the hair and beauty sector working environments, why they are important and how they impact on safe and healthy working. Learners will examine the impact of lifestyle choices and work/life balance issues on personal wellbeing and the ability to perform effectively and safely at work.

The learner will learn how to avoid, recognise and report occupational health hazards and the importance of early recognition and reporting. Knowledge and understanding developed will support the learner to recognise and interpret key health and safety symbols, including those specific to hair and beauty sector environments.

Throughout this unit the learner will be encouraged to use basic health and safety terminology, including those specific to hair and beauty sector environments.

This unit underpins many other units where the importance of safe working practices and other aspects of health and safety requirements are key. It will help learners understand the need for ensuring that they follow the correct procedures to protect themselves, their clients and colleagues.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 10 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the key legal, health and safety requirements for employees	a. explain the key legal health and safety requirements for all employees	
	b. outline risks and hazards common in the hair and beauty sector	
	c. outline the key legal, health and safety policies and procedures specific to the hair and beauty sector	
	d. explain the impact of non-compliance of legal requirements and manufacturers' instructions	
2. Know the factors that impact on safe, effective and hygienic working practices	a. describe the expected standards of personal presentation and hygiene in the hair and beauty sector	
	b. identify occupational health hazards in the hair and beauty sector	
	c. describe the impact of lifestyle choices and work/life balance issues on the ability to perform effectively and safely at work	
3. Be able to carry out a simple risk assessment in the hair and beauty sector	a. produce information on risks and hazards identified in the hair and beauty sector	
	b. perform a risk assessment relating to hair or beauty businesses using basic health and safety terminology and common symbols	
	c. draw conclusions on the risk assessment carried out and suggest improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

In order to achieve all the Learning outcomes for this unit, learners will need to have a grasp of the following health and safety terminology. Learners will need to be familiar with the following terms to be able to correctly present information:

- COSHH
- RIDDOR
- risk assessment
- risk
- hazard
- danger
- accidents
- compliance
- combustible materials
- irritant substances
- allergies

Learning outcome 1

Learners must be taught the following health and safety requirements to ensure they are aware of safe working practices in the hair and beauty sector.

- Health and Safety at Work Act
- Personal Protective Equipment at Work Regulations
- Workplace Regulations
- Manual Handling Operations Regulations
- Control of Substances Hazardous to Health Regulations (COSHH)
- Provision and Use of Work Equipment Regulations
- Electricity at Work Regulations
- Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Fire Precautions Act
- Health and Safety First Aid Regulations
- Health and Safety (Display Screen Equipment) Regulations

Learners must be taught risks and hazards common in the hair and beauty sector.

Learners must be taught all of the policies, procedures and safe working practices, how they impact on safe and healthy working and the consequences of failure to comply. For example:

- manufacturers' instructions
- accident procedures
- personal behaviour and conduct
- personal hygiene and presentation requirements
- emergency and evacuation
- use of fire fighting equipment
- limiting eating, smoking, alcohol and drugs
- written or spoken reporting
- limits of personal authority
- disposal of waste (e.g. clinical, general, trade)

Learning outcome 2

Learners must be taught the expected standards of personal presentation and hygiene, why they are important and how they impact on safe and healthy working in the hair and beauty sector. For example:

- jewellery
- dress-code
- footwear
- personal hygiene (hands, body, mouth, feet, clothes).

Learners must be taught the occupational health hazards. They should be made aware of how to avoid, recognise and report them and the importance of early recognition. For example:

- musculoskeletal disorders – good posture, repetitive strain injury (RSI)
- safe use and maintenance of equipment
- the safe use of materials, products and hazardous substances
- prevention of dermatitis
- restrictions on the use of equipment, materials and/or products
- accidental breakages and spillages
- consequences of such occurrences.

Learners must be taught the impact of lifestyle choices and work/life balance issues. For example:

- holding down more than one job
- hectic social life.

Learning outcome 3

Learners must be made aware of the following health and safety symbols to be able to interpret and follow them:

- fire
- chemical
- danger warning.

Learners must be made aware of the difference between a risk and a hazard in the workplace, to be able to identify these and present information in the form of a simple risk assessment.

- risk – is the likelihood of a hazard’s potential being realised
- hazard – is something with the potential to cause harm
- risk assessment – measures the level of risk and puts into place ways to reduce/eliminate the risk

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The learner will complete an assignment based on practical observations of health and safety practice, and undertaking a risk assessment, in realistic situations in the hair and beauty sectors.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

This unit could be assessed alongside Level 2 Unit 8, 9 and/or 10.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Piece of written work showing understanding of risks and hazards in the hair and beauty sector	The following must be provided: <ul style="list-style-type: none">• report, presentation or handbook for new employees	LO1 and 2
Risk assessment	The following must be provided: <ul style="list-style-type: none">• report or presentation• feedback from specialist observer	LO3

Duration

The assignment will take approximately 10 of the 30 guided learning hours available for this unit, with 6 hours for the first task and 4 hours for the second.

Sector relevant purpose

Both tasks must address safety and health requirements and risks within realistic situations in the hair and beauty sectors.

Demand

Any presentation would be aimed at peers/colleagues. The risk assessment report can be in note form.

Task taking

Presentations may be carried out in front of peers.

A subject specialist will observe the practical requirements and should give written feedback on their observations.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

The assessment for this unit could be linked with

Level 2 Unit 8: Exploring skin care and make-up

Level 2 Unit 9: Exploring hair care and styling

Level 2 Unit 10: Exploring hand care and nail art

Weighting of Learning outcomes

Learning Outcomes		Marks	Weighting
1	Understand the key legal, health and safety requirements for employees	15	25%
2	Know the factors that impact on safe, effective and hygienic working practices	15	25%
3	Be able to carry out a simple risk assessment in the hair and beauty sector	30	50%
Total		60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the key legal, health and safety requirements for employees	<p>0 to 5 marks</p> <p>Explained showing limited understanding, the relevant legal, health and safety requirements for all employees.</p> <p>Outlined showing limited understanding, the risks and hazards common in the hair and beauty sector.</p> <p>Outlined showing limited understanding, the key legal, health and safety requirements specific to the hair and beauty sector.</p> <p>Explained showing limited understanding, the impact of non-compliance of legal requirements and manufacturers' instructions.</p>	<p>6 to 10 marks</p> <p>Explained, clear understanding, the relevant legal, health and safety requirements for all employees.</p> <p>Outlined showing clear understanding, the risks and hazards common in the hair and beauty sector.</p> <p>Outlined showing clear understanding, the key legal, health and safety requirements specific to the hair and beauty sector.</p> <p>Explained showing clear understanding, the impact of non-compliance of legal requirements and manufacturers' instructions.</p>	<p>11 to 15 marks</p> <p>Explained, broad understanding of the relevant legal, health and safety requirements for all employees.</p> <p>Outlined showing broad understanding, the risks and hazards common in the hair and beauty sector.</p> <p>Outlined showing comprehensive understanding, the key legal, health and safety requirements specific to the hair and beauty sector.</p> <p>Explained showing comprehensive understanding, the impact of non-compliance of legal requirements and manufacturers' instructions.</p>

<p>2. Know the factors that impact on safe, effective and hygienic working practices</p>	<p>0 to 5 marks</p> <p>Described showing limited knowledge, the expected standards required in the hair and beauty sector.</p> <p>Identified showing limited awareness of occupational health hazards in the hair and beauty sector.</p> <p>Described showing limited knowledge of the impact of lifestyle choices and work/life balance issues.</p>	<p>6 to 10 marks</p> <p>Described showing clear knowledge the expected standards required in the hair and beauty sector.</p> <p>Identified showing clear awareness of occupational health hazards in the hair and beauty sector.</p> <p>Described showing clear knowledge of the impact of lifestyle choices and work/life balance issues.</p>	<p>11 to 15 marks</p> <p>Described showing broad knowledge the expected standards required in the hair and beauty sector.</p> <p>Identified showing considerable awareness of occupational health hazards in the hair and beauty sector.</p> <p>Described showing broad knowledge of the impact of lifestyle choices and work/life balance issues.</p>
<p>3. Be able to carry out a simple risk assessment in the hair and beauty sector</p>	<p>0 to 10 marks</p> <p>Produced limited information on risks and hazards identified in a hair or beauty setting.</p> <p>Performed a limited risk assessment and correctly recognised and displayed basic health and safety terminology when interpreting relevant symbols with continual teacher guidance.</p> <p>Drew few conclusions on the risk assessment and suggested limited improvements.</p>	<p>11 to 20 marks</p> <p>Produced clear information on risks and hazards identified in a hair or beauty setting.</p> <p>Performed a clear risk assessment and correctly recognised and displayed basic health and safety terminology when interpreting relevant symbols with occasional teacher guidance.</p> <p>Drew conclusions on the risk assessment and suggested clear improvements.</p>	<p>21 to 30 marks</p> <p>Produced extensive information on risks and hazards identified in a hair or beauty setting.</p> <p>Performed an extensive risk assessment and correctly recognised and displayed basic health and safety terminology when interpreting relevant symbols with autonomy.</p> <p>Drew detailed conclusions on the risk assessment and suggested extensive improvements.</p>

Guidance for delivery

This is an active unit that will underpin the importance of working in a safe and healthy manner within a hair and beauty sector environment. Teachers must ensure that the learners understand and adhere to the key requirements of health and safety legislation for all employees and those that specifically apply to the hair and beauty sector. Learners must be informed of the consequences and potential impact of non-compliance with legislation.

Teachers must provide opportunities for learners to explore and appreciate the importance of general standards of personal hygiene, dress code, wellbeing and the standards required particularly for working within the hair and beauty sector, especially how to wash hands effectively to prevent cross-infection. Learners must be made aware of the reasons for maintaining these high standards, including body, mouth, feet, clothes, footwear, jewellery and the need to comply with employers' dress codes.

Learners will need to be taught methods of ensuring safe working practices and the importance of adopting them; especially the importance of working in a manner which avoids musculoskeletal disorders. Teachers must explain how to safely use materials, products and hazardous substances to help prevent skin problems, particularly dermatitis, including any restrictions on the use of equipment, materials and/or products. The learners will need to know how to deal with accidental breakages and spillages, highlighting the potential consequences of such occurrences.

It should be emphasised to learners that lifestyle choices and work life balance impact on personal wellbeing and the ability to perform effectively at work.

Learners must gain valuable experience within a realistic environment that will give them opportunities to apply their own responsibilities for safe and healthy working practices in a hair and beauty environment. Teachers must provide opportunities for learners to explore the difference between a risk and a hazard and complete a risk assessment. Teachers must ensure that learners know and use basic health and safety terminology and recognise common symbols.

Learners may be required to produce an evaluation report. It is important that the learner is able to research a real procedure and that where possible has participated in a drill to which they can refer in their report.

Use of the internet should be encouraged so that downloads of symbols etc. can be found. Reference to the application of the key elements of this unit in the workplace and in work practices should be integrated into the work of this unit and learners made aware of what will be expected of them during their practical work in other units of their programme.

Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation. It is recommended that a subject specialist will teach this unit to ensure all health and safety learning is relevant.

Opportunities for applied learning

Visiting speakers, from health and safety specialists to salon managers will enforce the knowledge and understanding required within this unit. Contact with practitioners from within the hair, beauty or related industries would help the learners to recognise occupational hazards, including the importance of early recognition. Learners would benefit from shadowing a practitioner in a hair or beauty environment whilst carrying out risk assessments.

Work experience carried out in a real working environment would further support their responsibilities as an employee. Health and safety must be highlighted during all practical based learning activities to ensure that all knowledge gained is related to the application of any tasks carried out in the salon.

The potential consequences of not following salon policies and procedures can be reinforced by health and safety officers or medical practitioners that can give and show examples.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Self-managers

- selecting, preparing and safely using suitable products, tools and equipment when styling hair

Creative thinkers

- asking questions to check personal understanding of responsibilities

Reflective learners

- inviting feedback and dealing positively with praise, setbacks and criticism when demonstrating safe working practices

Team workers

- adapting behaviour to suit responsibilities of health and safety

Self-managers

- working towards goals when researching information required.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The unit is very much about understanding safe working practices and in the course of learning about the various strands of this topic students can be exposed to a range of texts thus developing their reading skills. When it comes to risk assessment and the reporting of incidents and/or equipment issues writing in different formats (forms/reports etc.) could also be introduced.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2005). The Spa Book. Published: Cengage Learning EMEA. ISBN: 978-1861529176.
- Cressy, S. (2004). The Beauty Therapy Fact File (4th ed.). Published: Heinemann. ISBN: 978-0435451424.
- D'Angelo, J. (2006). Spa Business Strategies. Published: Delmar Learning. ISBN: 978-1401881641. Franklin, F.; Woodhouse, B. (2000). Beauty Therapy Practical Skills. Published: Hodder & Stoughton. ISBN: 978-0340773024.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978 1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Henderson, S. (2003). Basic Hairdressing. Published: Nelson Thornes. ISBN: 978-0748770823.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828.
- Green, M.; Palladino, L. (2006). Hairdressing The Foundations. Published: Thomson Learning. ISBN: 978-1844804177.
- Palmer, L.; Moorman, N. (2003). Hairdressing with Barbering. Published: Heinemann. ISBN: 978 0435451554.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978 0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- | | |
|---|--|
| • Smartscreen | www.smartscreen.co.uk |
| • Learnxtra hairdressing | www.learnxtra-hairdressing.com |
| • Department for Children, Schools and families | www.dcsf.gov.uk |
| • Black Beauty and Hair | www.blackbeautyandhair.com |
| • The Freelance Hair and Beauty Federation | www.fhbf.org.uk |
| • Habia | www.habia.org.uk |
| • Health & Safety Executive | www.hse.gov.uk |
| • Hair & Fashions | www.hairco.com.au |
| • Cengage Learning EMEA | www.thomsonlearning.co.uk |
| • British spas | www.britishspas.co.uk |
| • Professional Beauty | www.professionalbeauty.co.uk |
| • Spa Directory | www.thespadirectory.com |
| • International Spa Association | www.experienceispa.com/ISPA |
| • Beauty Guild | www.beautyguild.com |
| • Beauty Jobs On-line | www.beautyjobsonline.com |

Level 2 Unit 2: The world of hair and beauty

What is this unit about?

The purpose of this unit is to expose the learner to the exciting world of the hair and beauty sector and the global environment in which its industries operate. It will captivate the learners' interest through studying the impact the sector has on social, ethical, economic and environmental issues around the world.

Knowledge acquired will introduce the learners to the relationship between the design and manufacturing of products, including the processes involved, from conception to inception and the impact that products have on themselves as consumers, and how media and other sources can influence decisions on purchases.

The dynamic impact that trends, body image, celebrities and fashion have will be recognised and explored as this is fundamental to this unit. For most young people this will be the first time they have researched how customer led industries promote and sell themselves.

Learners will develop an understanding of the many job roles available and the employability skills needed to access career opportunities within the hair, beauty and associated industries.

This unit will support learners' knowledge and understanding of the hair and beauty sector that will enable them to make informed choices for their future career pathway.

Guided learning hours

This unit has 60 GLH assigned to it, of which includes any time needed for assessment preparation. Learners will sit an examination lasting 1.5 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the global nature of the hair and beauty sector	a. explain the global environment in which hair and beauty industries operate and the interdependences between them and related industries	
	b. describe how social, environmental, ethical and sustainability issues affect hair and beauty industries	
	c. explain how iconic hair and beauty products, equipment and manufacturing have influenced social and economic developments	
2. Know the career opportunities within the hair and beauty sector	a. state the importance of general employability skills in the hair and beauty sector and related industries	
	b. describe a range of job roles, training routes, qualifications and career pathways relevant to employment in the hair and beauty sector	
	c. state career opportunities in related industries	
3. Understand the market for hair and beauty products	a. explain the supply chain of products and equipment in the hair and beauty sector	
	b. explain the key factors which may impact on the supply and demand of products and services	
	c. state how key economic factors influence the global market place and in turn affect the demand for hair and beauty products and services	
	d. explain the communication techniques used to buy and sell products in the hair and beauty sector	

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learning outcome 1

Learners must be taught all of the following industries of the hair and beauty sector:

- hairdressing
- barbering
- African Caribbean type hairdressing
- beauty therapy
- spa therapy
- nail services

In order to understand the global environment in which the industries operate learners must be taught and given sufficient information on the types, size and structure of businesses in the hair and beauty sector. Learners must understand how the industries within the hair and beauty sector relate to associated industries such as health, hospitality, cruise companies etc.

Learners must be taught the different types of businesses and the differentiations between them, for example:

- sole trader
- partnerships
- franchise
- limited company
- large employer
- small employer
- salons – small, medium, national
- freelance
- chains
- wholesalers – private, mobile, national
- manufacturers (e.g. Wella, Goldwell, Schwarzkopf, L'Oreal, ghd, own brands).

Learners must be taught how the key social issues affect the hair and beauty business and how they are addressed. For example:

- high unemployment

Learners must be taught how the key environmental issues affect the hair and beauty business and how they are addressed. For example:

- recycling
- disposal of waste
- fair trade.

Learners must be taught how the key ethical issues affect the hair and beauty business and how they are addressed. For example:

- animal testing
- artificial/natural products.

Learners must be taught how the key sustainability issues affect the hair and beauty business and how they are addressed. For example:

- packaging
- eco-friendly products.

Learners must be taught iconic products, equipment and manufacturing developments.
For example:

- straighteners
- perms (cold wave)
- product and equipment branding
- ammonia free products
- acrylic or gel nail extensions
- tanning products
- hypo-allergenic products

Learners must give an understanding of how these products have had an influence socially and economically.

Learning outcome 2

Learners must be taught why employability skills are important within the hair and beauty sector.
For example:

- good communication skills
- the ability to work in teams/independently
- using own initiative
- creative thinking
- good personal presentation.

Learners must be taught that these are also transferable skills which can be applied in related industries. For example in:

- travel and tourism
- hospitality and catering
- sport and leisure
- creative and media
- retail.

Learners must be taught the job roles available in the hair and beauty sector. For example:

- | | |
|-------------------------------|-------------------------|
| • apprentice | • receptionist |
| • junior | • colourist |
| • stylist | • sales representative |
| • therapist | • salon/spa manager |
| • freelance therapist/stylist | • wholesaler |
| • aroma therapist | • product developer |
| • reflexologist | • product researcher |
| • masseur | • laboratory technician |
| • technician | |

Learners must be taught training routes available in the hair and beauty sector. For example:

- apprenticeships
- college courses
- product/equipment specialist courses
- short specialist courses
- school Links programmes (14-19 programmes).

Learners must be taught the types of qualifications available in the hair and beauty sector. For example:

- | | |
|--|---|
| • levels – entry, 1, 2, 3, 4 | • level 4 – Manager/owner |
| • level 1 – assisting | • Vocationally Related Qualifications – VRQ |
| • level 2 – practitioner | • National Vocational Qualifications – NVQ |
| • level 3 – advanced/specialist/supervisor | • Principal Learning |

Learners must be taught the following career pathways available within the hair and beauty sector. For example:

- | | |
|-----------------------------|------------------------|
| • technician | • self-employment |
| • lecturer/teacher/assessor | • session stylist |
| • manager | • media/make-up artist |

Learners must be taught the career opportunities linked to other related industries. For example:

- fashion industry
- complementary and alternative therapies
- Paramedic
- Pharmaceutical
- Media
- Health and fitness
- Film
- Theatre
- retail

Learning outcome 3

Learners must be taught the process of supply and distribution of products and equipment between all of the following:

- manufacturers
- wholesalers
- salons
- customers.

Learners must be taught the key factors which may impact on the supply and demand of products and services. For example:

- advertising
- bad publicity.

Learners must be taught how the key economic factors affect the global market place and increase or decrease the demand for hair and beauty products and services. Examples of economic factors may include:

- inflation
- exchange rate
- unemployment.

Learners must be taught the communication techniques used in the hair and beauty sector which are used when buying and selling products to different types of customers/suppliers. Learners must understand which technique is appropriate for different types of customer/supplier:

- written – (e.g. Posters, leaflets, advertisements, orders, email, websites)
- spoken – (e.g. Recommendation, telephone).

Assessment

This unit is assessed through an external examination set and marked by City & Guilds.

This unit will be tested via a short answer paper under exam conditions. Learners will be allowed 1.5 hours to complete the paper.

Duration: **1.5 hours**

Assessment type: **Controlled condition test**

Number of marks: **60 marks**

Learning Outcomes	Assessment criteria	Marks	Weighting
1 Understand the key legal, health and safety requirements for employees	a. explain the global environment in which hair and beauty industries operate and the interdependences between them and related industries	20	33%
	b. describe how the social, environmental, ethical and sustainability issues affect hair and beauty industries		
	c. explain how iconic hair and beauty products, equipment and manufacturing have influenced social and economic developments		
2 Know the factors that impact on safe, effective and hygienic working practices	a. state the importance of general employability skills in the hair and beauty sector and related industries	18	30%
	b. describe a range of job roles, training routes, qualifications and career pathways relevant to employment in the hair and beauty sector		
	c. state career opportunities in related industries		
3 Be able to carry out a simple risk assessment in the hair and beauty sector	a. explain the supply chain of products and equipment in the hair and beauty sector	22	37%
	b. explain the key factors which may impact on the supply and demand of products and services		
	c. state how key economic factors influence the global market place and in turn affect the demand for hair and beauty products and services		
	d. explain the communication techniques used to buy and sell products in the hair and beauty sector		
Total		60	100%

Guidance for delivery

When delivering this unit, teachers should use a broad range of techniques including lectures, discussions, role play exercises, web site searches, video, DVD, diary log and realistic learning in a salon environment, for example work experience.

Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the industry when working in a realistic learning environment or from external visits.

Any form of work placement, work experience or work shadowing would prove invaluable in this unit. Considerable research into the UK and global size and shape and the impact of the hair and beauty sector will need to be analysed, drawn up and conclusions presented about the environmental, ethical and economic issues. Investigation into the manufacturing links, processes and supply chain through from their design and development of the final iconic product, equipment and product manufacture and how they have contributed to the social and economic development of the hair and beauty sector.

Evidence of this research will need to be set out in report format or as an assignment. Examples of product, equipment and company could be displayed on a mood board to enhance findings.

Discussion should take place about various marketing techniques used by the industry to market different hair and beauty products and services to different types of audiences such as fashionable, ethnic, etc. Include some evaluation of how the media is used to portray the hair and beauty industries and the impact trends, celebrities and fashion have on it.

A role play with an audience can be set up with the learners demonstrating their marketing skills in the promotion of a product or service in the salon. Design of their own product and materials can be taken into account for the marks awarded.

During any presentations consideration should be given to the expected behaviour e.g. effective personal conduct, personal presentation, dress code, cooperation and safe working practices.

Opportunities to explore information in learning and qualification pathways that exist in the hair and beauty sector will need to be directed to the learner. Learners will need to know about the different job roles and career pathways within the hair and beauty sector and links into other sectors and how employability exists with the skills acquired through the trades.

Examples can be given by a vocational expert from the hair and beauty sector offering transferable skills into for example fashion, complementary and alternative therapies, paramedical, media, health and fitness, film, theatre and retailing.

Industry links:

- industrial links with hair and beauty companies
- websites
- literature on global social and economic studies
- Habia

The knowledge acquired in this unit will underpin knowledge requirements in other units. It is important that the learner is able to adapt and develop their skills and knowledge of the global market and its influences on hair and beauty services.

Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the industry when working in a realistic work environment or from external visits.

This unit has links with Level 2 Units 2, 4 and 5.

Opportunities for applied learning

Learners may work either in a salon or realistic learning environment to experience the opportunity to observe professional stylists or therapists at work.

Contact with visiting speakers from Habia, product manufacturers and suppliers, salon owners, experienced hairdressers and therapists will help learners understand more about the industry as a whole and the career structure and pathways that currently exist. Use of the www.habia.org or www.learnxtra.com website could assist with this process.

Visits to salons, suppliers or manufacturers would assist with the research of this unit. This would also provide an opportunity to look at the UK and world market economy and give examples of how the industry sells its products and services to different customers that impact on and create demand. This could also link with Level 2 unit 4 and the communication with the media.

Learners will need to be encouraged to reflect, on the variety of products and services on offer in local salons and make some comparisons with larger companies or city based salons and possibly some rural locations.

Learners will need to apply self assessment and evaluation methods; this can be done through an independent enquiry with a range of salons for hairdressing, beauty therapy, nail services, spa therapy, barbering, or African Caribbean type hairdressing and barbering.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- carrying out research into UK and global markets and the social and economic effects on the hair and beauty sector
- carrying out research into career opportunities available in the hair and beauty sector

Creative thinkers

- asking questions about career routes and progression that are available in the hair and beauty sector
- asking questions about employability skills which can be transferred to other related sectors

Reflective learners

- communicating their findings about the global environment in which hair and beauty industries operate.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

In order to gain an understanding of the hair and beauty industry and associated career pathways learners will need to access a range of texts and sources of information which provide reading skills development opportunities. Research tasks can also be included when exploring the ethical issues which may emerge when working in the industry. The outcome of these research tasks could be in the form of written pieces. Other reading tasks can be around the subject of branding and advertising of products and services and the language and forms used to gain the public's attention. Mathematics will be needed when trying to establish with learners a clear understanding of the size and make-up of the industry. Also when discussing various business structures, including partnerships, learners will need to understand, fractions, percentage, ratio and proportion.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Henderson, S. (2003). Basic Hairdressing. Published: Nelson Thornes. ISBN: 978-0748770823.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Green, M.; Palladino, L. (2006). Hairdressing The Foundations. Published: Thomson Learning. ISBN: 978-1844804177.
- Palmer, L.; Moorman, N. (2003). Hairdressing with Barbering. Published: Heinemann. ISBN: 978-0435451554.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- | | |
|---|--|
| • Smartscreen | www.smartscreen.co.uk |
| • Learnxtra hairdressing | www.learnxtra-hairdressing.com |
| • Department for Children, Schools and families | www.dcsf.gov.uk |
| • Black Beauty and Hair | www.blackbeautyandhair.com |
| • The Freelance Hair and Beauty Federation | www.fhbf.org.uk |
| • Habia | www.habia.org.uk |
| • Health & Safety Executive | www.hse.gov.uk |
| • Hair & Fashions | www.hairco.com.au |
| • Cengage Learning EMEA | www.thomsonlearning.co.uk |

Level 2 Unit 3: The science of hair and beauty

What is this unit about?

This unit will expose the learner to the exciting and diverse scientific world within the hair and beauty sector, beyond that of the consumer, by introducing them to basic anatomy, physiology and science related to technical services.

This unit will engage the learners' interest through the investigation of how environmental and external factors affect the condition of the skin, hair and nails, especially exposure to ultraviolet light. It will show how water and detergents react and how temperature affects hair, skin and nails. The knowledge acquired will enable them to recognise hair, hand and nail typeset conditions, including those that will prevent or restrict treatments or services.

Learners will be able to demonstrate their understanding through practical activities, carrying out and recording tests. An appreciation of the principles of colour selection will support how this is applied to hair and beauty services; how the effect of light and heat can affect the delivery of services and the resulting appearance of colour. Learners should know how complementary colours can enhance skin tone through the use of selected products or clothing.

Important, life affecting factors that affect the health and condition of the skin, hair and nails will be highlighted and investigated by the learner and how the ageing process can affect them especially.

The ethical issues concerning animal testing will be investigated, taking into account wide ranging and differing views.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers.

Guided learning hours

This unit has 60 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the key factors that affect the health and condition of hair, skin and nails	a. explain basic anatomy and physiology associated with hair, skin and nail technical services	
	b. explain how key factors affect the health and condition of skin, hair and nails	
	c. explain how imperfections and conditions can affect or limit hair, beauty and nail services	
2. Know the scientific principles used within basic hair, beauty and nail technical services	a. describe how the active ingredients of hair, beauty and nail products work	
	b. describe the tests used in the hair and beauty sector	
	c. describe how pH affects the use of products on hair, skin and nails	
	d. summarise the uses and functions of electricity within the hair and beauty sector	
	e. state the effects and use of water type and temperature, heat and light on service delivery, products and equipment	
3. Be able to apply the principles of colour and light to enhance appearance	a. use the principles of colour to select complementary colours in order to enhance skin tone, products or clothing	
	b. compare how different types of light can affect the appearance of colour	
4. Be able to safely conduct basic tests used in the hair and beauty sector	a. safely conduct and accurately record results of hair and beauty related tests and their purposes	
	b. follow guidelines to store and dispose of resources after testing	
	c. analyse results and draw conclusions of hair and beauty related tests	IE4

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learners must be given sufficient information about all of the six industries within the hair and beauty sector to ensure they can make an informed decision for the assignment.

Learning outcome 1

Learners must be taught the anatomy and physiology terminology associated with the hair and beauty sector. For example:

Skin:

- epidermis
- hair shaft and dermal papillae
- arrector pili muscle
- hair follicle
- dermis
- sweat gland
- subcutaneous
- sebaceous gland

Hair:

- cuticle
- cortex
- medulla
- anagen
- telogen and catagen

Nail:

- nail plate
- nail cuticle
- lunula
- free edge
- nail bed
- matrix
- hyponychium
- perionychium and eponychium

Bones:

- frontal
- occipital
- parietals
- temporal
- zygomatic
- maxillae
- mandible
- cervical vertebrae
- fibula
- tibia
- tarsals
- metatarsals
- phalanges on hands/feet
- radius
- ulna
- carpal and metacarpals

Muscles:

- frontalis
- occipitalis
- zygomaticus
- masseter
- orbicularis oris
- orbicularis oculi
- platysma
- trapezius
- sternocleidomastoid
- flexors & extensors on hands/feet
- biceps
- triceps
- soleus and gastrocnemius

Functions of the skin:

- absorption
- elimination
- protection
- sensation
- secretion
- heat regulator and vitamin d

Function of the nail/hair:

- protection.

Learners must be taught how the following key factors affect the health and condition of skin, hair and nails.

Environmental factors:

- wind
- sun
- sea.

Products:

- conditioner
- perm lotion/relaxer
- permanent colour
- bleach
- cuticle remover
- nail polish remover
- moisturiser
- cleanser

Health, lifestyle and nutrition:

- effects of illnesses
- frequency of cleansing – hair, skin and nails
- the effects of diet, age.

Learners must be taught the common hair, skin and nail imperfections and conditions and how they can affect or limit services. For example:

- bacterial
- fungal and viral infections
- dermatitis
- eczema
- psoriasis
- known allergies and sensitivities
- paronychia
- ringworm
- head lice
- dandruff
- white spots on nails

Learning outcome 2

Learners must be taught the main scientific principles of how the active ingredients in the hair, beauty and nail products work. For example:

- shampoo/detergents
- conditioners
- cold perm wave lotion
- relaxers
- permanent colours
- bleach
- skin cleansers
- toners
- clay masks
- skin exfoliants
- colour pigments in make-up
- cuticle removers
- nail enamel

Learners must be taught the pH scale, identify pH of products on a pH scale and how the pH affects the use of products and its effects on the hair, skin and nails. For example:

- acid
- alkaline
- neutral (opens and closes cuticles and dehydrating).

Learners must be taught the uses and functions of electricity. For example:

- equipment – (hairdryer, straightening irons, infra-red lamp, ultra-violet cabinet, ultra-violet lamp)
- added heat
- salon lighting.

Learners must be taught how the following affect hair, beauty and nail service delivery and the use of products and equipment:

- water type (e.g. soft and hard, spring and distilled)
- water temperature (e.g. hot, tepid, cold, on the hair and skin, comfort)
- heat (e.g. on the scalp, source, e.g. steamer and infrared and environmental)
- effects of light (e.g. colour spectrum).

Learning outcome 3

Learners must be taught how the use of colour and the selection of complementary colours may enhance skin tone, product or clothing. For example:

- skin tone: light, light-medium, medium-dark, dark
- products: hair style, nails, image/look (wedding, special occasion, day, evening make-up).

Learners must be taught how different types of light can affect the appearance of colour. For example:

- artificial light
- natural light.

Learning outcome 4

Learners must be taught conducting hair and beauty sector related tests safely. Conducting safety tests will include accurately recording, analysing results and drawing conclusions about the following:

- skin/sensitivity
- porosity
- elasticity
- incompatibility
- strand
- tactile
- pH and water testing (hard and soft water).

Learners must be taught the guidelines on storing and disposing of resources after testing.

Learners must be taught the ways of analysing hair and beauty sector related test results. For example:

- skin/sensitivity – visual result and customer feedback
- porosity – touch
- elasticity – tensile strength
- incompatibility – physical and visual
- strand – visual
- tactile – touch
- pH – litmus paper or universal indicator and water testing – scaling deposits
- lathering properties.

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The learner will complete a study of a specific industry in the hair and beauty sector, and complete practical tasks involving testing of scientific principles and the application of colour and light.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below:

Task	Form(s) of evidence	LO mapping
Study of a specific industry	The following must be provided: <ul style="list-style-type: none">annotated display (mood board) or presentation or illustrated report	LO1 and 2
Practical tests	The following must be provided: <ul style="list-style-type: none">records of tests, results and conclusionswitness statement from specialist observer	LO2 and 4
Application of principles of colour and light	The following must be provided: <ul style="list-style-type: none">illustrated record, display or reportwitness statement from specialist observer	LO2 and 3

Duration

The assignment will take approximately 5 of the 60 guided learning hours available for this unit.

Sector relevant purpose

The tasks must address how environmental factors affect the condition of hair, skin and nails and how scientific principles are applied in the context of the hair and beauty sector.

The practical tests should apply to real work in the hair and beauty sector.

Demand

Both parts of the assessment must be carried out under controlled conditions in accordance with the guidance on pages 137-138 of the specification, and evidence kept for moderation purposes.

The learner should carry out two practical tests.

Task taking

A subject specialist will observe the tests and practical applications, and must give written comments on observations of the process carried out.

Mannequin heads (for hair tests), peers and/or models may be used for some of the practical assessment. Learners will work independently of other learners for these assessments.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand the key factors that affect the health and condition of hair, skin and nails	15	25%
2. Know the scientific principles used within basic hair, beauty and nail technical services	12	20%
3. Be able to apply the principles of colour and light to enhance appearance	12	20%
4. Be able to safely conduct basic tests used in the hair and beauty sector	21	35%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the key factors that affect the health and condition of hair, skin and nails	<p>0 to 5 marks</p> <p>Explained showing a limited awareness hair, skin and nail anatomy and physiology</p> <p>Explained showing a limited awareness how key factors affect the health and condition of skin, hair and nail.</p> <p>Explained showing a limited grasp how imperfections and conditions can affect or limit services.</p>	<p>6 to 9 marks</p> <p>Explained showing a clear comprehension hair, skin and nail anatomy and physiology.</p> <p>Explained showing clear comprehension how key factors affect the health and condition of skin, hair and nail.</p> <p>Explained showing a clear grasp how imperfections and conditions can affect or limit services.</p>	<p>10 to 15 marks</p> <p>Explained showing an extensive appreciation hair, skin and nail anatomy and physiology.</p> <p>Explained by showing an extensive appreciation how key factors affect the health and condition of skin, hair and nail.</p> <p>Explained showing a full grasp how imperfections and conditions can affect or limit services.</p>

<p>2. Know the scientific principles used within basic hair, beauty and nail technical services</p>	<p>0 to 4 marks</p> <p>Described showing limited knowledge how active ingredients of hair and beauty products work.</p> <p>Described showing limited knowledge the tests used in the hair and beauty sector.</p> <p>Described showing limited knowledge the pH chart and the affects of pH.</p> <p>Summarised showing partial knowledge the uses and functions of electricity.</p> <p>Showed limited insight of the effects and use water type, temperature, heat and light on service delivery, products and equipment.</p>	<p>5 to 8 marks</p> <p>Described showing clear knowledge how active ingredients of hair and beauty products work.</p> <p>Described showing clear knowledge the tests used in the hair and beauty sector.</p> <p>Described showing clear knowledge the pH chart and the affects of pH.</p> <p>Summarised showing suitable knowledge the uses and functions of electricity.</p> <p>Showed clear insight of the effects and use of water type, temperature, heat and light on service delivery, products and equipment.</p>	<p>9 to 12 marks</p> <p>Described showing broad knowledge how active ingredients of hair and beauty products work.</p> <p>Described showing extensive knowledge the tests used in the hair and beauty sector.</p> <p>Described showing extensive knowledge the pH chart and the affects of pH.</p> <p>Summarised showing considerable knowledge the uses and functions of electricity.</p> <p>Showed broad insight of the effects and use of water type, temperature, heat and light on service delivery, products and equipment.</p>
<p>3. Be able to apply the principles of colour and light to enhance appearance</p>	<p>0 to 4marks</p> <p>Sometimes used principles of colour and generated own ideas and explored possibilities when selecting complementary colours that enhanced appearance</p> <p>Compared different types of light and their effects with limited accuracy</p>	<p>5 to 8 marks</p> <p>Often used principles of colour and generated own ideas and explored possibilities when selecting complementary colours that enhanced appearance.</p> <p>Compared different types of light and their effects with good accuracy.</p>	<p>9 to 12 marks</p> <p>Most of the time used principles of colour and generated own ideas and explored possibilities when Selecting complementary colours that enhanced appearance.</p> <p>Compared different types of light and their effects with excellent accuracy.</p>

4. Be able to safely conduct basic tests used in the hair and beauty sector	0 to 7 marks	8 to 14 marks	15 to 21 marks
	Used safe working practices when carrying out hair and beauty related tests under close supervision.	Used safe working practices when carrying out hair and beauty related tests under periodic supervision.	Used safe working practices when carrying out hair and beauty related tests under minimal supervision.
	Followed guidelines with continual prompting to store and dispose of resources.	Followed guidelines with occasional prompting to store and dispose of resources.	Followed guidelines with minimal prompting to store and dispose of resources.
	Limited analysis and brief conclusions were given.	Detailed analysis and brief conclusions were given.	Detailed analysis and extensive conclusions were given.

Guidance for delivery

This is an active unit and will expose the learner, through experiential learning, to the science of hair, beauty and related industries. Teachers must provide opportunities for learning in a realistic learning environment whilst observing and carrying out tests. This can be in a salon or a science laboratory.

The purpose of this unit is to introduce learners to some of the key scientific principles used within the hair and beauty sector, by introducing the basic anatomy, physiology and science related to the technical services as used in everyday salon life.

The unit should allow learners to investigate and appreciate how environmental and external factors can affect the condition of the skin, hair and nails, especially the importance of exposure to ultraviolet light.

Learners must be given sufficient information on how light and heat can affect the delivery of services as well as the final appearance of applied colour.

Learners will need to understand basic anatomy and physiology of the hair, skin and nails to include the major bones and muscles of the head, face and neck, shoulders, lower arms and hands, lower legs and feet.

Learners must be given an understanding of a range of skin, hair and nail imperfections and conditions and know how they can affect or limit salon services.

Teachers must provide opportunities for the learners to undertake some basic analysis and testing processes for skin (NB skin tests are not to be performed on or by anyone under the age of 16), hair and nails in a salon/laboratory environment in order for the learner to appreciate and understand the purposes and procedures as well as how to interpret and record any test results. Learners must be made aware of, and be able to follow guidelines to correctly store and dispose of resources after testing.

Learners will need to know the main scientific principles of how basic hair, beauty and nail products work, and should include pH testing and show an understanding of the pH scale. Teachers must ensure that the learners can label a pH scale, showing the position of commonly used chemicals in the hair and beauty sector.

Basic principles of colour will need to be demonstrated through a range of mediums, and should establish how they could be applied to hair and beauty services. This would cover hair colouration as well as the use of make-up colours. Learners will need to be taught how heat and light can affect the delivery of services as well as the resulting appearance of colour.

Teachers must ensure that learners know how water type can affect hair, beauty and nail service delivery and the use of products and equipment.

When delivering this unit teachers should use a wide range of teaching and learning techniques including: demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. Active participation is one of the most appropriate methods of learning and the learners must have access to professional products, tools, equipment and materials that meet with industry requirements. There is a wide range of terminology used across the hair and beauty sector, which must be taken into account when teaching, and for this reason it is recommended that a teacher with knowledge of hair and beauty science will teach this unit.

Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Inclusivity will be supported through a variation of tasks within each lesson to encompass differentiation. Teachers should integrate terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in the context of the hair and beauty sector.

This unit could be extended further by undertaking the following specialist learning units

- Level 2 Unit 14: Discover the art of colouring hair
- Level 2 Unit 22: Foot care
- Level 2 Unit 23: Introduction to head massage
- Level 2 Unit 24: Facial care for men

Opportunities for applied learning

Learners will need to work in a salon dispensary area or in a science laboratory to be able to carry out a series of tests and prepare some simple analysis. A variety of tests should cover pH testing, hard and soft water tests, hair colour samples, heat and light effects, skin and sensitivity tests. Using their research skill the learners will need to investigate the make up of products such as simple shampoo or face cream ingredients.

This work should support the learning required to complete the assignment. Contact with experienced sector practitioners will help learners understand the associated anatomy and physiology, as well as the importance of tests carried out within the hair and beauty sector.

Talks from practitioners from the hair and beauty sector would help to engage learners' interest for this diverse and interesting topic. Learners should be encouraged to use any work experience opportunities to observe sector related tests.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research to introduce learners to the key scientific principles used within the hair and beauty sector
- exploring the issues, events or problems of how imperfections and conditions can affect or limit hair, beauty and nail services

Creative thinkers

- recognising the principles and relevance of colour and how light can affect the appearance of colour
- questioning their own and others' assumptions when selecting complementary colours to enhance skin tone, products or clothing

Self-managers

- working to their own goals in showing initiative and organising their own time and prioritising actions
- seeking advice and support when needed when conducting tests

Team workers

- learners collaborating when carrying out experiments
- taking responsibility and showing confidence in themselves when analysing test results and drawing conclusions

Reflective learners

- drawing conclusions from experiments. Evaluating results and learning to inform future progress
- presenting results of tests in relevant ways for different audience

Effective participators

- presenting a persuasive case for action when selecting complementary colours.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are opportunities for reading skills development when it comes to the study of physiology and health conditions which need to be understood when considering the appropriate treatments for clients. There is also need for learners to be able to follow written instructions when it comes to the safe storage and disposal of products and consumables. In order to gain an understanding of the size and segmentation of the industry some number skills development can be included.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2005). The Spa Book. Published: Cengage Learning EMEA. ISBN: 978-1861529176.
- Cressy, S. (2004). The Beauty Therapy Fact File (4th ed.). Published: Heinemann. ISBN: 978-0435451424.
- D'Angelo, J. (2006). Spa Business Strategies. Published: Delmar Learning. ISBN: 978-1401881641. Franklin, F.; Woodhouse, B. (2000). Beauty Therapy Practical Skills. Published: Hodder & Stoughton. ISBN: 978-0340773024.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Henderson, S. (2003). Basic Hairdressing. Published: Nelson Thornes. ISBN: 978-0748770823.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828. Green, M.; Palladino, L. (2006). Hairdressing The Foundations. Published: Thomson Learning. ISBN: 978-1844804177.
- Palmer, L.; Moorman, N. (2003). Hairdressing with Barbering. Published: Heinemann. ISBN: 978-0435451554.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- Smartscreen www.smartscreen.co.uk
- Learnxtra hairdressing www.learnxtra-hairdressing.com
- Department for Children, Schools and families www.dcsf.gov.uk
- Black Beauty and Hair www.blackbeautyandhair.com
- The Freelance Hair and Beauty Federation www.fhbf.org.uk
- Habia www.habia.org.uk
- Health & Safety Executive www.hse.gov.uk
- Hair & Fashions www.hairco.com.au
- Cengage Learning EMEA www.thomsonlearning.co.uk
- British spas www.britishspas.co.uk
- Professional Beauty www.professionalbeauty.co.uk
- Spa Directory www.thespadirectory.com
- International Spa Association www.experienceispa.com/ISPA
- Beauty Guild www.beautyguild.com
- Beauty Jobs On-line www.beautyjobsonline.com

Level 2 Unit 4: Communication and client care in the hair and beauty sector

What is this unit about?

This unit aims to encourage and develop the communication skills that will help learners build a successful career. Having good communication skills is essential in the work place and is a necessity in the hair and beauty sector. The way clients/customers are treated can have an immense effect on the outcome of hair and beauty services and this in turn can influence client commitment and ultimately the success of the business.

Learners will study the importance of effective communication and will understand how this relates to client consultation. They will understand the need for different types of communication and behaviour for different people including how best to communicate using various types of media. Learners will look at the

differences in communication between the six industries within the hair and beauty sector. They will explore

the use of body language and how to present a professional image both generally and in the context of the

hair and beauty sector.

Learners will discover new terminologies and be able to use it in context when dealing with a range of situations. This unit will prepare the learner for the world of work and give them an insight into the thought-provoking area of how we communicate. This includes:

- how to use spoken and written language and adapt this to suit different situations
- how to listen and read effectively
- the importance of presenting a good personal image through body language
- gesture
- speech
- dress code
- how to interpret and respond to the body language of others
- how to ask questions
- and how to present information.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- reflective learners.

Guided learning hours

This unit has 60 GLH assigned to it, of which 9 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the importance of communication in the hair and beauty sector	a. describe the range of communication skills appropriate for a safe and effective work environment	
	b. explain the importance of communication skills to career success in the hair and beauty sector	
	c. explain the importance of personal presentation and appearance in the hair and beauty sector	
2. Understand the role of communication in providing effective customer services	a. explain the need for effective customer service	
	b. describe which communication methods work best in different situations and with different people across the six industries	
3. Understand the consultation process	a. explain the importance of the consultation process in terms of building relationships and increasing sales	
	b. compare the different types of consultation process used across the six industries	
4. Be able to carry out consultations with hair and beauty clients	a. perform an appropriate consultation process using correct terminology	
	b. evaluate experience from the consultation process carried out and suggest improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learning outcome 1

Learners must be taught the range of communication skills appropriate for a safe and effective working environment. For example:

- listen attentively to health, safety and emergency briefings
- read workplace procedures
- follow spoken/written instructions or demonstrations
- ask for clarification
- speak clearly when reporting an incident, passing on a message or an instruction
- respond quickly to dangerous situations
- to find out client requirements
- promote client care and customer service
- avoid mistakes
- support harmonious working relationships
- support workplace efficiency.

Learners must be taught the importance of communication skills to career success. For example:

- friendliness
- politeness
- co-operation.

Learners must be taught the importance of personal presentation and appearance in the hair and beauty sector, for example:

- the wearing of jewellery
- correct dress code
- correct footwear
- personal hygiene.

Learning outcome 2

Learners must be taught the need for effective customer service in all businesses. For example, by providing good customer service

- it will make customers feel valued
- businesses will have good reputation
- it will increase sales
- it will generate repeat business and customer loyalty.

Learners must be taught which communication methods will work best in different situations and with different people. They will need to understand any differences which occur across the six industries. For example:

- when and how to use questions
- the usage of posters and pictures
- how to respond to questions
- how to read and understand straightforward written and spoken information
- how to speak and write in a manner that other people can understand
- non-verbal communication – body language, gesture, facial expression, in self and others.

Learning outcome 3

Learners must be taught the importance of client consultation in terms of building relationships and increasing sales. For example, an effective consultation will:

- identify contra-indications
- identify service requirements
- promote customer satisfaction
- promote better business image
- build good relationships with clients thus increasing their confidence
- lead to increased sales of products and services
- generate repeat business.

Learners must be taught the differences in the way a consultation process would be carried out across the six industries. For example:

- confidentiality
- pre-visit consultation
- before the service
- during the service
- pre-formatted consultation/record/treatment plan
- informal discussion.

Learning outcome 4

Learners must be taught how to perform consultation processes across the six industries using the correct terminology. Examples of terminology may include:

- equipment – basin, tools, work station
- products – activators, conditioner, shampoo
- legal requirements – Code of Conduct, COSHH
- health and safety – cross infection, dermatitis, hazard, infection, infestation, Personal Protective Equipment (PPE), risk, sterilisation, anti-bacterial, ultraviolet radiation,
- techniques – blow-drying, blow-wave, finger dry/scrunch dry, setting, texturising, thermal styling smoothing
- miscellaneous – aftercare, client, confidential, consultation, professional image, record card, salon, stylist, work area.

Learners must be taught how to review the consultation process they have carried out. The review process may include for example, teachers giving feedback from observation made on the consultation process, thus the learner explaining how the process can be carried out better next time.

Assessment

This unit is assessed through a centre-set and marked assignment. Internal assessments are subject to moderation by City & Guilds.

The learner will complete an assignment focussed on completing and reviewing practical consultations with hair and beauty clients.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Consultations	The following must be provided: <ul style="list-style-type: none">• written notes and witness testimony or Recording or transcript	LO3 and 4
Review	The following must be provided: <ul style="list-style-type: none">• electronic document• record of review with tutor	LO1, 2, 3 and 4

Duration

This assignment should take no longer than 9 hours.

Each consultation should take no longer than 30 minutes.

Sector relevant purpose

The learner should carry out a number of consultations from different industries. A review should be written containing details of why certain aspects of the consultation were important to the hair and beauty sector.

The consultation should be a true simulation of what would happen with a client in that industry.

Demand

At least 3 consultations should be carried out covering at least 2 different industries. At least 1 of the consultations should be made after a service. The consultations may be carried out on any suitable adult playing the role of a client. However, the consultations should be marked by the teacher.

The review should be no more than 4 pages in length.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand the importance of communication in the hair and beauty sector	9	15%
2. Understand the role of communication in providing effective customer services	9	15%
3. Understand the consultation process	12	20%
4. Be able to carry out consultations with hair and beauty clients	30	50%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the importance of communication in the hair and beauty sector	<p>0 to 3 marks</p> <p>Described showing a limited understanding the importance of appropriate communication for a safe and effective work environment.</p> <p>Explained showing limited understanding the importance of communication skills</p> <p>Explained showing limited understanding of the importance personal presentation and appearance to career success.</p>	<p>4 to 6 marks</p> <p>Described showing a clear understanding the importance of appropriate communication for a safe and effective work environment.</p> <p>Explained showing a clear understanding the importance of communication skills.</p> <p>Explained showing a clear understanding of the importance of personal presentation and appearance to career success.</p>	<p>7 to 9 marks</p> <p>Described showing a comprehensive understanding the importance of appropriate communication for a safe and effective work environment.</p> <p>Explained showing a comprehensive understanding the importance of communication skills.</p> <p>Shown a comprehensive understanding of the importance of personal presentation and appearance to career success.</p>
2. Understand the role of communication in providing effective customer services	<p>0 to 3 marks</p> <p>Demonstrated showing limited awareness the need for effective customer service in business.</p> <p>Described how to recognise which communication skills work best in different situations and with different people, with limited understanding.</p>	<p>4 to 6 marks</p> <p>Demonstrated showing a clear awareness the need for effective customer service in business.</p> <p>Described how to recognise which communication skills work best in different situations and with different people, with a clear understanding.</p>	<p>7 to 9 marks</p> <p>Demonstrated showing a comprehensive appreciation the need for effective customer service in business.</p> <p>Described how to recognise which communication skills work best in different situations and with different people, with comprehensive understanding.</p>

3. Understand the consultation process	<p>0 to 4 marks</p> <p>Explained showing a limited awareness the importance of the consultation process in building relationships and increasing sales.</p> <p>Compared and identified a limited amount of differences and similarities in consultation processes.</p>	<p>5 to 8 marks</p> <p>Explained, showing a clear awareness the importance of the consultation process in building relationships and increasing sales.</p> <p>Compared and identified clear differences and similarities in consultation processes</p>	<p>9 to 12 marks</p> <p>Explained with an extensive appreciation the importance of the consultation process in building relationships and increasing sales.</p> <p>Compared and identified a comprehensive list of differences and similarities in consultation processes.</p>
4. Be able to carry out consultations with hair and beauty clients	<p>0 to 10 marks</p> <p>Performed and carried out relevant consultation processes using limited terminology for different audiences with continual prompting.</p> <p>Given a limited evaluation of the experience with minimal reference to feedback giving limited suggestions for improvements for the future.</p>	<p>11 to 20 marks</p> <p>Performed and carried out relevant consultation processes using suitable terminology for different audiences with occasional support.</p> <p>Given a clear evaluation of the experience with some reference to feedback giving some suggestions for improvements for the future.</p>	<p>21 to 30 marks</p> <p>Performed and carried out relevant consultation processes using terminologies comprehensively for different audiences with autonomy.</p> <p>Given a thorough evaluation of experience of the consultation process referring to feedback and giving realistic suggestions as to improvements for the future.</p>

Guidance for delivery

When delivering this unit, teachers should use a broad range of techniques including lectures, discussions, role play exercises, web site searches, video, DVD, diary log and realistic work in salon environment.

Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the industry when working in a realistic work environment or from external visits.

Whatever teaching, learning and assessment activities are employed, health, safety and welfare issues are paramount at all times. Health and safety requirements should be utilised in the teaching and learning strategies used for the unit, with emphasis placed on listening attentively to health, safety and emergency procedures, following instruction and safe use of equipment.

It is recommended that teachers deliver this unit alongside units 8, 9 and 10 to show the purpose and benefits of a thorough consultation process.

Any form of work placement, work experience or work shadowing would prove invaluable in this unit.

Learners should be encouraged to work shadow in a real working salon to observe consultations being carried out. When discussing the communication aspect of this unit it is essential that the learners understand how listening, speaking, reading and writing skills are needed to communicate effectively in a professional manner in a range of situations.

A diary or work log should be maintained to provide any supporting evidence. Client consultation forms and or record cards can also be used as evidence providing they meet with the data protection criteria. There is a wide range of terminology used across hair and beauty sector which must be taken into account when teaching and for this reason it is recommended that a subject specialist will teach this unit.

The learners should be able to understand straightforward written and spoken information and speak in a manner that others can understand. The importance of other non-verbal communication as in gesture, body language and facial expressions for both themselves, as well as others, from all backgrounds, race or creed should be emphasised.

Also consideration should be given to the expected behaviour e.g. effective personal conduct, personal presentation, dress code, co-operation and safe working practices all of which are expected in the hair and beauty sector.

Opportunities for applied learning

Learners may work either in a salon or realistic work environment to experience contact with clients or customers and have the opportunity to observe professional stylists or therapists at work.

Contact with experienced hairdressers and therapists will help learners understand how to interact with others. It is important that the learners develop an understanding and investigate the importance of communication and recognise which methods work best for different types of people. They will need to demonstrate basic communication skills and behaviour for a safe working environment and show high standards of personal presentation. They will need to know about any uniform requirements and use of Personal Protective Equipment (PPE) as well as personal hygiene.

Using their research skills learners will need to look at a variety of media images and make some comparisons across the various sectors and give examples of how the industry communicates with the general public through the media.

Learners should to be encouraged to reflect, on how they communicate, interact and deal with others unknown to them and from a variety of backgrounds. Learners will need to apply self-assessment and evaluation methods; this can be done through consultation with a range of clients/customers in a salon situation. Consultation forms or record cards can be used to source evidence.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- carrying out research into the various media sources that supply the hair and beauty sector
- analysing and evaluating information when carrying out consultations

Reflective learners

- communicating their understanding of how basic communication works best in a variety of situations with a variety of people
- inviting feedback and dealing positively with praise, setbacks and criticism when reviewing observed consultations

Team workers

- communicating with others in a salon environment
- showing fairness and consideration to others when carrying customer service effectively

Self-managers

- showing high standards of personal presentation as required in a salon
- organising time and resources when contributing to effective customer service

Effective participators

- discussing issues of concern, seeking resolutions where needed during the process of consultations
- identifying improvements that would benefit others as part of the consultation process

Creative thinkers

- asking questions to extend thinking when analysing hair, skin and scalp.
- adapting ideas in line with customer requirements.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

By its very nature, this unit is all about the development of speaking and listening skills of learners. In addition, subsequent learning may be around the following of written instructions in order to meet a client's need.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749. Henderson, S. (2003). Basic Hairdressing. Published: Nelson Thornes. ISBN: 978-0748770823. Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828.
- Green, M.; Palladino, L. (2006). Hairdressing The Foundations. Published: Thomson Learning. ISBN: 978-1844804177.
- Palmer, L.; Moorman, N. (2003). Hairdressing with Barbering. Published: Heinemann. ISBN: 978 0435451554.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- | | |
|---|--|
| • Smartscreen | www.smartscreen.co.uk |
| • Learnxtra hairdressing | www.learnxtra-hairdressing.com |
| • Department for Children, Schools and families | www.dcsf.gov.uk |
| • Black Beauty and Hair | www.blackbeautyandhair.com |
| • The Freelance Hair and Beauty Federation | www.fhbf.org.uk |
| • Habia | www.habia.org.uk |
| • Health & Safety Executive | www.hse.gov.uk |
| • Hair & Fashions | www.hairco.com.au |
| • Cengage Learning EMEA | www.thomsonlearning.co.uk |

Level 2 Unit 5: History of hair and beauty in society

What is this unit about?

This unit will expose the learner to the exciting history behind hair, beauty and related industries and how this has impacted on developments in technology and society, through a journey of discovery, focusing on one era as a focal point for study. They will have the opportunity to study the main landmarks in the development of the hair and beauty sector and how past ideas and practices have influenced modern trends. Learners will develop a breadth of knowledge by studying a historical era across all six hair and beauty industries.

Learners' interest will be engaged through the investigation of key technological developments and the way they have affected current services. Learners will research the effect that cultural factors such as hair and skin type, hair growth patterns and family occasions have on the delivery of hair and beauty services.

Learners will discover how consumer spending, leisure activities, media coverage and gender issues have influenced the delivery of hair and beauty services.

Learners can express their own creativity by choosing from a range of media when demonstrating the impact of historical influences on today's hair and beauty industries.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- effective participators
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 6 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the effect of historical influences on the hair and beauty sector	a. explain how historical eras have influenced the hair and beauty sector services and trends	
	b. identify key landmarks in the development of the hair and beauty sector	
	c. explain how past ideas and practices have influenced modern trends	
2. Know the impact of key technological developments on the hair and beauty sector	a. describe how the key technological developments have impacted on services in the hair and beauty sector	
3. Understand how factors influence the delivery of hair and beauty services	a. explain how cultural factors affect the delivery of hair and beauty services	
	b. explain how social and economic factors influence the delivery of hair and beauty services	
4. Be able to generate modern service ideas	a. communicate with clients to find out their requirements	
	b. generate modern service ideas taking into consideration the influencing factors	
	c. negotiate and balance views with client to reach a workable solution	EP5
	d. finalise services and suggest improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learning outcome 1

Learners must be taught how the historical eras have influenced the hair and beauty sector. For example:

- Chinese
- Egyptian
- Grecian
- Roman
- Victorian
- Edwardian.

Learners must be taught the key landmarks in the development of the hair and beauty sector. For example:

- fashion eras – e.g. 1960
- technology – e.g. perm lotion/relaxers, hair straighteners, colour, microdermabrasion, non-surgical face lifts, acrylic nail enhancement.

Learners must be taught the past ideas and practices have influenced modern trends. For example:

- curling hair – e.g. the use of tongs
- adding hair – e.g. the use of hair pieces/extensions
- cutting hair – e.g. electric clippers
- colouring hair – e.g. the use of colouring hair to change an image
- nail enhancement – e.g. the use of acrylics
- hand and body art – e.g. semi-permanent pigmentation
- complimentary therapies – e.g. the use of hot stones, reflexology.

Learning outcome 2

Learners must be taught how the technological developments have impacted on the hair and beauty sector. For example:

- techniques (e.g. influences on training)
- products (e.g. perm lotion/ relaxer, colour, anti-ageing creams, face packs, acrylic materials, oils)
- media – (e.g. advertising, internet, TV).

Learners will need to know when these developments impacted.

Learning outcome 3

Learners must be taught the cultural factors affecting the delivery of hair, beauty and related services. For example:

- hair, skin and nails
- cultural traditions
- family occasions/celebrations.

Learners will need to be taught how the following social and economic factors have influenced the delivery of hair, beauty and related services:

- consumer spending – e.g. unemployment trends
- leisure activities – e.g. spa treatments
- media coverage – e.g. accessibility to TV and the internet
- gender issues – e.g. acceptability of male cosmetics, products and treatments
- celebrity influences – e.g. peer/fashion pressure.

Learning outcome 4

Learners will need to be taught how to communicate with clients to find out their requirements.

- verbal communication – e.g. ask open and closed questions
- body language – e.g. facial expressions, welcoming and open body stance
- information needed – e.g. medical history, previous services.

Learners must be taught how to generate modern service ideas taking into consideration influencing factors. For example:

- hair, skin and nail condition
- hair and nail length
- hair type and texture
- client age and lifestyle
- fashion.

Learners must be taught how to negotiate and balance views with clients to reach a workable solution. For example:

- explanation skills – e.g. clearly identify reasons why services offered are viable or not viable
- identify solutions – e.g. make recommendations, use visual aids.

Learners must be taught how to finalise the service given and suggest improvements for future progress. For example:

- hair styling, make-up and nail finishing techniques
- identifying areas of strength and areas that could be improved upon.

Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

In this assignment, firstly learners will need to communicate with clients to find out their requirements and then generate service ideas to meet those.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Illustration of the influences on modern trends and the delivery of hair and beauty services	The following must be provided: <ul style="list-style-type: none">• an illustrated report or display or presentation	LO1, 2 and 3
Identification of client requirements	The following must be provided: <ul style="list-style-type: none">• witness statement• recorded evidence	LO4
Generate service ideas	The following must be provided: <ul style="list-style-type: none">• presentation or illustrated record (photos and/or drawings)• witness statement	LO4

Duration

The assignment will take approximately 6 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner should be given realistic scenarios of different clients' requirements within the hair and beauty sectors.

Demand

The report should not be more than 4 sides of A4 paper.

Task taking

Presentations may be carried out in front of peers.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

Potential link units for assessment

- Level 2 Unit 8: Exploring skin care and make-up
- Level 2 Unit 9: Exploring hair care and styling
- Level 2 Unit 10: Exploring hand care and nail art

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand the effect of historical influences on the hair and beauty sector	10	16.6%
2. Know the impact of key technological developments on the hair and beauty sector	10	16.6%
3. Understand how factors influence the delivery of hair and beauty services	10	16.6%
4. Be able to generate modern service ideas	30	50%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the effect of historical influences on the hair and beauty sector	<p>0 to 3 marks</p> <p>Shown a limited degree of understanding when explaining the impact of historical influences</p> <p>Identified limited key landmarks and showed limited knowledge of how they have shaped hair and beauty sector</p> <p>Explained, showing limited knowledge of how past ideas and practices have influenced modern trends</p>	<p>4 to 6 marks</p> <p>Shown a clear degree of understanding when explaining the impact of historical influences</p> <p>Identified clear variety of key landmarks and showed good knowledge of how they have shaped hair and beauty sector</p> <p>Explained, showing clear knowledge of how past ideas and practices have influenced modern trends.</p>	<p>7 to 10 marks</p> <p>Shown a broad degree of understanding when explaining the impact of historical influences.</p> <p>Identified wide variety of key landmarks and showed broad knowledge of how they have shaped hair and beauty sector.</p> <p>Explained, showing broad knowledge of how past ideas and practices have influenced modern trends.</p>
2. Know the impact of key technological developments on the hair and beauty sector	<p>0 to 3 marks</p> <p>Described, showing limited knowledge of how technological developments have impacted on services in the hair and beauty sector.</p>	<p>4 to 6 marks</p> <p>Described showing clear knowledge of how technological developments have impacted on services in the hair and beauty sector.</p>	<p>7 to 10 marks</p> <p>Described, showing broad knowledge of how technological developments have impacted on services in the hair and beauty sector.</p>

<p>3. Understand how factors influence the delivery of hair and beauty services</p>	<p>0 to 3 marks</p> <p>Explained, showing limited degree of understanding of how cultural factors affect the delivery of hair and beauty services.</p> <p>Explained, showing limited knowledge of how social and economic factors influence the delivery of hair and beauty services.</p>	<p>4 to 6 marks</p> <p>Explained, showing clear understanding of how cultural factors affect the delivery of hair and beauty services.</p> <p>Explained, showing clear knowledge of how social and economic factors influence the delivery of hair and beauty services.</p>	<p>7 to 10 marks</p> <p>Explained, showing extensive understanding of how cultural factors affect the delivery of hair and beauty services.</p> <p>Explained, showing broad knowledge of how social and economic factors influence the delivery of hair and beauty services.</p>
<p>4. Be able to generate modern service ideas</p>	<p>0 to 9 marks</p> <p>Demonstrated a limited ability to communicate with clients to find out their requirements.</p> <p>Demonstrated a limited ability to generate modern style ideas taking into consideration influencing factors.</p> <p>Demonstrated a clear ability to negotiate and balance views with clients to reach a workable solution.</p> <p>Demonstrated a limited ability to finalise the service and suggest improvements for future progress.</p>	<p>10 to 19 marks</p> <p>Demonstrated an acceptable ability to communicate with clients to find out their requirements.</p> <p>Demonstrated an acceptable ability to generate modern style ideas taking into consideration influencing factors.</p> <p>Demonstrated an acceptable ability to negotiate and balance views with clients to reach a workable solution.</p> <p>Demonstrated an acceptable ability to finalise the service and suggest improvements for future progress.</p>	<p>20 to 30 marks</p> <p>Demonstrated an excellent ability to communicate with clients to find out their requirements.</p> <p>Demonstrated an excellent ability to generate modern style ideas taking into consideration influencing factors.</p> <p>Demonstrated an excellent ability to negotiate and balance views with clients to reach a workable solution</p> <p>Demonstrated an excellent ability to finalise the service and suggest improvements for future progress</p>

Guidance for delivery

This unit will allow the learner to discover and understand how services in hair, beauty and related industries have evolved through one of the major civilisations of modern history. They will discover and understand the key influences that have had a major impact on those developments and why.

Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should be encouraged to consider their own opinion in support of their findings and evidence presented. The learners should be encouraged to use a wide variety of resources including the internet, history text books, local libraries and expert witnesses such as local historians.

Teachers should provide a short insight into the influences on the hair and beauty sector of the major civilisations; these include the Chinese, Egyptian, Grecian, Roman, Victorian and Western civilisations. The teacher must focus a large proportion of the GLH on one specific historical era and landmark to enable the learners to gain a depth of knowledge.

Some examples of the items that form part of the assessment should be discussed to provide the learner with some points of reference, for example gender issues where in some civilisations hair and beauty services were a male prerogative, how services were for the rich and not the poor, etc.

Care should be taken not to provide the learner with too much information, diluting the need for research.

Opportunities for applied learning

Learners will need to interact with others in the search for information, which will bring opportunities for improving their communication skills and in determining who they should target to achieve the right outcomes. Local history groups and amateur dramatics associations may be used for reference and visualisations of images relating to the era. Film archives and periodical archives of journals and magazines may be used to enhance the learning experience. Local and national museums may be visited to further advance study.

Learners will have the opportunity to develop planning and problem-solving skills, together with evaluative skills in determining the suitability of the information they gather for the assignment.

The information they obtain will allow them to understand how hair and beauty services have developed over the centuries and give a valuable insight into current services and trends.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research on trends
- considering the influences of various forms of hair style

Creative thinkers

- asking questions to check personal understanding of responsibilities

Reflective learners

- communicating understanding of the role and responsibilities

Team workers

- adapting behaviour to suit the responsibilities of health and safety

Self-managers

- working towards goals when researching information required

Effective participators

- presenting own research knowledge on the role and influences in the sectors.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The topics for this unit lend themselves to activities such as research and reporting and therefore there are opportunities for reading and writing skills development.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Bryer, R. (2000). The History of Hair: Fashion and Fantasy down the Ages. Published: Philip Wilson. ISBN: 978-0856675065.
- Sherrow, V. Encyclopaedia of Hair: A Cultural History. Published: Greenwood Press. ISBN: 978-0313331459.

Journals

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- | | |
|----------------|--|
| • Habia | www.habia.org.uk |
| • Beauty Guild | www.beautyguild.com |
| • Beauty Web | www.beautyweb.com |
| • Marie Claire | www.marieclaire.co.uk |

Level 2 Unit 6: Promoting and selling products and services by professional recommendation in the hair and beauty sector

What is this unit about?

This unit will expose the learner to the basic aspects of promoting and selling by professional recommendation, exploring why these activities are essential to the business success within the hair and beauty sector. Learners will gain knowledge of the main ways in which sales, consumer and anti-discrimination legislation impacts on the selling process.

Understanding of the role and importance of selling and promotional activities in achieving business success is paramount within the hair and beauty sector. The learner will investigate the differences between promoting and selling products in a retail environment using best practice and ethical considerations linked to these activities.

It will captivate the learners' interest by exploring different types of retail products, services and/or equipment offered for sale in hair and beauty industries, their use, purpose and benefits to both the client and the business. Learners will demonstrate their understanding by creating effective product displays in a hair and beauty industry.

The learner will be able to apply their knowledge and understanding through opportunities for promotion and selling in the hair and beauty sector, by using common promotional techniques and incentives recognised within this sector. Learners will be expected to adhere to the types of policies and procedures often in place in the hair and beauty sector covering the selling and promotion of products and services.

Learners will explore the main factors that influence the decision to use and buy additional hair and beauty products, services and/or equipment. Learners will be expected to use basic selling techniques, act on buying signal and selling opportunities, making recommendations based on professional knowledge gained. Learners will be able to demonstrate their understanding through effective selling skills by recognising opportunities to open and close the sale of a hair, skin or nail care service, product or item of equipment to meet identified client needs.

Information and knowledge gained will support the learner to make appropriate and balanced recommendations. Throughout the learner will be encouraged to recognise and use hair and beauty related terminology.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- effective participators.

Guided learning hours

This unit has 30 GLH assigned to it, of which 8 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the basic aspects of promotion and selling	a. explain the importance of selling and promotion in achieving business success	
	b. explain the types of sales policies and procedures used in the hair and beauty sector	
	c. compare the differences between promoting and selling activities in a retail environment and by professional recommendation	
	d. describe the ethical considerations linked to selling and promotional activities	
	e. explain the impact of legislation on the selling process	
	f. explain the factors that may influence the customer's decision to buy products, services or equipment in the hair and beauty sector	
2. Know the purpose, use and benefits of typical retail products, services and equipment in the hair and beauty sector	a. state the purpose, use and benefits of typical products on sale in the hair and beauty sector	
	b. state the purpose, use and benefits of typical services on sale in the hair and beauty sector	
	c. state the purpose, use and benefits of typical equipment on sale in the hair and beauty sector	
3. Be able to use selling techniques suitable to the hair and beauty environment	a. produce an effective product display for a hair or beauty environment	
	b. demonstrate effective basic selling skills by influencing others	EP5
	c. use appropriate hair and beauty related terminology when demonstrating selling techniques	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learning outcome 1

Learners must be taught the importance of selling and promotion in achieving business success. For example:

- create and securing a market
- enhance company image
- increase profit.

Learners must be taught sales policies and procedures in hair and beauty environments. For example:

- commission structures
- target setting
- discounts
- complementary products – samples.

Learners must be taught the differences between selling and promoting a hair or beauty product through a retail environment and selling and promoting a product through professional recommendation. Learners must be able to compare the differences between these methods. For example:

- chemist
- supermarket
- no specific product knowledge
- unable to try out products first
- made for the mass-market
- sales assistant may be unable to make recommendations to hair type and condition
- unable to recommend colour or perm.

Learners must be taught the ethical considerations linked to selling and promotional activities. For example:

- animal testing
- artificial / natural products
- recycling
- legislation
- discrimination.

Learners must be taught sales, consumer and anti-discrimination legislation. For example:

- Sale of Goods Act
- Trades Description Act
- Consumer Protection legislation
- Disability Discrimination Act
- Codes of Conduct.

Learners must be taught factors that may influence clients to buy hair, beauty and nail services, products and or equipment. For example:

- balanced information and recommendations
- professional knowledge of products, services and equipment
- knowledge of suitability to the client's hair, nails, skin type and condition
- knowledge of client's expectations in respect of quality and cost
- the opportunity to try/experience products prior to purchase
- selling incentives e.g. discount, loyalty offers, special offers, seasonal specials, reductions when booking with junior staff members.

Learning outcome 2

Learners must be taught the retail products offered for sale in hair and beauty environments. For example the purpose, use and benefits of:

- | | |
|---------------|-----------------------|
| • shampoo | • eye cream |
| • conditioner | • exfoliator |
| • mousse | • nail polish remover |
| • serum | • nail enamel |
| • wax | • cuticle remover |
| • cleanser | • cuticle cream |
| • toner | • hand lotion |
| • moisturiser | |

Learners must be taught the services offered for sale in hair and beauty environments. For example the purpose, use and benefits of:

- | | |
|---------------------|--------------|
| • facials | • blow-wave |
| • make-up | • setting |
| • manicure | • finger dry |
| • pedicure | • colour |
| • nail enhancements | • perm |
| • blow-dry | • relaxing |

Learners must be taught the equipment offered for sale in hair and beauty environments. For example the purpose, use and benefits of:

- tongs
- straighteners
- nail files
- hair-dryers.

Learning outcome 3

Learners must be taught product displays (selling and promotional activities). For example:

- advertisements (window, newspaper)
- leaflets
- open evenings
- stylist uses product on the client
- samples.

Learners must be taught basic retail selling skills/techniques. For example:

- identify a need
- select product or service
- explain benefits, features and suitability
- allow client to handle/test item/demonstrate use
- overcome reservations/answer questions
- agree the sale/close the sale.

Learners must be taught appropriate hair and beauty terminologies in order to demonstrate effective selling techniques. For example:

- equipment – basin, tools, work station
- products – activators, conditioner, shampoo
- legal requirements – Code of Conduct, COSHH
- Health and Safety – cross infection, dermatitis, hazard, infection, infestation, Personal Protective Equipment (PPE), risk, sterilisation, anti-bacterial, ultraviolet radiation
- techniques – blow-drying, blow-wave, finger dry/scrunch dry, setting, texturising, thermal styling smoothing
- miscellaneous – aftercare, client, confidential, consultation, professional image, record card, salon, stylist, work area.

Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The learner will be given an assignment to promote and sell products and services by professional recommendation. They will apply their knowledge and understanding of the sales process and the factors to be considered when selling.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Produce a product display	The following must be provided: <ul style="list-style-type: none">actual leaflet or display or photographic or other illustrated record of display	LO1, 2 and 3
Sell their product	The following must be provided: <ul style="list-style-type: none">sales report and records with recording or witness testimony	LO3

Duration

The assignment will take approximately 8 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner must promote and sell hair and beauty products.

Demand

The learner must select a range of products for display purposes.

Task taking

Practical sales activity must be recorded or observed by a witness.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand the basic aspects of promotion and selling	21	35%
2. Know the purpose, use and benefits of typical retail products, services and equipment in the hair and beauty sector	9	15%
3. Be able to use selling techniques suitable to the hair and beauty environment	30	50%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the basic aspects of promotion and selling	<p>0 to 7 marks</p> <p>Explained, by showing limited understanding the importance of selling and promotion in achieving business success.</p> <p>Explained, by showing limited understanding sales policies and procedures used in the hair and beauty sector</p> <p>Compared, by showing limited understanding the differences between and selling in retail and by professional recommendation</p> <p>Shown limited understanding when describing the ethical considerations linked to selling and promotional activities</p> <p>Explained, by showing limited understanding the impact of legislation on the selling process</p> <p>Explained, by showing limited understanding the factors influencing customer's decision to by product, services or equipment.</p>	<p>8 to 15 marks</p> <p>Explained, by showing clear understanding the importance of selling and promotion in achieving business success</p> <p>Explained, by showing clear understanding sales policies and procedures used in the hair and beauty sector</p> <p>Compared, by showing clear understanding the differences between and selling in retail and by professional recommendation</p> <p>Shown clear understanding when describing the ethical considerations linked to selling and promotional activities</p> <p>Explained, by showing clear understanding the impact of legislation on the selling process</p> <p>Explained, by showing clear understanding the factors influencing customer's decision to by product, services or equipment</p>	<p>16 to 21 marks</p> <p>Explained, by showing broad understanding the importance of selling and promotion in achieving business success</p> <p>Explained, by showing broad understanding sales policies and procedures used in the hair and beauty sector</p> <p>Compared, by showing broad understanding the differences between and selling in retail and by professional recommendation</p> <p>Shown broad understanding when describing the ethical considerations linked to selling and promotional activities</p> <p>Explained, by showing comprehensive understanding the impact of legislation on the selling process</p> <p>Explained, by showing broad understanding the factors influencing customer's decision to by product, services or equipment</p>

<p>2. Know the purpose, use and benefits of typical retail products, services and equipment in the hair and beauty sector</p>	<p>0 to 3 marks</p> <p>Displayed limited knowledge when stating the purpose, use and benefits of typical products on sale in the hair and beauty sector</p> <p>Displayed limited knowledge when stating the purpose, use and benefits of typical services on sale in the hair and beauty sector</p> <p>Displayed limited knowledge when stating the purpose, use and benefits of typical equipment on sale in the hair and beauty sector</p>	<p>4 to 6 marks</p> <p>Displayed clear knowledge when stating the purpose, use and benefits of typical products on sale in the hair and beauty sector</p> <p>Displayed clear knowledge when stating the purpose, use and benefits of typical services on sale in the hair and beauty sector</p> <p>Displayed clear knowledge when stating the purpose, use and benefits of typical equipment on sale in the hair and beauty sector</p>	<p>7 to 9 marks</p> <p>Displayed broad knowledge when stating the purpose, use and benefits of typical products on sale in the hair and beauty sector</p> <p>Displayed broad knowledge when stating the purpose, use and benefits of typical services on sale in the hair and beauty sector</p> <p>Displayed broad knowledge when stating the purpose, use and benefits of typical equipment on sale in the hair and beauty sector</p>
<p>3. Be able to use selling techniques suitable to the hair and beauty environment</p>	<p>0 to 10 marks</p> <p>Produced an effective product display for a hair or beauty environment with continual teacher guidance</p> <p>Shown limited ability when demonstrating selling techniques based on professional knowledge</p> <p>Used appropriate hair and beauty-related terminology with continual teacher support</p>	<p>11 to 20 marks</p> <p>Produced an effective product display for a hair or beauty environment with minimal teacher guidance</p> <p>Shown clear ability when demonstrating selling techniques based on professional knowledge</p> <p>Used appropriate hair and beauty-related terminology with minimal teacher support</p>	<p>21 to 30 marks</p> <p>Produced an effective product display for a hair or beauty environment with autonomy</p> <p>Shown broad ability when demonstrating selling techniques based on professional knowledge</p> <p>Used appropriate hair and beauty-related terminology with autonomy</p>

Guidance for delivery

This unit will expose the learner to basic aspects of selling and promotion by professional recommendation and why these are essential to business success. Teachers must make learners aware of the impact that legislation has on the selling process. Learners must be informed of the legislation and the reason that they must be met, including how these effect selling, promotional activities and the appropriate use of language. Teachers must ensure that learners understand the codes of practice and ethical considerations related to the promotion and selling of products and services.

Learners will need to know why promoting and selling additional products, services and/or equipment is important to employers. Teachers need to make the learners aware of the common types of promotional incentives used by businesses e.g. special offers and the different types of displays and advertising used within the hair and beauty sector to promote retail sales.

For many young people this will be the first time that they have been a part of promotional and selling activities and the teacher will need to explain to learners the types of sales policies and procedures that can be put into place within the hair and beauty sector.

Learners must be able to give appropriate, balanced information and recommendations to clients about hair, skin and nail care services, products and/or equipment based on their knowledge of suitability for the client's hair, nail, skin type and condition, including their expectations in respect of quality and cost. Teachers will need to make learners aware of buying signals and selling opportunities.

Learners will show their understanding of the purpose, use and benefits of typical types of products, services and equipment for sale by identifying typical hair, skin and nail care factors that would benefit from promotions or sales.

Teachers will need to demonstrate how to produce an effective product display so that the learners can develop and create their own display for a hair, beauty or related industry environment.

Throughout this unit it is important for the learner to know and use appropriate hair and beauty related terminology when demonstrating selling techniques based on professional knowledge.

Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation. It is recommended that a subject specialist will teach this unit to ensure all health and safety learning is relevant. It is recommended that a subject specialist with extensive knowledge of promotion and retail sales within the hair and beauty sector delivers this unit.

Opportunities for applied learning

Visiting speakers representing all six hair and beauty industries can enhance the knowledge and understanding required within this unit. These inspirational guest speakers, from salons/local business and manufacturing companies (L'Oreal, Wella, Bellitas, Dermalogica) could give talks on the role of the professional when promoting and selling products, services and equipment and why this is important to the business success.

Visits to a variety of hair and beauty sector businesses will enable the learners to appreciate the importance of effective product displays and promotional material and how they can reflect on the business.

Visits to high street retailers to compare the differences between promotional activities and retail displays. Visits to other company receptions will enable the learner to compare and contrast the different displays used. Learners carrying out work experience in a commercial salon/spa will be able to practise promotional skills required for successful sales.

This experience will enable the learner to compare the differences between promoting and selling activities. Contact with practitioners will help the learners understand how to recognise and act upon buying signals and selling opportunities, whilst following hair and beauty sector sales policies and procedures.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- planning and researching an assignment on selling and promotional techniques

Creative thinkers

- planning their own presentation for training and development in common selling and promoting techniques

Reflective learners

- evaluating their presentation and meeting targets being set

Team workers

- working as a team towards salon targets in promoting and selling

Self-managers

- organising and presenting training and development session

Effective participators

- further development in this PLTS could be made within the learners' presentation.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

This topic provides many opportunities for English skills development. For example to gain an understanding of the many ways products and services are promoted to the public learners will need to be able to examine and make judgements about the literature in its diverse forms used in this context. Also as well as being able to read and interpret such material learners should be encouraged to develop their own writing skills to promote products and services. Speaking and listening skills are central to effective selling and these can be developed within the sales situation. Mathematics can also be linked to sales when commission, targets and discounts are part of the sales package available. The calculation of commission or a discount involved in a sale enables decimals, percentages and fractions to be taught.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2005). The Spa Book. Published: Cengage Learning EMEA. ISBN: 978-1861529176.
- Cressy, S. (2004). The Beauty Therapy Fact File (4th ed.). Published: Heinemann. ISBN: 978-0435451424.
- D'Angelo, J. (2006). Spa Business Strategies. Published: Delmar Learning. ISBN: 978-1401881641. Franklin, F.; Woodhouse, B. (2000). Beauty Therapy Practical Skills. Published: Hodder & Stoughton. ISBN: 978-0340773024.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Henderson, S. (2003). Basic Hairdressing. Published: Nelson Thornes. ISBN: 978-0748770823.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828.
- Green, M.; Palladino, L. (2006). Hairdressing The Foundations. Published: Thomson Learning. ISBN: 978-1844804177.
- Palmer, L.; Moorman, N. (2003). Hairdressing with Barbering. Published: Heinemann. ISBN: 978-0435451554.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- | | |
|---|--|
| • Smartscreen | www.smartscreen.co.uk |
| • Learnxtra hairdressing | www.learnxtra-hairdressing.com |
| • Department for Children, Schools and families | www.dcsf.gov.uk |
| • Black Beauty and Hair | www.blackbeautyandhair.com |
| • The Freelance Hair and Beauty Federation | www.fhbf.org.uk |
| • Habia | www.habia.org.uk |
| • Health & Safety Executive | www.hse.gov.uk |
| • Hair & Fashions | www.hairco.com.au |
| • Cengage Learning EMEA | www.thomsonlearning.co.uk |
| • British spas | www.britishspas.co.uk |
| • Professional Beauty | www.professionalbeauty.co.uk |
| • Spa Directory | www.thespadirectory.com |
| • International Spa Association | www.experienceispa.com/ISPA |
| • Beauty Guild | www.beautyguild.com |
| • Beauty Jobs On-line | www.beautyjobsonline.com |

Level 2 Unit 7: Salon business systems and processes

What is this unit about?

This unit will expose the learner to the operation of business systems and processes used in a hair and beauty salon reception function. Knowledge and understanding gained will equip learners with a sector basic range of transferable and commercial business skills.

It will captivate the learners' interest by exploring key types of business systems and processes that need to be in place in any business, including their function and importance to a business.

Research carried out within this unit will support the learners' understanding of how the type and size of the hair and beauty business impacts on the type and range of business systems needed. Learners will explore the role and functions of the hair and beauty business reception area to that of other business types. The learner will experience the role of the receptionist and the function of the reception area including the importance of its appearance, maintenance and its processes.

The receptionist role in creating a positive and lasting impression of the business, including the procedures for client care and hospitality at reception.

The learner will experience typical manual and computerised business packages used to maintain client appointment record systems in the hair and beauty sector. This knowledge will underpin the principles of effective scheduling of work in a hair and beauty environment.

The learner will explore the legal obligations under the Data Protection legislation for the storage and security of client data and the consequences of breaking confidentiality. This will include hair and beauty salon client record systems, how they work and the importance of establishing and maintaining accurate records.

The learner will have the opportunity to research typical hair and beauty pricing structures, how costs of services are calculated and what needs to be considered when working out service costs. The learner will gain an understanding of the different types of payment methods commonly used, how to process them, types of payment discrepancies and how to handle them.

The opportunities the reception area presents for the display and promotion of products and materials in a way that will attract attention and facilitate retail sales will be investigated. Learners will experience how these are maintained and organised along with other resources used in the day-to-day running of the reception for example stationery, appointment cards, price list, insurance details and advertising or company information.

Fundamental to this unit is the experiential learning through work-related activities, understanding and using the types of communication skills necessary to operate salon systems and reception areas. Learners will practise how to meet and greet customers and perform reception services. Through this experience the learner will learn the importance and contribution of team working to the effective operation of hair and beauty salon systems.

The learner will be able to apply their own responsibilities for health and safety, personal presentation, hygiene, wellbeing and use of safe working practices which with the Personal, Learning and Thinking Skills are transferable to many other industries. There will be opportunities within the unit for collaborative work which would encourage team working skills.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- team workers
- self-managers.

Guided learning hours

This unit has 60 GLH assigned to it, of which 25 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the use of business systems in the hair and beauty sector	a. explain the function and importance of key business systems and processes to a business	
	b. summarise the impact the type and size of the business has on the business systems needed	
	c. explain the typical hair and beauty sector business packages used to create and maintain appointment records	
	d. compare the business systems used across the six industries	
2. Understand the unique role and function of the hair and beauty sector reception area	a. explain the role and function of the reception area in the hair and beauty sector and how it differs to other businesses	
	b. explain the principles of scheduling work in the hair and beauty sector	
	c. explain legal obligations for the storage and security of client data	
	d. explain the typical considerations when working out pricing structures and costs of services in the hair and beauty sector	
3. Be able to use selling techniques suitable to the hair and beauty environment	a. describe how to process a range of payment methods and discrepancies	
	b. describe the type and purpose of non-promotional material publicly displayed in hair and beauty sector establishments	
	c. describe methods of organising and maintaining resources on reception on a day-to-day basis and why it is important	
	d. describe the importance of team work in a salon	
4. Be able to run an effective reception area within the hair and beauty sector	a. use reception systems to organise time and resources on reception, prioritising yours and others workload	SM3
	b. process a range of payments, showing fairness and consideration when payment disputes arise	TW4
	c. use appropriate communication methods when dealing with customers and colleagues, adapting behaviour to suit different situations	TW3

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learning outcome 1

Learners must be taught the key types of business systems and processes, their function and importance to the business. For example:

- work scheduling
- procedure
- stock control systems
- pricing structures
- product and service promotion system
- retailing procedure
- handling payments procedure
- record keeping process and customer care procedure – handling competing priorities.

Learners must be taught the type and size of hair, beauty and nail businesses impact on the type and range of business systems needed. For example:

- sole trader
- partnerships
- franchise limited company
- large employer
- small employer
- salons – small, medium, national, freelance and chains.

Learners must be taught types of business packages used to maintain customer and appointment record systems and understand the importance of establishing and maintaining accuracy.

- manual – appointment book and record card/consultation records stored in a box/file
- computerised – specifically-designed programmes to automate appointment scheduling, staff time, client details and stock control. (e.g. Salon Genius, saloniris, salonactive, prosalon and salon assistant)

Learners must be taught how to compare and contrast the business systems needed for different industries and business types. For example:

- work scheduling
- procedure
- stock control systems
- pricing structures
- product and service promotion system
- retailing procedure
- handling payments procedure
- record keeping process and customer care procedure – handling competing priorities

Business types

- sole trader
- partnerships
- franchise limited company
- large employer
- small employer
- salons – small, medium, national, freelance and chains.

Learning outcome 2

Learners must be taught the role and function of the reception area in the hair and beauty sector and how it differs from other businesses. For example:

- to meet and greet
- to handle internal and external enquiries
- to book appointments
- to handle payments
- to provide hospitality
- to allocate/prioritise work schedules.
- other businesses e.g. medical, legal, corporate, academic.

Learners must be taught the principles underlying the scheduling of work in the hair and beauty sector. For example:

- expertise of personnel
- time taken to carry out the service
- lunch and rest breaks
- salon opening hours and salon policies.

Learners must be taught the legal obligations for the storage and security of client data (e.g. Record cards, consultation records, treatment plans, names and addresses, telephone numbers) under the current Data Protection Act and the consequences of breaking these obligations

Learners must be taught taking into account typical considerations when calculating costs of services. For example:

- pricing structures (e.g. level/grade of stylist/therapist/technician)
- wages
- overhead costs (e.g. heating, lighting, water, equipment), profit margins and product costs.

Learning outcome 3

Learners must be taught the methods of payment and know how to process them. For example:

- cash
- credit card
- debit card
- voucher and cheque.

Learners must be taught how to deal with payment discrepancies. For example:

- invalid currency
- invalid cheque
- invalid credit/debit card
- fraudulent credit/debit card payment
- fraudulent cash payment
- fraudulent cheque payment.

Learners must be taught the types and purpose of non-promotional material displayed at hair and beauty establishments. For example:

- insurance policy (e.g. Public liability)
- license agreement (e.g. ear piercing/epilation license from local authority)
- company information (e.g. advertisements)
- and other types of material (e.g. price lists).

Learners must be taught methods of organising and maintaining the resources at reception area and understand why this is important. For example:

- retail products
- salon stationery
- promotional displays and advertising material.

Learners must be taught about the importance of team work in a salon environment. For example, service efficiency.

Learning outcome 4

Learners must be taught reception systems, operating and maintaining reception areas in the hair and beauty sector to enable them to carry out the role effectively. For example:

- manual and software-based
- calculate service times and costs
- use and maintain a simple stock control system
- handle a range of payment options and discrepancies
- deal with competing priorities
- organise, coordinate and maintain resources
- handle enquiries, disputes and complaints using a range of communication skills
- show fairness and consideration when working with others
- organise time and resources, prioritising actions.

Learners must be taught how to deal with payment disputes. For example:

- use client care and handling skills
- use appropriate communication methods
- adapt behaviour according to situation
- showing consideration and fairness.

Learners must be taught how to use different types of communication skills necessary to operate salon systems and reception areas. For example:

- face-to-face – verbal
- telephone – verbal
- electronic – email
- non-verbal and written.

Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The purpose of this assessment is for the learner to demonstrate their understanding of the role and function of hair and beauty business reception areas and how they differ to other types of businesses. The learner will apply their knowledge by working within a reception area in the hair and beauty sector.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Explanation of business systems used	The following must be provided: <ul style="list-style-type: none">• report, chart or table	LO1
Operation of reception area, including processing payments	The following must be provided: <ul style="list-style-type: none">• work records or diary• witness testimony	LO2, 3 and 4
Communicating effectively with customers	The following must be provided: <ul style="list-style-type: none">• work records or diary• witness testimony and/or customer feedback	LO4

Duration

The assignment will take approximately 25 of the 60 guided learning hours available for this unit.

Sector relevant purpose

The learner must apply their knowledge by working within a reception area in the hair and beauty sector.

Demand

The learner must undertake a range of business process tasks and communicate with customers using a range of different methods of communication.

Task taking

Practical operation of reception area must be observed by tutor or supervisor.

Witness testimony and/or customer feedback on operation of reception and communication with customers must be recorded.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

The assessment for this unit could be linked with the following units:

- Level 2 Unit 1: Safe and healthy working practices in the hair and beauty sector and related industries
- Level 2 Unit 4: Communication and client care in the hair and beauty sector
- Level 2 Unit 6: Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Level 2 Unit 8: Exploring skin care and make-up
- Level 2 Unit 9: Exploring hair care and styling
- Level 2 Unit 10: Exploring hand care and nail art

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand the use of business systems in the hair and beauty sector	10	16.6%
2. Understand the unique role and function of the hair and beauty sector reception area	10	16.6%
3. Know the requirements of running an effective reception area in the hair and beauty sector	10	16.6%
4. Be able to run an effective reception area within the hair and beauty sector	30	50%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the use of business systems in the hair and beauty sector	<p>0 to 3 marks</p> <p>Explained, by showing basic awareness the function and importance of business systems and processes</p> <p>Summarised, showing basic knowledge the impact the types and size of business has on the systems needed</p> <p>Explained, showing limited understanding the packages used for creating and maintaining accurate client and appointment records</p> <p>Compared, by showing limited awareness the business systems used across the six industries</p>	<p>4 to 6 marks</p> <p>Explained, by showing good awareness the function and importance of business systems and processes</p> <p>Summarised, showing good knowledge the impact the types and size of business has on the systems needed</p> <p>Explained, showing clear understanding the packages used for creating and maintaining accurate client and appointment records</p> <p>Compared, by showing good awareness the business systems used across the six industries</p>	<p>7 to 10 marks</p> <p>Explained, by showing broad awareness the function and importance of business systems and processes</p> <p>Summarised, showing broad knowledge the impact the types and size of business has on the systems needed</p> <p>Explained, showing broad understanding the packages used for creating and maintaining accurate client and appointment records</p> <p>Compared, by showing broad awareness the business systems used across the six industries</p>

<p>2. Understand the unique role and function of the hair and beauty sector reception area</p>	<p>0 to 3 marks</p> <p>Explained, by showing basic understanding the role and function of the reception area and how it differs from other businesses</p> <p>Explained, by showing basic understanding the principles of scheduling work</p> <p>Explained, by showing basic awareness the legal obligation for storage and security of client data</p> <p>Explained, by showing limited understanding the considerations needed to work out cost and pricing structures</p>	<p>4 to 6 marks</p> <p>Explained, by showing good understanding the role and function of the reception area and how it differs from other businesses</p> <p>Explained, by showing good understanding the principles of scheduling work</p> <p>Explained, by showing good understanding the legal obligation for storage and security of client data</p> <p>Explained, by showing clear understanding the considerations needed to work out cost and pricing structures</p>	<p>7 to 10 marks</p> <p>Explained, by showing extensive understanding the role and function of the reception area and how it differs from other businesses</p> <p>Explained, by showing broad understanding the principles of scheduling work</p> <p>Explained, by showing broad understanding the legal obligation for storage and security of client data</p> <p>Explained, by showing broad understanding the considerations needed to work out cost and pricing structures</p>
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<p>3. Know the requirements of running an effective reception area in the hair and beauty sector</p>	<p>0 to 3 marks</p> <p>Described, using basic knowledge how to handle and process a range of payment methods and discrepancies</p> <p>Described, using limited knowledge the type and purpose of non-promotional material displayed in the hair and beauty sector</p> <p>Described, using limited knowledge the importance of organising and maintaining resources on salon reception area</p> <p>Described, using limited knowledge the importance of teamwork in a salon</p>	<p>4 to 6 marks</p> <p>Described, using clear knowledge how to handle and process a range of payment methods and discrepancies</p> <p>Described, using clear knowledge the type and purpose of non-promotional material displayed in the hair and beauty sector</p> <p>Described, using clear knowledge the importance of organising and maintaining resources on salon reception area</p> <p>Described, using clear knowledge the importance of teamwork in a salon</p>	<p>7 to 10 marks</p> <p>Described, using broad knowledge how to handle and process a range of payment methods and discrepancies</p> <p>Described, showing extensive understanding the type and purpose of non-promotional material displayed in the hair and beauty sector</p> <p>Described, using broad knowledge the importance of organising and maintaining resources on salon reception area</p> <p>Described, showing broad understanding the importance of teamwork in a salon</p>
<p>4. Be able to run an effective reception area within the hair and beauty sector</p>	<p>0 to 9 marks</p> <p>Used reception systems and operated and maintained a reception area with prompting throughout</p> <p>Processed payments showing fairness and consideration to others when disputes arises, with assistance</p> <p>Shown limited knowledge of how to use different types of communication skills and how to organise time and resources, prioritising actions</p>	<p>10 to 19 marks</p> <p>Used reception systems and operated and maintained a reception area with occasional prompting throughout</p> <p>Processed payments showing fairness and consideration to others when disputes arises, with occasional assistance</p> <p>Shown clear knowledge of how to use different types of communication skills and how to organise time and resources, prioritising actions</p>	<p>20 to 30 marks</p> <p>Used reception systems and operated and maintained a reception area with autonomy</p> <p>Processed payments showing fairness and consideration to others when disputes arises, with autonomy</p> <p>Shown broad knowledge of how to use different types of communication skills and how to organise time and resources, prioritising actions</p>

Guidance for delivery

This is an active learning unit and will expose the learner, through experiential learning, to the operation of basic business systems and processes used in a hair and beauty sector reception function. Learners will be equipped with a basic range of transferable, commercial business skills and knowledge.

Learners will gain valuable experience in a realistic learning environment; therefore it is essential that learners have access to industry-specific reception areas and resources. In order for the learner to gain an insight into the six industries reception areas, visits and talks by industry practitioners will need to be organised for the learners to compare and contrast the business systems needed and business types within the hair and beauty sector e.g. freelance operator, single salon, salon chain.

Teachers must ensure that learners know the key types of business systems and processes that need to be in place in any business, their function and importance to a business and how the type and size of hair and beauty businesses impact on the type and range of business systems needed.

Teachers must ensure that the learner knows the role and functions of the hair and beauty sector reception area and the differences between it and that of other businesses e.g. medical, legal, corporate and academic establishments.

Learners must be given sufficient information on the legal obligations for the storage and security of client data and the consequences of breaking confidentiality requirements. The principles underpinning the scheduling of work in a hair and beauty environment will need to be discussed and demonstrated.

Teachers must provide opportunities for learners to explore typical hair and beauty sector pricing structures, how the costs of services and treatments are calculated and the factors that need to be considered when working out costs. Learners will need to be taught the different methods of payment, how to process them, the types of payment discrepancies that they could come across and how to handle them.

Learners will need to know and understand how to organise, co-ordinate and maintain resources at reception and the type and format of promotional and non-promotional information normally displayed in hair and beauty environments.

When discussing the communication skills and behaviour expectations of the hair, beauty and related industries, it is essential that the learners understand how verbal and non-verbal communication is used effectively, can ensure good customer care and is therefore beneficial to the business. Learners should be given the opportunity to plan and organise a reception area with products, stationery and advertising material.

Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation.

Opportunities for applied learning

Visiting speakers representing all six hair and beauty industries may enhance the knowledge and understanding required within this unit. These inspirational guest speakers, from salons/local business can give talks on the role of the reception area and why effective customer facing roles are essential within businesses.

Visits to a variety of hair and beauty sector businesses will enable the learners to appreciate the importance of direct customer facing roles and how they can reflect on the business. Visits to other company receptions will enable the learner to compare and contrast the different systems used. Learners carrying out work experience in a commercial salon/spa reception area will be able to practice face-to-face, telephone and electronic enquiries, use and maintain a stock control system and handle payments.

This experience will enable the learner to develop the ability to multi-task and prioritise at busy times. Contact with practitioners will help the learners understand how to interact with others in a professional team-orientated industry.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research into the different appointment systems
- evaluating information on business systems and identify value

Creative thinkers

- asking employees in industry to gain information
- adapting appointment systems to suit hair, beauty or nail salons

Reflective learners

- inviting feedback on assignment carried out
- reviewing own performance on reception in different situations and acting on the outcomes

Team workers

- adapting and work with others to identify different business systems
- collaborating with others when working in the reception area to work towards common goals

Self-managers

- organising time through appointment pages
- dealing with the pressure of appointment scheduling

Effective participators

- presenting a practical way forward for developing the assignments
- discussing issues of concern raised by internal or external customers, seeking resolution where needed.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The content of this unit provides a wide range of opportunities for both English and Maths skills development. Whilst involved in the day to day business of running a salon, students will need to be able to read and understand a number of working documents such as appointment books, safety instructions, company policies and other company information etc.

Also writing skills can be developed involving written tasks around work scheduling and salon policies. Other salon activities can to a greater or lesser extent include mathematics involving pricing structures, calculating and receiving payments and the scheduling of appointments.

These are realistic contexts in which to teach number skills. Preparation for interaction with customers will provide speaking and listening learning opportunities.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2005). The Spa Book. Published: Cengage Learning EMEA. ISBN: 978-1861529176.
- Cressy, S. (2004). The Beauty Therapy Fact File (4th ed.). Published: Heinemann. ISBN: 978-0435451424.
- D'Angelo, J. (2006). Spa Business Strategies. Published: Delmar Learning. ISBN: 978-1401881641.
- Franklin, F.; Woodhouse, B. (2000). Beauty Therapy Practical Skills. Published: Hodder & Stoughton. ISBN: 978-0340773024.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Henderson, S. (2003). Basic Hairdressing. Published: Nelson Thornes. ISBN: 978-0748770823.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828.
- Green, M.; Palladino, L. (2006). Hairdressing The Foundations. Published: Thomson Learning. ISBN: 978-1844804177.
- Palmer, L.; Moorman, N. (2003). Hairdressing with Barbering. Published: Heinemann. ISBN: 978-0435451554.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

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|---|--|
| • Smartscreen | • www.smartscreen.co.uk |
| • Learnxtra hairdressing | • www.learnxtra-hairdressing.com |
| • Department for Children, Schools and families | • www.dcsf.gov.uk |
| • Black Beauty and Hair | • www.blackbeautyandhair.com |
| • The Freelance Hair and Beauty Federation | • www.fhbf.org.uk |
| • Habia | • www.habia.org.uk |
| • Health & Safety Executive | • www.hse.gov.uk |
| • Hair & Fashions | • www.hairco.com.au |
| • Cengage Learning EMEA | • www.thomsonlearning.co.uk |

Level 2 Unit 8: Exploring skin care and make-up

What is this unit about?

This unit will expose the learner to the exciting and creative world of skin care and make-up, extending the learners' knowledge, understanding and skills, beyond that of the consumer through a variety of techniques and routines that may be delivered within the beauty industries.

The knowledge acquired will enable them to explore and demonstrate how personality, culture, race, gender, fashion and religion can be expressed through skin care and make-up by taking part in challenging tasks that question any pre-conceived views, perceptions and stereotypes. The learner will also investigate the types of professional skin care services commonly available in the UK, along with their function, benefits and suitability for different skin types.

This topic allows the learner to explore factors that may prevent and restrict skin care and make-up before and during services, how to deal with them and manage client expectations. Learners will be expected to demonstrate their understanding through practical activities and to reflect on the implications of their actions.

Learners will explore the types of materials, tools equipment and products appropriate for skin care and make-up services, including their function, benefits, when and how to use them, and the importance of following manufacturers' instructions.

This unit will captivate the learners' interest by giving them the opportunity to apply the principles of make-up application in order to enhance appearance. Knowledge gained will support the learners understanding of the types of skin care techniques, their benefits and effects, including how to perform and adapt them for male and female clients. Learners will explore the use and benefits of procedures that can enhance facial skin care treatments.

Throughout this unit the learners will be encouraged to use terminology specific to skin care and make-up services.

The learner will be able to apply their own responsibilities for health and safety, personal presentation, hygiene, wellbeing and use of safe working practices which along with the Personal, Learning and Thinking Skills are transferable to many other industries. There will be opportunities within the unit for collaborative work which would encourage team working skills. There is also an opportunity to develop creative thinking and self management.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 10 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the factors that influence skin care and make-up techniques	a. explain how a range of factors can be expressed through the use of make-up and skin care techniques	
2. Know the range of professional treatments for basic skin care and make-up	a. describe the function, benefits and suitability of products available in the UK for males and females	
	b. describe the function, benefits and suitability of tools and equipment available in the UK for males and females	
	c. describe the function, benefits and suitability of treatments available in the UK for males and females	
	d. state the basic principles of make-up application in order to enhance appearance	
	e. describe the techniques and procedures used to enhance facial skin care treatments	
	f. state the health and safety requirements for preparing and carrying out skin care and make-up services	
3. Know the critical factors and principles of make-up	a. describe the factors that may prevent or restrict skin care and make-up treatments	
	b. explain how to deal with factors that may prevent skin care and make-up treatments	
4. Be able to generate make-up looks	a. communicate with clients to find out requirements, using skin care and make-up terminology	
	b. create ideas for a range of make-up looks taking into account influencing factors	CT1
5. Be able to safely demonstrate a variety of skin care and make-up routines	a. select and prepare suitable products, materials, tools and equipment for basic skin care and make-up treatment	
	b. carry out safely basic skin care and make-up application techniques	
	c. review the looks and techniques carried out to inform future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learning outcome 1

Learners must be taught the factors that can be expressed through use of make-up and skin care techniques. For example:

- personality – e.g. introvert/extrovert
- culture – e.g. lifestyles
- race – e.g. African Caribbean/Caucasian/Asian
- gender – e.g. male/female
- fashion – e.g. eras, 70s, 80s
- religion – e.g. Rastafarian, Judaism.

Learning outcome 2

Learners must be taught the function, benefits and suitability of make-up and skin care products available for men and women. For example:

- cleanser
- toner
- moisturiser
- mask
- eye make-up remover
- foundation
- blusher
- eye liner
- lip liner
- eye shadow
- mascara
- lip stick
- concealer
- highlighter
- powder

Learners must be taught the function, benefits and suitability of the range of tools and equipment associated with skin care and make up. For example:

- Cotton wool
- Tissues
- Head band
- Towels
- Variety of make-up brushes
- Mask brushes
- Spatula
- Make-up palette
- Magnifying lamp
- Facial steamer
- High frequency machine

Learners must be taught the function, benefits and suitability of the range of make-up/skin care treatments/services available for men and women with different skin types and know ways to adapt treatments if necessary.

Learners must be taught the basic principles of make-up selection and application to enhance appearance. For example, colour selection e.g. complexions – light, light-medium, medium-dark, dark, influences – personality, culture, race, gender, age and fashion trends and blemishes – freckles, birth marks. Corrective application e.g. highlighting, shading and concealer.

Learners must be taught the variety of techniques and procedures which are used to enhance facial skin care treatments. Learners must know how to use the techniques, the benefits of them and the effects of the techniques and procedures.

Learners must be taught the health and safety requirements for preparing and carrying out skin care and make-up services. For example:

- Health and Safety at Work Act
- Personal Protective Equipment at Work Regulations
- Workplace Regulations
- Manual Handling Operations Regulations
- Control of Substances Hazardous to Health Regulations (COSHH)
- Provision and Use of Work Equipment Regulations
- Electricity at Work Regulations
- Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR)
- Fire Precautions Act
- Health and Safety First Aid Regulations
- Health and Safety (Display Screen Equipment) Regulations.

Learning outcome 3

Learners must be taught the factors that may prevent or restrict skin care and make-up treatments (contra-indications and contra-actions) and know the actions to take with each. For example:

- | | |
|-------------------------------|--|
| • bacterial | • known skin allergies and sensitivities |
| • virus and fungal infections | • swelling |
| • dermatitis | • redness |
| • eczema | • soreness and itchiness |
| • psoriasis | |

Learning outcome 4

Learners must be taught how to communicate with clients in a professional manner using the correct terminology. For example:

- aftercare
- anti-bacterial
- appointment
- cleanse
- client
- Code of conduct
- confidential
- consultation
- contra-action
- contra-indication
- COSHH
- cross-infection
- data protection
- dermatitis
- equipment
- hazard
- infection
- infestation
- legal requirements
- manicure
- manicurist
- nail artist
- pedicure
- PPE
- professional image
- reception
- receptionist
- record card
- risk
- salon
- cleanse
- services
- sterilisation
- tools
- ultraviolet radiation
- work area
- workstation

Learners must be taught how to create ideas for a range of make-up looks taking into account influencing factors. For example:

- wedding e.g. religious, cultural requirements
- types of parties.

Learning outcome 5

Learners must be taught how to select appropriate product, material, tools and equipment for skin care and make-up treatment.

Learners must be taught how to carry out skin care and make-up application technique safely.

Learners must be taught how to review their work and how to make improvements for future progress.

Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

This assessment will allow the learner to establish how certain influences may effect the treatment or in certain cases, the products, materials or equipment they may use. The learner will be able to apply their own responsibilities for health and safety, personal presentation, hygiene and use of safe working practices.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Generate make-up looks	The following must be provided: <ul style="list-style-type: none">illustrated record, display or presentation	LO1, 2,3 and 4
Demonstration of skin care and make-up treatments	The following must be provided: <ul style="list-style-type: none">record of treatmentwitness testimony	LO1. 2, 3 and 5

Duration

The assignment will take approximately 10 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner must demonstrate practical make-up and skin care routines in a realistic hair and beauty sector context.

Demand

The skin care and make-up routines must be applied in three different case studies.

Task taking

Witness testimony from tutor, specialist or customer observing the make-up and skin care treatments is required.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

The assessment for this unit would link with units:

- Level 2 Unit 1: Safe and healthy working practices in the hair and beauty sector and related industries
- Level 2 Unit 3: The science of hair and beauty
- Level 2 Unit 4: Communication and client care in the hair and beauty sector
- Level 2 Unit 6: Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Level 2 Unit 7: Salon business systems and processes

The assessment would work particularly well with:

- Level 2 Unit 9: Exploring hair care and styling
- Level 2 Unit 10: Exploring hand care and nail art

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand the factors that influence skin care and make-up techniques	6	10%
2. Know the range of professional treatments for basic skin care and make-up	15	25%
3. Know the critical factors and principles of make-up	9	15%
4. Be able to generate make-up looks	12	20%
5. Be able to safely demonstrate a variety of skin care and make-up routines	18	30%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the factors that influence skin care and make-up techniques	0 to 2 marks Explained, showing limited awareness how factors can be expressed through the use of skin care and make-up	3 to 4 marks Explained, showing clear understanding how factors can be expressed through the use of skin care and make-up	5 to 6 marks Explained, showing an extensive appreciation how factors can be expressed through the use of skin care and make-up

<p>2. Know the range of professional treatments for basic skin care and make-up</p>	<p>0 to 5 marks</p> <p>Described, showing limited knowledge function, benefits, effects and suitability of products</p> <p>Described, showing limited knowledge function, benefits, effects and suitability of tools and equipment</p> <p>Described, showing limited knowledge function, benefits, effects and suitability of treatments available</p> <p>Stated, showing limited awareness the principles of make-up application</p> <p>Described, using limited knowledge the techniques and procedures used to enhance facial skin care treatments</p> <p>Stated, displaying limited knowledge health, safety requirements for preparing and carrying out skin care and make-up services</p>	<p>6 to 10 marks</p> <p>Described, showing clear knowledge function, benefits, effects and suitability of products</p> <p>Described, showing clear knowledge function, benefits, effects and suitability of tools and equipment</p> <p>Described, showing clear knowledge function, benefits, effects and suitability of treatments available</p> <p>Stated, showing clear awareness the principles of make-up application</p> <p>Described, using clear knowledge the techniques and procedures used to enhance facial skin care treatments</p> <p>Stated, displaying clear knowledge health, safety requirements for preparing and carrying out skin care and make-up services</p>	<p>11 to 15 marks</p> <p>Described, showing extensive knowledge function, benefits, effects and suitability of products</p> <p>Described, showing extensive knowledge function, benefits, effects and suitability of tools and equipment</p> <p>Described, showing extensive knowledge function, benefits, effects and suitability of treatments available</p> <p>Stated, showing broad awareness the principles of make-up application</p> <p>Described, using comprehensive knowledge the techniques and procedures used to enhance facial skin care treatments</p> <p>Stated, displaying comprehensive knowledge health, safety requirements for preparing and carrying out skin care and make-up services</p>
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<p>3. Know the critical factors and principles of make-up</p>	<p>0 to 3 marks</p> <p>Displayed limited knowledge when describing the critical factors that prevent and restrict skin care and make-up treatments</p> <p>Explained, displaying limited knowledge how to deal with factors that may prevent skin care and make-up treatments</p>	<p>4 to 6 marks</p> <p>Displayed clear knowledge when describing the critical factors that prevent and restrict skin care and make-up treatments</p> <p>Explained, displaying clear knowledge how to deal with factors that may prevent skin care and make-up treatments</p>	<p>7 to 9 marks</p> <p>Displayed broad comprehensive knowledge when describing the critical factors that prevent and restrict skin care and make-up treatments</p> <p>Explained, displaying broad, comprehensive knowledge how to deal with factors that may prevent skin care and make-up treatments</p>
<p>4. Be able to generate make-up looks</p>	<p>0 to 4 marks</p> <p>Communicated with clients to find out requirements using limited terminologies</p> <p>Created basic ideas for a limited range of make-up looks and took into account limited range of influences</p>	<p>5 to 8 marks</p> <p>Communicated with clients to find out requirements using clear terminologies</p> <p>Created clear ideas for a variety of make-up looks and took into account good range of influences</p>	<p>9 to 12 marks</p> <p>Communicated with clients to find out requirements using extensive terminologies</p> <p>Created excellent ideas for extensive range of make-up looks and took into account broad range of influences</p>
<p>5. Be able to safely demonstrate a variety of skin care and make-up routines</p>	<p>0 to 6 marks</p> <p>Limited selection and preparation of products, materials, tools and equipment was undertaken</p> <p>Carried out safely a limited basic skin care and make-up application techniques with guidance</p> <p>Reviewed application techniques and made limited suggestions for future progress</p>	<p>7 to 12 marks</p> <p>Good methodical selection preparation of products, materials, tools and equipment was undertaken</p> <p>Carried out safely a variety basic skin care and make-up application techniques with occasional guidance</p> <p>Reviewed application techniques and made variety of suggestions for future progress</p>	<p>13 to 18 marks</p> <p>Considerable selection and preparation of products, materials, tools and equipment was undertaken</p> <p>Carried out safely an extensive range basic skin care and make-up application techniques with complete autonomy</p> <p>Reviewed application techniques and made extensive suggestions for future progress</p>

Guidance for delivery

This is an active learning unit and will expose the learner, through experiential learning, to skin care and make-up services. Teachers should, wherever possible, provide opportunities for learning in a realistic learning environment.

Learners will gain valuable experience in a realistic environment working on peers/models or mannequin heads. The learner should be encouraged to keep a running log or diary of the applied practical learning carried out. Learners must show that they can understand and use specific terminology, be able to describe the function, benefits and suitability of products, tools equipment and treatments available for males and females with different skin types. All practical activities must adhere to current health and safety legislation.

Teachers must make learners aware of the health, safety, legal and salon requirements, including the criticality of following instructions for preparing and carrying out skin care and make-up treatments.

Skin care and make-up is multicultural and learners must experience skills, knowledge and understanding across all beauty-related industries. Learners must be given sufficient information about the influences that need to be taken into consideration when carrying out skin care and make-up treatments; personality, culture, race, gender, age and fashion. Learners will need to be able to explain how a range of influencing factors can be expressed through the use of make-up and skin care techniques.

Learners must be informed of the use, benefits and effects of techniques and procedures that enhance facial skin care treatments. Teachers must ensure that learners are able to describe factors that may prevent or restrict skin care and make-up treatments and how to deal with them and manage client expectations. Learners must be aware of the basic principles of make-up application in order to enhance appearance.

Learners will need to be taught about basic skin care and make-up application techniques that enhance appearance, taking into account a range of influencing factors. Teachers will need to demonstrate that they can select, prepare and safely use suitable products, materials, tools and equipment for basic skin care and make-up following safe working practices.

Along with practical activities, learners should be given time to complete research and review any tasks carried out. Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the sector when working in a realistic learning environment or from external visits.

When delivering this unit teachers should use a wide range of teaching and learning techniques including: demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. Active participation is one of the most appropriate methods of learning and access to a complete range of professional products, tools, equipment and materials that meet with industry requirements.

Teachers should integrate hairdressing terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in context. There is a wide range

of terminology and practical application required across the hair, beauty and related industries, which must be taken into account when teaching and for this reason it is recommended that a subject specialist will teach this unit.

When discussing the communication skills and behaviour expectations of the hair and related industries, it is essential that the learners understand how listening, speaking, body language and the importance of maintaining confidentiality are needed to communicate effectively. Also consideration should be given to expected behaviour, e.g. effective personal conduct, personal presentation, personal hygiene, dress code, cooperation and safe working practices, all of which are expected within the hair, beauty and related industries.

Lessons should be timetabled to allow sufficient time for practical activities to be carried out. A suggested minimum time should be two hours per session. Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variation of tasks within each lesson to encompass differentiation.

Opportunities for applied learning

Visiting speakers from minority groups can explain looks techniques and customs that may be specific to a certain group. Talks and demonstrations from industry-based practitioners and technicians from manufacturers that supply relevant products, tools and equipment would support learner engagement for this unit.

Learners will need to visit salons or a realistic learning environment to experience contact with customers and have the opportunity to observe professional therapists at work. Contact with these therapists will help the learners understand how to interact with others in a professional manner.

Visits to industry-specific specialists at exhibitions, competitions, spas and salons will also be of benefit.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research on how different influences can be expressed through skin care and make-up techniques

Creative thinkers

- exploring the possible influences that can be expressed through make-up and skin care
- questioning own and others findings with regard to the critical factors that may prevent and restrict skin care and make-up treatments
- asking questions about skin care
- asking questions about benefits and functions of professional products

Team workers

- co-operating and working with clients to achieve a agreeable outcome to treatment
- adapt behaviour to suit the various client groups when carrying out the various treatments

Self-managers

- showing flexibility when working on the various client groups
- organising time and resources in order to carry out an efficient treatment
- working to own goals in showing initiative and organising your own time and prioritising actions.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Although primarily a practical unit the exploration of the central subjects will provide skills development opportunities in the area of reading skills.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2005). The Spa Book. Published: Cengage Learning EMEA. ISBN: 978-1861529176.
- Cressy, S. (2004). The Beauty Therapy Fact File (4th ed.). Published: Heinemann. ISBN: 978-0435451424.
- D'Angelo, J. (2006). Spa Business Strategies. Published: Delmar Learning. ISBN: 978-1401881641. Franklin, F.; Woodhouse, B. (2000). Beauty Therapy Practical Skills. Published: Hodder & Stoughton. ISBN: 978-0340773024.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- The Freelance Hair and Beauty Federation
- Habia
- British spas
- Professional Beauty
- Spa Directory
- International Spa Association
- Beauty Guild
- Beauty Jobs On-line

www.fhbf.org.uk
www.habia.org.uk
www.britishspas.co.uk
www.professionalbeauty.co.uk
www.thespadirectory.com
www.experienceispa.com/ISPA
www.beautyguild.com
www.beautyjobsonline.com

Level 2 Unit 9: Exploring hair care and styling

What is this unit about?

This unit will expose the learner to the exciting and creative world of hair care and styling and will extend the learner's knowledge, understanding and skills, beyond that of the consumer, of hair care and styling services.

It will captivate the learners' interest by exploring a range of basic hair care and styling services through a variety of techniques that may be delivered within the hairdressing industries.

The knowledge acquired will enable them to demonstrate how personality, culture, race, gender, fashion and religion can be expressed through hairstyling by taking part in challenging tasks that question any pre-conceived views, perceptions and stereotypes. Learners will be expected to demonstrate their understanding through practical activities and to reflect on the implications of their actions.

Fundamental to this unit is experiential learning through work related activities. The learner will develop understanding of the rationale behind hairstyling choices and explore the techniques used to achieve the desired style.

The learner will be able to apply their own responsibilities for health and safety, personal presentation, hygiene, wellbeing and use of safe working practices which along with the Personal, Learning and Thinking Skills are transferable to many other sectors. There is also an opportunity to develop creative thinking and self management skills.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 10 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand how a range of influences can be expressed through styling techniques	a. explain how a range of influences can be expressed through styling techniques	
	b. explain how hair type can influence the styling techniques used	
2. Know the range of products and services that are used during professional hair care and styling	a. describe the purpose, benefits and safe use of hair care products for different hair types	
	b. describe the purpose, benefits and safe use of hair care tools and equipment for different hair types	
	c. describe the purpose, benefits and safe use of hair styling techniques for different hair types	
	d. state the health, safety, legal and salon requirements for hair care and styling services	
3. Be able to generate hairstyles	a. Be able to generate hairstyles	
	b. generate ideas for hairstyles	CT1
4. Be able to safely use a range of hair care and styling techniques	a. select and prepare suitable products, tools and equipment for styling and finishing hair	
	b. safely use techniques, products and tools for styling and finishing men and women's hair	
	c. review the styling and finishing carried out and suggest improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 28 of the specification.

Learning outcome 1

Learners must be taught how the influencing factors can be expressed through hair styling techniques. Learners must be able to explain how such techniques have been achieved. For example:

- personality – e.g. introvert/extrovert
 - culture – e.g. lifestyles
 - race – e.g. African Caribbean/Caucasian/Asian
 - gender – e.g. male/female
 - fashion – e.g. eras, 70s, 80s
 - religion – e.g. Rastafarian, Judaism.
- Learners

must be taught about how hair type can influence styling and how they differ. For example:

- African Caribbean type hair – curly
- Caucasian type hair – wavy
- Asian type hair – straight

Learning outcome 2

Learners must be taught the purpose, benefits and safe use of hair care products. For example:

Wax	Activators
Mousse	Shampoo
Gel	Conditioner
Lotion	Thermal protectors
Serum	

Learners must be taught the purpose, benefits and safe use of tools and equipment. For example:

- brushes
- combs
- rollers
- electrical equipment
- styling and finishing products.

Learners must be taught the purpose, benefits and safe use of hair styling techniques for different hair types. For example:

- Shampooing
- Conditioning
- Blow-drying
- Blow-waving
- Finger dry
- Setting
- Thermal styling

Learners must be given sufficient information on the following health and safety requirements to ensure that they are aware of safe working practices for health and safety for working in the hair industries.

- Health and Safety at Work Act
- Personal Protective Equipment at Work Regulations
- Workplace Regulations
- Manual Handling Operations Regulations
- Control of Substances Hazardous to Health Regulations (COSHH)
- Provision and Use of Work Equipment Regulations
- Electricity at Work Regulations
- Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR)
- Fire Precautions Act
- Health and Safety First Aid Regulations
- Health and Safety (Display Screen Equipment) Regulations
- Following manufacturers' instructions

Learners must be taught and made aware of salon requirements for:

- preparing the client
- using equipment
- compiling client data
- following instructions (including manufacturers instructions)
- personal presentation
- behaving appropriately when hair styling

Learning outcome 3

Learners must be taught how to communicate with clients and will need to be able to use relevant hairdressing and barbering terminology. For example:

- activators
- aftercare
- anti-bacterial
- appointment
- basin
- blow-drying
- blow-wave
- cleanse
- client
- code of conduct
- conditioner
- confidential
- consultation
- manicurist
- nail artist
- Personal Protective Equipment (PPE)
- professional image
- reception
- receptionist
- record card
- risk
- salon
- cleanse
- services
- setting
- shampoo

- COSHH
- cross infection
- data protection
- dermatitis
- equipment
- finger dry/scrunch dry
- hazard
- infection
- infestation
- legal requirements
- smoothing
- sterilisation
- stylist
- texturizing
- thermal styling
- tools
- ultraviolet radiation
- work area
- workstation

Learners must be taught how to generate ideas for a range hair styles taking into account influencing factors. For example:

- wedding e.g. religious, cultural requirements
- types of parties
- fashion.

Learning outcome 4

Learners must be taught how to select appropriate product, tools and equipment for styling and finishing hair.

Learners must be taught how to safely use techniques, products and tools for styling and finishing hair. Learners must be taught how to review their techniques and how to make improvements for future progress.

Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

This assessment will allow the learner to establish how certain influences may affect the style they can create or in certain cases, the products or equipment they may use. The learner will be able to apply their own responsibilities for health and safety, personal presentation, hygiene and use of safe working practices.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Explanation of how a range of influencing factors impact on and influence styling techniques	The following must be provided: <ul style="list-style-type: none">illustrated report, display or visual presentation	LO1 and 2
Creating hair styles	The following must be provided: <ul style="list-style-type: none">illustrated record of client consultation and styles created with recording or transcript of consultation or witness testimony	LO1, 2 and 3
Demonstration of practical styling techniques and hair care services	The following must be provided: <ul style="list-style-type: none">illustrated recordwith witness testimony	LO2 and 4

Duration

The assignment will take approximately 10 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner must generate styling ideas and perform hair styling techniques to meet the requirements of clients in realistic contexts within the hair and beauty sectors.

Demand

A minimum of four case studies must be used to demonstrate different hair styling and styling techniques.

Task taking

Witness testimony of the practical tasks is required from specialists, tutor and/or clients.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

Potential links with other units for assessment purposes:

- Level 2 Unit 1: Safe and healthy working practices in the hair and beauty sector
- Level 2 Unit 3: The science of hair and beauty
- Level 2 Unit 4: Communication and client care in the hair and beauty sector
- Level 2 Unit 6: Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Level 2 Unit 7: Salon business systems and processes

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand how a range of influences can be expressed through styling techniques	6	10%
2. Know the range of products and services that are used during professional hair care and styling	9	15%
3. Be able to generate hairstyles	21	35%
4. Be able to safely use a range of hair care and styling techniques	24	40%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand how a range of influences can be expressed through styling techniques	<p>0 to 2 marks</p> <p>Explained by showing limited awareness how influences can be expressed through styling techniques</p> <p>Explained by showing limited understanding how influenced styling techniques are achieved</p>	<p>2 to 4 marks</p> <p>Explained by showing clear understanding how influences can be expressed through styling techniques</p> <p>Explained by showing clear understanding how influenced styling techniques are achieved</p>	<p>5 to 6 marks</p> <p>Explained by showing an extensive understanding how influences can be expressed through styling techniques</p> <p>Explained by showing broad understanding how influenced styling techniques are achieved</p>

<p>2. Know the range of products and services that are used during professional hair care and styling</p>	<p>0 to 3 marks</p> <p>Described, showing limited knowledge purpose, benefits and safe use of hair care products</p> <p>Described, showing limited knowledge purpose, benefits and safe use of hair care tools and equipment</p> <p>Described, showing limited knowledge purpose, benefits and safe use of hair styling techniques</p> <p>Stated displaying limited knowledge health, safety, legal and salon requirements for hair care and styling services</p>	<p>4 to 6 marks</p> <p>Described, showing clear knowledge purpose, benefits and safe use of hair care products</p> <p>Described, showing clear knowledge purpose, benefits and safe use of hair care tools and equipment</p> <p>Described, showing clear knowledge purpose, benefits and safe use of hair styling techniques</p> <p>Stated displaying clear knowledge health, safety, legal and salon requirements for hair care and styling services</p>	<p>7 to 9 marks</p> <p>Described, showing extensive knowledge purpose, benefits and safe use of hair care products</p> <p>Described, showing extensive knowledge purpose, benefits and safe use of hair care tools and equipment</p> <p>Described, showing extensive knowledge purpose, benefits and safe use of hair styling techniques</p> <p>Stated displaying comprehensive knowledge health, safety, legal and salon requirements for hair care and styling services</p>
<p>3. Be able to generate hairstyles</p>	<p>0 to 7 marks</p> <p>Communicated with clients to find out requirements using limited terminologies</p> <p>Generated basic ideas for a limited range of hair styles and took into account limited range of influences</p>	<p>8 to 14 marks</p> <p>Communicated with clients to find out requirements using good terminologies</p> <p>Generated clear ideas for a variety of hair styles and took into account good range of influences</p>	<p>15 to 21 marks</p> <p>Communicated with clients to find out requirements using extensive terminologies</p> <p>Generated extensive ideas for extensive range of hair styles and took into account broad range of influences</p>

4. Be able to safely use a range of hair care and styling techniques	0 to 8 marks	9 to 16 marks	17 to 24 marks
	Undertaken a limited selection and preparation of products, tools and equipment	Undertaken a good methodical selection and preparation of products, tools and equipment	Undertaken a considerable selection and preparation of products, tools and equipment
	Carried out safely limited styling techniques with guidance	Carried out safely a variety of techniques with occasional guidance	Carried out safely an extensive range of styling techniques with complete autonomy
	Reviewed techniques and made limited suggestions for future progress	Reviewed techniques and made good variety of suggestions for future progress	Reviewed techniques and made extensive suggestions for future progress

Guidance for delivery

This is an active learning unit and will expose the learner, through experiential learning, to hair care and styling services. Teachers should, wherever possible, provide opportunities for learning in a realistic learning environment.

Learners will gain valuable experience in a realistic environment working on peers/models or mannequin heads. The learner should be encouraged to keep a running log or diary of the applied practical learning carried out. All practical activities must adhere to current health and safety legislation.

Hair styling is multicultural and learners must experience skills, knowledge and understanding across all hairdressing-related industries. Learners must be given sufficient information about the influences that need to be taken into consideration when styling hair; personality, culture, race, gender, fashion and religion.

Along with practical activities, learners should be given time to complete research and review any tasks carried out. Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the sector when working in a realistic learning environment or from external visits. Learners should also have access to ethnic minority and religious groups.

When delivering this unit teachers should use a wide range of teaching and learning techniques including demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. Active participation is one of the most appropriate methods of learning and access to a complete range of professional products, tools, equipment and materials that meet with industry requirements is required.

Teachers should integrate hairdressing terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in context. There is a wide range of terminology and practical application required across the hair, beauty and related industries, which must be taken into account when teaching and for this reason it is recommended that a subject specialist will teach this unit.

When discussing the communication skills and behaviour expectations of the hair and related industries, it is essential that the learners understand how listening, speaking, body language and the importance of maintaining confidentiality are needed to communicate effectively. Also consideration should be given to the expected behaviour, e.g. effective personal conduct, personal presentation, personal hygiene, dress code, cooperation and safe working practices, all of which are expected within the hair and beauty sector.

Lessons should be timetabled to allow sufficient time for practical activities to be carried out. A suggested minimum time should be two hours per session. Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation.

Opportunities for applied learning

Visiting speakers from minority and religious groups should be used to explain looks, techniques and customs that may be specific to a certain group. Talks and demonstrations from industry-based practitioners and technicians from manufacturers that supply relevant products tools and equipment would support learner engagement for this unit.

Learners will need to experience work in a salon or a realistic learning environment to experience contact with customers and have the opportunity to observe professional stylists at work. Contact with these stylists will help the learners understand how to interact with others in a professional manner.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Creative thinkers

- illustrating how styling techniques can be expressed

Self-managers

- selecting, preparing and safely using suitable products, tools and equipment when styling hair

Reflective learners

- reviewing own practical development of styling and identify strengths and areas for development

Team work

- collaborating to research the impact of the influences that may have on styling techniques.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The central topic of this unit is to understand factors influencing hair care and styling. To achieve the Learning outcomes learners can develop their reading skills by accessing relevant information from a variety of sources and in diverse formats. To demonstrate and reinforce this new learning the ability to present the information in writing will also provide skills development in this area.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Henderson, S. (2003). Basic Hairdressing. Published: Nelson Thornes. ISBN: 978-0748770823.
- Green, M.; Palladino, L. (2006). Hairdressing The Foundations. Published: Thomson Learning. ISBN: 978-1844804177.
- Palmer, L.; Moorman, N. (2003). Hairdressing with Barbering. Published: Heinemann. ISBN: 978-0435451554.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- | | |
|---|--|
| • Smartscreen | • www.smartscreen.co.uk |
| • Learnxtra hairdressing | • www.learnxtra-hairdressing.com |
| • Department for Children, Schools and families | • www.dcsf.gov.uk |
| • Black Beauty and Hair | • www.blackbeautyandhair.com |
| • The Freelance Hair and Beauty Federation | • www.fhbf.org.uk |
| • Habia | • www.habia.org.uk |
| • Health & Safety Executive | • www.hse.gov.uk |
| • Hair & Fashions | • www.hairco.com.au |
| • Cengage Learning EMEA | • www.thomsonlearning.co.uk |

Level 2 Unit 10: Exploring hand care and nail art

What is this unit about?

This unit will expose the learner to the exciting and creative world of hand care and nail art, extending the learners' knowledge, understanding and skills, beyond that of the consumer through a variety of techniques and routines that may be delivered within the beauty industries.

The knowledge acquired will enable them to explore and demonstrate how personality, culture, race, gender, fashion and religion can be expressed through hand care and make-up by taking part in challenging tasks that question any preconceived views, perceptions and stereotypes. The learner will also investigate the types of professional nail services commonly available in the UK. The learner will investigate different types of nail shape, highlighting their respective advantages and disadvantages.

This topic allows the learner to explore factors that may prevent and restrict hand care and nail art before and during services, how to deal with them and manage client expectations. Learners will be expected to demonstrate their understanding through practical activities and to reflect on the implications of their actions.

Learners will explore the types of materials, tools equipment and products appropriate for hand care and nail art services, including their function, benefits, when and how to use them, and the importance of following manufacturers' instructions. As part of applied learning a range of different hand care, polish application and nail art techniques, including those that have particular personality, cultural, racial, gender, fashion or religious influences will be taught.

This unit will captivate the learners' interest by giving them the opportunity to develop, with some direction a range of hand art and nail styles taking into account personality, cultural and fashion influences.

Throughout this unit the learners will be encouraged to use terminology specific to skin care and make-up services. The learner will be able to apply their own responsibilities for health and safety, personal presentation, hygiene, wellbeing and use of safe working practices which along with the Personal, Learning and Thinking Skills are transferable to many other industries. There will be opportunities within the unit for collaborative work which would encourage team working skills. There is also an opportunity to develop creative thinking and self-management.

The unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 10 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 136-141 of this specification

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the UK nail industry	a. explain the range and benefits of professional nail services available in the UK	
	b. outline the key factors that have contributed to the growth of the nail industry in the UK	
2. Understand how a range of influences can be expressed through hand and nail services	a. explain how a range of influences can be expressed through hand and nail art techniques	
	b. explain a range of hand care, polish application and nail art techniques	
3. Know the range of products and equipment that are used during hand care and nail services	a. describe the function, benefits and suitability of a range of products, materials, tools and equipment when carrying out hand care services	
	b. describe the function, benefits and suitability of a range of products, materials, tools and equipment when carrying out nail services	
	c. state the health, safety, legal and safe working practices for preparing and carrying out hand care and nail services	
4. Know factors that may prevent hand care and nail services	a. describe the critical factors that may prevent or restrict hand care and nail services and how to deal with them	
	b. state the advantages and disadvantages of different nail shapes	
5. Be able to generate ideas for hand care and nail services	a. communicate with clients to find out their requirements using industry terminology	
	b. generate ideas for hand and nail care services and nail art designs	CT1
6. Be able to carry out and review a variety of hand care and nail services	a. select and prepare suitable products, materials, tools and equipment for basic hand care, nail care and nail art services	
	b. use suitable products, materials, tools and equipment for basic hand, nail care and nail art services	
	c. review the services performed and suggest improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

Learning outcome 1

Learners must be taught the range and benefits of professional nail services available in the UK and know the functions and benefits of each. For example:

- silk wrap
- fibreglass
- UV gel
- acrylic
- manicure
- pedicure
- nail art
- french manicure

Learners must be taught how key factors have contributed to the growth of the nail industry in the UK. For example:

- fashion
- celebrities/TV
- cost/service times
- product developments

Learning outcome 2

Learners must be taught how the influencing factors can be expressed through use of hand and nail art techniques. For example:

- personality – e.g. introvert/extrovert
- culture – e.g. lifestyles
- race – e.g. African Caribbean/Caucasian/Asian
- gender – e.g. male/female
- fashion – e.g. eras, 70s, 80s
- religious occasions – e.g. traditional Indian/Pakistani wedding – henna art (mehendi)

Learners must be taught a range of hand care, polish application and nail art techniques including those that have particular personality, cultural, racial, gender, fashion or religious influences: see above influences.

Learners must be taught the range of hand care polish application and nail art techniques. For example:

- light and dark one colour applications
- stripping
- colour blending
- transfers
- glitter dots
- glitter polish

Learning outcome 3

Learners must be exposed to the following range of skin and nail care and nail art products, materials, tools and equipment and must know the function, benefits and suitability of each. For example:

- skin cleanser
- skin exfoliants
- buffing paste
- cuticle cream/oil
- massage medium
- paraffin wax
- nail file
- buffer
- hoof stick
- spatula
- hand masks
- nail enamel remover
- manicure bowl
- paint brushes
- thermal mitts/boots
- base and top coat enamel
- transfers/gems/foils
- glitter dots/polish
- colour nail enamel
- towel
- consumables

Learners must be taught the health and safety requirements sufficient to ensure that they are aware of and able to use safe working practices for working in the nail, beauty and spa industries. For example:

- Health and Safety at Work Act
- Personal Protective Equipment at Work Regulations
- Workplace Regulations
- Manual Handling Operations Regulations
- Control of Substances Hazardous to Health Regulations (COSHH)
- Provision and Use of Work Equipment Regulations
- Electricity at Work Regulations
- Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR)
- Fire Precautions Act
- Health and Safety First Aid Regulations
- Health and Safety (Display Screen Equipment) Regulations

Examples of safe and healthy working practices

- personal presentation
- manufacturers' instructions
- client preparation
- professional behaviour
- follow instructions (supervisor, manufacturers')
- adapting service delivery as necessary to take into account specific needs and problems (change products, stop treatment, alternative treatment)

Learning outcome 4

Learners must be taught the critical factors that may prevent or restrict hand care and nail services and how to deal with them. For example:

- bacterial, virus and fungal infections
- dermatitis
- eczema
- psoriasis
- known skin allergies and sensitivities.

Learners must be taught the advantages and disadvantages different nail shapes. For example:

- fan
- square
- round
- pointed

Learning outcome 5

Learners must be taught how to communicate with clients to find out requirements and will need to be able to use relevant industry terminology. For example:

- | | |
|----------------------|-------------------------|
| • acrylic | • manicurist |
| • activators | • nail artist |
| • aftercare | • nail enhancements |
| • anti-bacterial | • PPE |
| • appointment | • professional image |
| • cleanse | • reception |
| • client | • receptionist |
| • code of conduct | • record card |
| • confidential | • risk |
| • consultation | • salon |
| • COSHH | • cleanse |
| • cross infection | • services |
| • dermatitis | • sterilisation |
| • equipment | • therapist |
| • exfoliate | • tools |
| • hazard | • ultraviolet radiation |
| • infection | • work area |
| • infestation | • workstation |
| • legal requirements | |

Learners must be taught how to generate ideas for a range of hand and nail services. For example:

- wedding e.g. religious, cultural requirements
- types of parties
- fashion.

Learning outcome 6

Learners must be taught how to prepare suitable product, materials tools and equipment for basic hand care and nail service.

Learners must be taught how to safely use suitable products, materials, tools and equipment for hand care and nail service.

Learners must be taught how to review their services performed and how to make improvements for future progress.

Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

This assessment will allow the learner to establish how certain influences may affect the style they can create or in certain cases, the products or equipment they may use. The learner will be able to apply their own responsibilities for health and safety, personal presentation, hygiene and use of safe working practices.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Illustration of how a range of influences impact on and determine hand and nail services	The following must be provided: <ul style="list-style-type: none">report, display or any form of presentation	LO1,2 and 3
Generating ideas for nail care and nail art services	The following must be provided: <ul style="list-style-type: none">illustrated record of client consultation and ideas generated with recording, transcript or witness testimony	LO2,3,4 and 5
Performing a variety of hand care, nail care and nail art services	The following must be provided: <ul style="list-style-type: none">illustrated record of services performed and of review with recording, transcript or witness testimony of services performed and of review	LO2,3,4 and 6

Duration

The assignment will take approximately 10 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner must generate service ideas and perform hand care and nail services to meet the requirements of clients in realistic contexts within the hand care, nail and beauty sectors.

Demand

A minimum of three case studies must be used to demonstrate different hand care and nail services and techniques.

Task taking

Witness testimony of the practical tasks performed and of their review is required from specialists, tutor and/or clients.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 137-138 of the specification.

Potential links with other units:

- Level 2 Unit 1: Safe and healthy working practices in the hair and beauty sector and related industries
- Level 2 Unit 3: The science of hair and beauty
- Level 2 Unit 4: Communication and client care in the hair and beauty sector
- Level 2 Unit 6: Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Level 2 Unit 7: Salon business systems and processes

The assessment of this unit has particular links with:

- Level 2 Unit 9: Exploring hair care and styling
- Level 2 Unit 10: Exploring hand care and nail art

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1. Understand the UK nail industry	6	10%
2. Understand how a range of influences can be expressed through hand and nail services	6	10%
3. Know the range of products and equipment that are used during hand care and nail services	9	15%
4. Know factors that may prevent hand care and nail services	6	10%
5. Be able to generate ideas for hand care and nail services	15	25%
6. Be able to carry out and review a variety of hand care and nail services	18	30%
Total	60	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the UK nail industry	<p>0 to 2 marks</p> <p>Explained by showing limited understanding the range and benefits of professional nail services in UK</p> <p>Outlined limited knowledge of key factors that contributed to the growth of the industry</p>	<p>3 to 4 marks</p> <p>Explained by showing clear understanding the range and benefits of professional nail services in UK</p> <p>Outlined clear knowledge of key factors that contributed to the growth of the industry</p>	<p>5 to 6 marks</p> <p>Explained by showing extensive understanding the range and benefits of professional nail services in UK</p> <p>Outlined comprehensive knowledge of key factors that contributed to the growth of the industry</p>
2. Understand how a range of influences can be expressed through hand and nail services	<p>0 to 2 marks</p> <p>Explained by showing limited understanding how a range of influences can be expressed through hand and nail art technique</p> <p>Explained by showing limited understanding the range of hand care, polish application and nail art techniques</p>	<p>3 to 4 marks</p> <p>Explained by showing clear understanding how a range of influences can be expressed through hand and nail art technique</p> <p>Explained by showing clear understanding the range of hand care, polish application and nail art techniques</p>	<p>5 to 6 marks</p> <p>Explained by showing an extensive understanding how a range influences can be expressed through hand and nail art technique</p> <p>Explained by showing broad understanding the range of hand care, polish application and nail art techniques</p>

<p>3. Know the range of products and equipment that are used during hand care and nail services</p>	<p>0 to 3 marks</p> <p>Described by showing limited knowledge the function, benefits, suitability of a range of products, materials, tools and equipment when carrying out hand care services</p> <p>Described by showing limited knowledge the function, benefits, suitability of a range of products, materials, tools and equipment when carrying out nail services</p> <p>Stated by showing limited knowledge health, safety, legal and safe working practices</p>	<p>4 to 6 marks</p> <p>Described by showing clear knowledge the function, benefits, suitability of a range of products, materials, tools and equipment when carrying out hand care services</p> <p>Described by showing clear knowledge the function, benefits, suitability of a range of products, materials, tools and equipment when carrying out nail services</p> <p>Stated by showing clear knowledge health, safety, legal and safe working practices</p>	<p>7 to 9 marks</p> <p>Described by showing extensive knowledge the function, benefits, suitability of a range of products, materials, tools and equipment when carrying out hand care services</p> <p>Described by showing extensive knowledge the function, benefits, suitability of a range of products, materials, tools and equipment when carrying out nail services</p> <p>Stated by showing broad knowledge health, safety, legal and safe working practices</p>
<p>4. Know factors that may prevent hand care and nail services</p>	<p>0 to 2 marks</p> <p>Described by showing limited knowledge the critical factors that limit or prevent services and how to deal with them</p> <p>Stated by showing limited knowledge the advantages and disadvantages of different nail shapes</p>	<p>3 to 4 marks</p> <p>Described by showing clear knowledge the critical factors that limit or prevent services and how to deal with them</p> <p>Stated by showing sound knowledge the advantages and disadvantages of different nail shapes</p>	<p>5 to 6 marks</p> <p>Described by showing broad knowledge the critical factors that limit or prevent services and how to deal with them</p> <p>Stated by showing significant knowledge the advantages and disadvantages of different nail shapes</p>

<p>5. Be able to generate ideas for hand care and nail services</p>	<p>0 to 5 marks</p> <p>Used limited communication to find out client requirements using limited industry terminologies</p> <p>Generated limited ideas for a limited range of hand and nail care and nail art services, and took into account limited range of influences</p>	<p>6 to 10 marks</p> <p>Used sound communication to find out client requirements using good industry terminologies</p> <p>Generated clear ideas for a variety of hand and nail care and nail art services, and took into account limited range of influences</p>	<p>11 to 15 marks</p> <p>Used significant communication to find out client requirements using extensive industry terminologies</p> <p>Generated extensive ideas for extensive range of hand and nail care and nail art services, and took into account limited range of influences</p>
<p>6. Be able to carry out and review a variety of hand care and nail services</p>	<p>0 to 6 marks</p> <p>Limited selection and preparation of products, materials, tools and equipment was undertaken</p> <p>Used products, materials, tools and equipment and carried out limited hand, nail care and nail art services</p> <p>Reviewed hand and nail services carried out and made limited suggestions for future progress</p>	<p>7 to 12 marks</p> <p>Clear methodical selection preparation of products, materials, tools and equipment was undertaken</p> <p>Used products, materials, tools and equipment and carried out variety of hand, nail care and nail art services</p> <p>Reviewed hand and nail services carried out and made variety of suggestions for future progress</p>	<p>13 to 18 marks</p> <p>Considerable selection and preparation of products, materials, tools and equipment was undertaken</p> <p>Used products, materials, tools and equipment and carried out extensive range of hand, nail care and nail art services</p> <p>Reviewed hand and nail services carried out and made extensive suggestions for future progress</p>

Guidance for delivery

This is an active learning unit and will expose the learner, through experiential learning, to hand care and nail art services. Teachers should, wherever possible, provide opportunities for learning in a realistic learning environment. Learners must be aware of the key factors that have contributed to the growth of the industry in the UK.

Learners will gain valuable experience in a realistic environment working on peers/models, plastic hands and/or nail tips. The learner should be encouraged to keep a running log or diary of the applied practical learning carried out. Learners must show that they can understand and use specific terminology, be able to describe the function, benefits and suitability of products, tools equipment and treatments available. Learners must investigate the advantages and disadvantages of different nail shapes. All practical activities must adhere to current health and safety legislation. Teachers must make learners aware of the health, safety, legal and salon requirements, including the criticality of following instructions for preparing and carrying out hand care and nail art services.

Hand care and nail art is multicultural and learners must experience skills, knowledge and understanding across all beauty related industries. Learners must be given sufficient information about the influences that need to be taken into consideration when carrying out hand care and nail art; personality, culture, race, gender, religion, age and fashion. Learners will need to be able to explain how a range of influencing factors can be expressed through hand care and nail art techniques.

Learners must be informed of the use, benefits and effects of techniques and procedures that enhance hand care and nail art treatments. Teachers must ensure that learners are able to describe factors that may prevent or restrict hand care and nail art treatments and how to deal with them and manage client expectations. Learners must be aware of the basic principles of nail art application in order to enhance appearance.

Learners will need to be taught about basic hand care and nail art application techniques that enhance appearance, taking into account a range of influencing factors. Teachers will need to demonstrate that they can select, prepare and safely use suitable products, materials, tools and equipment for basic hand care and nail art, following safe working practices.

Along with practical activities, learners should be given time to complete research and review any tasks carried out. Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the sector when working in a realistic learning environment or from external visits.

When delivering this unit teachers should use a wide range of teaching and learning techniques including: demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. Active participation is one of the most appropriate methods of learning as is access to a complete range of professional products, tools, equipment and materials that meet with industry requirements. Teachers should integrate beauty and nail terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in context. There is a wide range of terminology and practical application required across the hair, beauty and related industries, which must be taken into account when teaching and for this reason it is recommended that a subject specialist will teach this unit.

When discussing the communication skills and behaviour expectations of the hair and related industries, it is essential that the learners understand how listening, speaking, body language and the importance of maintaining confidentiality are needed to communicate effectively. Also consideration should be given to the expected behaviour, e.g. effective personal conduct, personal presentation, personal hygiene, dress code, cooperation and safe working practices, all of which are expected within the hair and beauty sector.

Lessons should be timetabled to allow sufficient time for practical activities to be carried out. A suggested minimum time should be two hours per session. Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation.

Opportunities for applied learning

Visiting speakers from minority groups can explain looks techniques and customs that may be specific to a certain group. Talks and demonstrations from industry based practitioners and technicians from manufacturers' that supply relevant products, tools and equipment would support learner engagement for this unit. Learners will need to visit nail bars or a realistic learning environment to experience contact with customers and have the opportunity to observe professional nail technicians at work. Contact with these technicians will help the learners understand how to interact with others in a professional manner. It would be helpful for learners to take part in visits to industry specific specialists at exhibitions, competitions, spas and salons.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research on trends in the nail care and nail art industry
- considering the influences of various forms of nail art on hands and nails

Creative thinkers

- exploring possibilities of influences in the nail industry
- questioning own and others findings with regard the trends in the nail industry
- asking questions about nail care
- asking questions about benefits and functions of professional products

Team workers

- co-operating and working with clients to achieve a agreeable outcome to treatment
- adapting behaviour to suit the various client groups when carrying out the various treatments

Self-managers

- showing flexibility when working on the various client groups
- organising time and resources in order to carry out an efficient treatment.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Although primarily a practical unit there will be opportunities to access a range of texts to explore the subjects of hand care and nail art.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828. Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Simms, J. (1994). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- | | |
|---|--|
| • Smartscreen | www.smartscreen.co.uk |
| • Learnxtra hairdressing | www.learnxtra-hairdressing.com |
| • Department for Children, Schools and families | www.dcsf.gov.uk |
| • Black Beauty and Hair | www.blackbeautyandhair.com |
| • The Freelance Hair and Beauty Federation | www.fhbf.org.uk |
| • Habia | www.habia.org.uk |
| • Health & Safety Executive | www.hse.gov.uk |
| • Hair & Fashions | www.hairco.com.au |
| • Cengage Learning EMEA | www.thomsonlearning.co.uk |
| • Mehendi World | www.mehendiworld.com |

4 Assessment guidance

The following guidance is applicable to all Principal Learning qualifications and at all levels. The guidance will be available within the specifications and contained in other relevant publications that support Principal Learning qualifications made available to consortia/centres.

4.1 Task setting

Guidance

Each internally assessed unit has guidance related to task setting within the Assessment section. Clear guidance, with exemplars of suitable internal assessment, is available to all consortia centres in order to ensure that suitable tasks are set. City & Guilds will give extra guidance on task setting through its moderators and they will review a selection of proposed tasks to check that these are suitable at the early advisory visits.

The teacher at a centre with overall responsibility for internal standardisation is also responsible for the standardisation of task setting.

Guidance is provided on the total amount of time that a task should take, on the amount of time that specific activities within a task should take and on the form of supervision expected.

The Assessment structure within each unit clearly states what must be covered in the assessment and must be used in order to set appropriate assignments. The units also give details of the demand expected in each assessment task and the overall sector purpose that must be adhered to.

The Weighting of Learning outcomes in relation to marking should also be used as guidance in task setting, so that teachers can allocate appropriate depth and breadth to different areas of the assignment.

Moderation

All centres will receive an early visit by their moderator, which will include guidance on assignment/task setting for internally set and marked units. This visit will also include guidance on marking.

Centres will also receive detailed feedback following moderation of any units, which includes appropriateness of the task set.

4.2 Task taking

Internal assessment

Control criteria for internally assessed assignments

The internal assignments must all be taken using controls where appropriate. The forms of evidence required in a unit will drive the controls needed. The following controls should be in place for certain forms of assessment. Where there is specific guidance required beyond that stated below, it will be found in the Assessment section of the unit concerned.

Form of evidence	Method of control									
	Attendance by moderator or Video/DVD recording	Photographs to confirm individual work or product	Witness statement	Bibliography or list of sources	Signed notes evidencing questions asked by teacher	Transcript or audio recording	Log or journal event/ business with financial record if applicable	Learner's own record	Supervision	Submission of artefact or product
Performance	1		2							
Research of relevant sources of material				1	2					
Record of interviews with business, industry or third party representatives			2 with learner's own record			1 with evidence of permission		2 with witness statement		
Artefact or Production	2	2	2			2			1*	1*
Practical assignment/ experiment	2	2	2			2			1*	1 if possible
Set up and run an event or business			3				2	2	1*	
Portfolio of evidence										1*
Presentation of ideas			2				1			
Report					2 where applicable					1*
Career plan/personal development plan										1*
Witness statement										1*
Job application										1*

Please note:

Control methods rated 1 must be used. Those rated 2 may be used if employing the favoured method is not practical and has been agreed with the centre's moderator. They may also be used as a way of providing additional evidence of the learner's having met the Assessment criteria. Those rated 3 are optional forms of control that may be employed.

*Where the number 1 is followed by an asterisk, this indicates that any other control methods may accompany but not substitute the use of this method.

Supervision of learners' work

Learners' work for assessment should be carried out under direct supervision when this is appropriate to the task. Some items of work must use direct supervision as per the controls table. Where direct supervision is not practical the table above shows the controls that would need to be in place and therefore allow the teacher to authenticate that the work is the learner's own.

All learners must sign that the work submitted is their own and teachers/assessors must confirm that the work assessed is solely that of the learner concerned and was conducted under the conditions required by the specification.

Guidance by the teacher

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded.

External assessment**Timing of external assessments**

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

4.3 Task marking**Guidance on applying the unit Assessment grid**

When assessing learners' work, teachers/assessors should consider the level of attainment demonstrated in four broad areas within the demands and context of the specific unit being assessed:

- the depth and breadth of understanding
- the level of skills
- the level of synthesis, analysis and evaluation
- the level of independence and originality.

In the Assessment grid for each unit, mark ranges are specified for each Learning outcome. When assessing a learner's work, teachers/assessors should use their professional judgement to identify, for each Learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work. To achieve the higher mark bands, learners should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality. Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

Aspects of the work that might fall short of meeting the description in full, but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

Assessment of group work

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the Assessment criteria requirements. Teachers/assessors assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence. Annotation of written/photographic evidence can also be used to detail an individual's contribution.

It is recognised that there can be instances where learners are required to carry out tasks as part of a group and the group-working skills are an integral part of the assessment requirements. In such cases this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

Internal standardisation of marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by City & Guilds. The centre is required to send to the moderator a signed Centre Declaration Sheet (confirming that the marking of work at the centre has been standardised). If only one teacher has undertaken the marking, that person must sign this form.

Claiming and moderation of internal assessment

Claiming and moderation of internal assessment will only be available in the summer term at fixed dates that will be published at the start of the academic year.

Unfair practice

At the start of the course, the supervising teacher is responsible for informing learners of the City & Guilds Regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment, and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Centres must report suspected malpractice to City & Guilds.

Authentication of learners' work

Both the learner and the teacher are required to sign declarations confirming that the work submitted for assessment is the learner's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

Work other than that of the learner can be utilised in coursework for research and reference, but must be fully acknowledged.

Malpractice

Learners must not:

- submit work which is not their own
- lend work to other learners
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to another learner, but learners should be prevented from plagiarising other learners' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolios is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk/).

Malpractice in coursework/portfolios discovered prior to the learner signing the declaration of authentication need not be reported to City & Guilds, but should be dealt with in accordance with

the centre's internal procedures. City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator, through City & Guilds' processes check the setting, taking and marking of internal assessments.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for internal assessment.

The second stage of moderation is to check the taking and marking of assessments. This stage will take place at fixed times in the academic year, and may be through postal moderation or through a visit to a consortia/centre. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2013. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to your local City & Guilds Regional Office. Further details of the approval process are available on the website at: www.cityandguilds.com

5.3 Centre requirements

Resources

Centres must have access to sufficient equipment in the centre or in other centres within the consortium to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment is to be found in the description of the units themselves.

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments

5.4 Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- City & Guilds external examinations
- City & Guilds externally set briefs or assignments
- internal quality assurance
- City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- the setting of appropriate tasks (see Section 4.1)
- the application of appropriate control of tasks (see Section 4.2)
- training in the use of the Assessment grid (see Section 4.3)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.3)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.3).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.3. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of City & Guilds
- provide feedback to centres and to City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the Centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to City & Guilds.

5.5 Irregularities

Centres must inform City & Guilds of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ Instructions for Conducting Examinations which is available to view or to download from the JCQ's website:

www.jcq.org.uk

5.6 Awarding grades and reporting results

The Foundation Principal Learning in Hair and Beauty Studies will be reported on a three-grade scale: A*, A and B. Learners who fail to reach the minimum standard for grade B will be recorded as U (Unclassified) and will not receive a qualification certificate.

5.7 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the JCQ Post-Results Services booklet.

5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.9 Access arrangements and special consideration

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration. This is published on the JCQ website: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre.

5.10 Language of examinations

We will provide units for this specification in English only.

5.11 Qualification titles

The qualification based on this specification is:

- City & Guilds Level 1 Principal Learning in Hair and Beauty Studies.

Appendix 1

Other issues

European Dimension

City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report Environmental Responsibility: An Agenda for Further and Higher Education 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.