

City & Guilds Level 2
Awards/Certificates/Diplomas
in Beauty Therapy
(3003-60/63/65/66/40/43/49/92)



For teaching from September 2024 onwards

Version 7.4 (September 2025)

Qualification Handbook

Qualification at a glance

Subject area	07.3 Service Enterprises
City & Guilds number	3003
Age group approved	<p>The following qualifications are for approved for learners at all ages</p> <ul style="list-style-type: none"> • City & Guilds Level 2 Diploma in Beauty Therapy Services • City & Guilds Level 2 Certificate in Beauty Therapy Services <p>The following qualifications are approved for learners aged 16+</p> <ul style="list-style-type: none"> • City & Guilds Level 2 Diploma in Beauty Therapy • City & Guilds Level 2 Diploma in Nail Technology Enhancement • City & Guilds Level 2 Diploma in Hair and Media Make-up • City & Guilds Level 2 Certificate in Make-up • City & Guilds Level 2 Certificate in Nail Technology • City & Guilds Level 2 Awards
Entry requirements	There are no set entry requirements
Assessment	Practical Demonstration/Assignment, Multiple Choice examination
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Assessment pack, Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Diploma in Beauty Therapy Services	3003-60	500/8778/2	326	390
City & Guilds Level 2 Diploma in Beauty Therapy	3003-63	500/9076/8	459	540
City & Guilds Level 2 Diploma in Nail Technology Enhancement	3003-65	500/8775/7	457	550
City & Guilds Level 2 Diploma in Hair and Media Make up	3003-66	500/8845/2	450	570
City & Guilds Level 2 Certificate in Beauty Therapy Services	3003-40	500/8940/7	227	260
City & Guilds Level 2 Certificate in Make-up	3003-43	500/9845/7	150	180
City & Guilds Level 2 Certificate in Nail Technology	3003-49	500/9201/7	149	190
City & Guilds Level 2 Award in Threading	3003-92	600/1203/1	29	40
City & Guilds Level 2 Award in Make-up	3003-92	500/8652/2	41	50
City & Guilds Level 2 Award in Manicure	3003-92	500/8713/7	48	50
City & Guilds Level 2 Award in Pedicure	3003-92	500/8630/3	48	50
City & Guilds Level 2 Award in Nail Technology	3003-92	500/8684/4	46	70
City & Guilds Level 2 Award in Health and Safety for the Hair and Beauty Sector	3003-92	500/8640/6	22	30
City & Guilds Level 2 Award in Auricular Therapy	3003-92	600/2365/x	20	20

Version and date	Change detail	Section
3.2 Mar 2012	Amend reference to carbon monoxide to carbon dioxide in the range for outcome 2, unit 202	Error! Reference source not found.
4.0 August 2012	Added Structure – 3003-82 Information added to section 3 and 5	Qualification Structure
4.1 March 2014	Amended title of: 500/8640/6 - 3003-92 500/8637/6 - 3003-92 500/8712/5 - 3003-92 500/8953/5 - 3003-46-92 Registration and certification end dates deleted.	<u>Introduction and qualification structure</u> <u>Introduction</u>
5.0 September 2014	Added correct credit values for unit 206 (page 54) unit 211 (page 79) units 227 and 310 (page 16)	Qualification Structure and Units
5.1 March 2016	Added to range for outcome 1, unit 221 (page 117)	Units
5.2 August 2017	Added GLH and TQT details	Qualification Structure
6.0 March 2022	Qualification titles updated with 'City & Guilds' City and Guilds address updated Removed references to GOLLA and updated to Evolve	Throughout
6.1 November 2022	GLH changed for 3003-25 Level 2 Diploma in Nail Technology Enhancement	Qualification Structure
7.0 January 2023	All images removed	Throughout
7.1 July 2023	Removal of expired qualifications	Qualification Structure
7.2 September 2024	Updated copyright Updated CASS Updated assessment methods	Throughout
7.3 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	All
7.4 September 2025	Removal of unit 222 from 3003-66 structure table.	Qualification Structure

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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are for those individuals who are interested in starting or advancing a beauty therapy career. The Awards/Certificates/Diplomas .
What do the qualifications cover?	These qualifications cover a wide range of skills such as nail technology, facials, photographic make-up to massage, reception duties and, Health and Safety.
What opportunities for progression are there?	These qualifications can help you build a range of careers in the beauty industry, including <ul style="list-style-type: none"><li data-bbox="740 1012 991 1046">• Nail Technician<li data-bbox="740 1050 1011 1084">• Beauty Therapist<li data-bbox="740 1088 979 1122">• Make-up Artist<li data-bbox="740 1126 963 1160">• Spa therapist Learners may progress to level 3 qualifications.
Who did we develop the qualifications with?	The units within these qualifications are endorsed by Habia.
Is it part of an apprenticeship framework or initiative?	N/A

Structure

To achieve the City & Guilds Level 2 Diploma in Beauty Therapy Services (3003-60), learners must achieve: a minimum of **39** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **35** credits and a minimum of **4** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all eight mandatory units (35 credits)..			
Mandatory Generic Units (all must be completed)			
Unit 201	Working in beauty related industries	31	4
Unit 202	Follow health and safety practice in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Mandatory Technical Units (all must be completed)			
Unit 204	Provide facial skincare	56	7
Unit 207	Provide manicure treatments	48	5
Unit 208	Provide pedicure treatments	48	5
Unit 209	Apply make-up	41	5
Unit 225	Shaping and colouring eyebrows	30	4
Optional units:			
Learners must achieve 4 credits from the optional units.			
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 215	Provide nail art	24	3
Unit 216	Salon reception duties	24	3
Unit 220	The art of photographic make- up	30	5

Unit 221	Body art design	30	4
Unit 222	Head massage	30	4
Unit 223	Apply skin tanning techniques	30	4
Unit 224	Facial care for men	30	4

To achieve the City & Guilds Level 2 **Diploma in Beauty Therapy (3003-63)**, learners must achieve: a minimum of **54** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **42** credits and a minimum of **12** credits from the optional units.

City & Guilds unit number	Unit titles	GLH	Credits
Mandatory units:			
Learners must achieve all ten mandatory units (42 credits).			
Mandatory Generic Units (all must be completed)			
Unit 201	Working in beauty related industries	31	4
Unit 202	Follow health and safety practice in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Unit 205	Promote products and service to clients in a salon	28	3
Unit 216	Salon reception duties	24	3
Mandatory Technical Units (all must be completed)			
Unit 204	Provide facial skincare	56	7
Unit 206	Remove hair using waxing techniques	57	6
Unit 207	Provide manicure treatments	48	5
Unit 208	Provide pedicure treatments	48	5
Unit 210	Provide eyelash and brow treatments	36	4
Optional Units			
Learners must achieve 12 credits from the optional units			
Unit 209	Apply make-up	41	5
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 214	Provide and maintain nail enhancement	46	7
Unit 215	Provide nail art	24	3

Unit 217	Provide ear piercing	17	2
Unit 218	Eyelash perming	20	2
Unit 219	Provide threading services for hair removal	29	4
Unit 222	Head massage	30	4
Unit 223	Apply skin tanning techniques	30	4
Unit 224	Facial care for men	30	4

To achieve the City & Guilds Level 2 **Diploma in Nail Technology Enhancement (3003-65)**, learners must achieve: a minimum of **55 credits** is required to achieve this qualification. **All** mandatory units must be achieved which total **42 credits** and a minimum of **13 credits** from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
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Mandatory units:

Learners must achieve all ten mandatory units (42 credits).

Mandatory Generic Units (all must be completed)

Unit 201	Working in beauty related industries	31	4
Unit 202	Follow health and safety practice in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Unit 205	Promote products and service to clients in a salon	28	3
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 216	Salon reception duties	24	3

Mandatory Technical Units (all must be completed)

Unit 207	Provide manicure treatments	48	5
Unit 208	Provide pedicure treatments	48	5
Unit 214	Provide and maintain nail enhancement	60	7
Unit 215	Provide nail art	24	3

Optional units:

Learners must achieve **13 credits** from the optional units.

Unit 204	Provide facial skincare	56	7
Unit 209	Apply make-up	41	5
Unit 210	Provide eyelash and brow treatments	36	4

Unit 213	Display stock to promote sales in salon	24	3
Unit 220	The art of photographic make- up	30	5
Unit 221	Body art design	30	4
Unit 223	Apply skin tanning techniques	30	4

To achieve the City & Guilds Level 2 **Diploma in Hair and Media Make-up (3003-66)**, learners must achieve: a minimum of **57** credits is required to achieve this qualification. **All** mandatory units must be achieved.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all twelve mandatory units (57 credits).			
Mandatory Generic Units (all must be completed)			
Unit 201	Working in beauty related industries	31	4
Unit 202	Follow health and safety practice in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Mandatory Technical Units (all must be completed)			
Unit 209	Apply make-up	41	5
Unit 210	Provide eyelash and brow treatments	36	4
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 220	The art of photographic make- up	30	5
Unit 221	Body art design	30	4
Unit 223	Apply skin tanning techniques	30	4
Unit 226	The art of colouring hair	60	7
Unit 227	The art of dressing hair	30	5
Unit 310	Make and style a hair addition	60	7

To achieve the City & Guilds Level **Guilds Level 2 Certificate in Beauty Therapy Services (3003-40)**, learners must achieve: a minimum of **26** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **26** credits.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all 6 mandatory units (26 credits).			
Mandatory Generic Units (all must be completed)			
Unit 201	Working in beauty related industries	31	4
Unit 202	Follow health and safety practice in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Mandatory Technical Units (all must be completed)			
Unit 204	Provide facial skincare	56	7
Unit 207	Provide manicure treatments	48	5
Unit 208	Provide pedicure treatments	48	5

To achieve the City & Guilds Level 2 **Certificate in Make-up (3003-43)**, learners must achieve: a minimum of **18** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **18** credits.

City & Guilds unit number	Unit title	GLH	Credit
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Mandatory units:

Learners must achieve all five mandatory units (18 credits).

Mandatory Units

Unit 201	Working in beauty related industries	31	4
Unit 202	Follow health and safety practice in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Unit 209	Apply make-up	41	5
Unit 210	Provide eyelash and brow treatments	36	4

To achieve the City & Guilds Level 2 **Certificate in Nail Technology (3003-49)**, learners must achieve: a minimum of **19** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **19** credits.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all five mandatory units (19 credits).			
Mandatory Generic Units (all must be completed)			
Unit 201	Working in beauty related industries	31	4
Unit 202	Follow health and safety practice in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Unit 205	Promote products and service to clients in a salon	28	3
Unit 214	Provide and maintain nail enhancement	60	7

To achieve the City & Guilds Level 2 Awards in Beauty Therapy and Nails (3003-92). The unit included in each qualification is shown below. If a candidate has not completed any previous accredited related qualification or has not got prior work experience within the beauty therapy/nail services industry then the Level 2 Award in Health and Safety must be taken alongside the technical award.

To achieve the **City & Guilds Level 2 Award in Health and Safety for the Hair and Beauty Sector**, learners must achieve the mandatory unit.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 202	Follow health and safety practice in the salon	24	3

To achieve the **City & Guilds Level 2 Award in Manicure**, learners must achieve the mandatory unit.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 207	Provide manicure treatment	48	5

To achieve the **City & Guilds Level 2 Award in Pedicure**, learners must achieve the mandatory unit.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 208	Provide pedicure treatment	48	5

To achieve the **City & Guilds Level 2 Award in Make-up**, learners must achieve the mandatory unit.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 209	Apply make-up	41	5

To achieve the **City & Guilds Level 2 Award in in Nail Technology**, learners must achieve the mandatory unit.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 214	Provide and maintain nail enhancement	46	7

To achieve the **City & Guilds Level 2 Award in Auricular Therapy**, learners must achieve the mandatory unit.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 229	Provide thermal auricular therapy	20	2

To achieve the **City & Guilds Level 2 Award in Threading**, learners must achieve the mandatory unit.

City & Guilds unit number	Unit title	GLH	Credit
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Mandatory units:

Learners must achieve the mandatory unit.

Unit 219	Provide threading service for hair removal	29	4
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Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Diploma in Beauty Therapy Services (300-60)	326	390
City & Guilds Level 2 Diploma in Beauty Therapy (3003-63)	459	540
City & Guilds Level 2 Diploma in Nail Technology Enhancement (3003-65)	457	550
City & Guilds Level 2 Diploma in Hair and Media Make-up (3003-66)	450	570
City & Guilds Level 2 Certificate in Beauty Therapy Services (3003-40)	227	260
City & Guilds Level 2 Certificate in Make-up (3003-43)	150	180
City & Guilds Level 2 Certificate in Nail Technology (3003-49)	149	190
Level 2 Award in Threading (3003-92)	29	40
Level 2 Award in Make-up (3003-92)	41	50
Level 2 Award in Manicure (3003-92)	48	50
Level 2 Award in Pedicure (3003-92)	48	50
Level 2 Award in Nail Technology (3003-92)	46	70
Level 2 Award in Health and Safety for the Hair and Beauty Sector (3003-92)	22	30
City & Guilds Level 2 Award in Auricular Therapy (3003-92)	20	20

2 Centre requirements

Approval

Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Quality assurance coordinators and assessors must:

1. Have verifiable and relevant current or real industry experience and competence of the occupational working area at or above the level being assessed and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Appropriate evidence will include:
 - curriculum vitae and references
 - achievement of a relevant qualification
 - continuing professional development (CPD).
2. only assess in their acknowledged area of occupational competence
3. participate in training activities for their continued professional development
4. be competent in making accurate assessment decisions.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring

Continuing Professional Development (CPD) must take place throughout the careers of assessors and quality assurers

This must include the completion of a minimum number of 30 hours CPD in each twelve-month period using activities approved for CPD which do not have to be consecutive. (see below).

The CPD requirement must be carried out on one or a combination of the types of activities listed below. No activity will carry a 'double hours' allowance.

- 'hands on' delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
- further relevant qualifications.

The following activities will not count towards CPD:

- reading the trade press and books
- listening to tapes and watching DVDs.

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12-month period to be measured from 1 September - 31 August.

CALCULATING CPD HOURS

- a) CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
- b) CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
- c) Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve-month period will be able to collect CPD pro rata.
- d) The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37-hour week. However, a minimum of 5 hours CPD in any twelve-month period must be carried out by all part time assessors and quality assurers.
- For example, an assessor contracted for 7 hours/week: $7 \div 37 \times 100 = \text{approx. } 20\%$ of a full-time assessor. $20\% \times 30 \text{ hours} = 6 \text{ hours CPD in any 12-month period.}$
- e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- f) If you are an assessor and quality assurer, you only have to do the minimum of 30 hours CPD, not 60 hours

Physical resources

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practical activities.

The equipment must meet industry standards and be capable of being used under normal working conditions.

Use of simulation (head block and fake body parts)

From September 2012 the use of head blocks and fake body parts for summative assessment may **only** be used for the following unit.

- Level 2 Unit – Perm and Neutralise Hair
- Level 2 Unit – The Art of Colouring Hair
- Level 2 Unit – Provide Nail Art
- Level 3 Unit – Design and apply Nail Art
- Level 3 Unit – Perm to create a variety of looks

Simulation for these unit should only be used once the use of models, peers and clients has been exhausted (the best form of assessment would always be on a real person, as this is a preparation for employment qualification) **If a head block or fake body part has been used in a summative assessment then this needs to be recorded by the Assessor**

Realistic learning environment requirements (RLE)

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area. Example resource lists for each qualification area are being developed.

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and / or workplace to meet the qualification needs and enable candidates' to cover all of the required practical activities.

The learning and assessment setting should incorporate a real or simulated but realistic learning environment. These facilities must provide candidates with experience of working in and under realistic commercial conditions during assessment.

The learning environment must meet any byelaws, legislation or legal authority requirements that would affect a similar commercial establishment as well as meeting the requirements of a vocational education establishment.

For the purpose of City & Guilds VRQs **clients** are defined as people seeking the service or treatment being assessed, which can include friends, peers, models and family members. There is no requirement for these clients to pay.

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records. Acceptable facilities for Evolve online testing must be maintained where the VRQ requires online testing of knowledge and understanding.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and

internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

The following qualifications are approved for learners at all ages

- City & Guilds Level 2 Diploma in Beauty Therapy Services
- City & Guilds Level 2 Certificate in Beauty Therapy Services

The following qualifications are approved for learners aged 16+

- City & Guilds Level 2 Diploma in Beauty Therapy
- City & Guilds Level 2 Diploma in Nail Technology Enhancement
- City & Guilds Level 2 Diploma in Hair and Media Make-up
- City & Guilds Level 2 Certificate in Make-up
- City & Guilds Level 2 Certificate in Nail Technology
- City & Guilds Level 2 Awards.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access

arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **City & Guilds website**

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualifications, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
SmartScreen	www.smartscreen.co.uk
Assessment pack	www.cityandguilds.com

Relationship to other qualifications and wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualifications:

- relationship to National Occupational Standards can be found in Appendix 1
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualifications have been identified and can be found in Appendix 3.

4 Assessment

Assessment of the qualification

The summative assessments for the qualifications require the candidates to undertake:

- practical tasks, and
- knowledge and understanding in an on-line test.

E-volve knowledge-based assessments

Paper based knowledge assessment will no longer be available to learners from 1st September 2024 onwards for units where online e-volve assessment is available. Where a unit has only paper-based assignments for assessment of knowledge, this will remain the case.

From this date online e-volve assessments (500/600/700 component numbers) must be completed for units where they are available – see assessment table below for further details.

After 1st September 2024, to confirm correct completion of e-volve knowledge assessments, the relevant 000 'Confirmation of e-volve assessment completion' component (shown below) must be claimed on the Walled Garden by providers, alongside results entry for practical assessments.

NB – Paper based assessments completed by learners prior to 1st September 2024 may be claimed within a learner's period of registration (the relevant 000 'Confirmation of e-volve assessment completion' must be claimed regardless).

Confirmation of e-volve assessment completion' component numbers

Title	Component number
City & Guilds Level 2 Certificate in Beauty Therapy (3003-40)	001
Level 2 Certificate in Make-up (3003-43)	002
Level 2 Certificate in Nail Technology (3003-49)	003
Level 2 Diploma in Beauty Therapy Services + Evolve (3003-60)	006
Level 2 Diploma in Beauty Therapy + Evolve (3003-63)	007
Level 2 Diploma in Nail Technology Enhancement + Evolve (3003-65)	008

Title	Component number
Level 2 Diploma in Hair and Media Make-Up + Evolve (3003-66)	009
3003-92 Suite	
Level 2 Diploma in Beauty Therapy Services	015
Level 2 Diploma in Beauty Consultancy Services	016
Level 2 Diploma in Nail Technology Services	017
Level 2 Diploma in Beauty Therapy	018
Level 2 Diploma in Beauty Consultancy	019
Level 2 Diploma in Nail Technology Enhancement	020
Level 2 Diploma in Hair and Media Make-up	021
Level 2 Certificate in Beauty Therapy Services	022
Level 2 Certificate in Beauty Consultancy Services	023
Level 2 Certificate in Nail Technology Services	024
Level 2 Certificate in Make-up	025
Level 2 Certificate in Waxing Techniques	026
Level 2 Certificate in Facial Treatment	027
Level 2 Certificate in Lash and Brow Treatment	028
Level 2 Certificate in Manicure	029
Level 2 Certificate in Pedicure	030
Level 2 Certificate in Nail Technology	031
Level 2 Certificate in Nail Art	032
Level 2 Certificate in Ear Piercing	033
Level 2 Certificate in Beauty Salon Reception	034
Level 2 Award in Make-up	035
Level 2 Award in Waxing Techniques	036
Level 2 Award in Facial Skin Care	037
Level 2 Award in Lash and Brow Treatments	038
Level 2 Award in Manicure	039

Title	Component number
Level 2 Award in Pedicure	040
Level 2 Award in Nail Art	041
Level 2 Award in Nail Technology	042
Level 2 Award in Ear Piercing	043
Level 2 Award in Health and Safety for the Hair and Beauty Sector	044
Level 2 Award in Threading	045
Level 2 Award in Auricular Therapy	046

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
201	Working in beauty related industries	Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
202	Follow health and safety practice in the salon	Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
203	Client care and communication in beauty related industries	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
204	Provide facial skin care	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
205	Promote products and services to clients in a salon	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
206	Remove hair using wax techniques	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
207	Provide manicure treatments	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
208	Provide pedicure treatments	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com

209	Apply make-up	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
210	Provide eyelash and brow treatments	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
211	Instruction on make-up application	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
212	Create an image based on a theme within the hair and beauty sector	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
213	Display stock to promote sales in a salon	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
214	Provide and maintain nail enhancement	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
215	Provide nail art	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
216	Salon reception duties	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
217	Provide ear piercing	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
218	Provide eyelash perming	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com

219	Provide threading services for hair removal	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
220	The art of photographic make-up	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
221	Body art design	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
222	Head massage	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
223	Apply skin tanning techniques	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
224	Facial care for men	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
225	Shaping and colouring eyebrows	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
226	The art of colouring hair	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
227	The art of dressing hair	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
229	Provide thermal auricular therapy	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com
310	Make and style a hair addition	Practical Tasks plus a Short-answer test – knowledge and understanding online test via Evolve	www.cityandguilds.com

On-line tests (Evolve)

City & Guilds have produced on-line tests for each unit to cover the knowledge and understanding assessment requirements. The on-line assessments are available via the Evolve system. Information on how to become a Evolve centre can be found on our website.

To register your candidates on the qualification and Evolve, it is important to use the correct number. Please refer to the Walled Garden for these numbers.

Centres are required to set up an Evolve profile in order to offer online examinations to candidates. Setting up an Evolve profile is a simple process that need only be completed once by the centre. Details of how to set up the profile and Evolve technical requirements are available on the City & Guilds (www.cityandguilds.com). The Evolve section of the website also has details of the Evolve helpline for technical queries and downloads for centres and candidates about Evolve examinations.

Service / Treatment times in VRQs

Service times in VRQs are not generally specified; however the overall 'preparation for work' objective of City & Guilds VRQs requires that all practical assessments, unless specifically stated should be completed within commercially acceptable times relevant to the level of qualification involved.

The relevant N/SVQ maximum service times may be used as a guide, although these should not be applied strictly. Assessors should use their professional discretion, particularly for situations where client factors would require additional time in normal commercial practice.

To ensure consistency across assessors centres should develop agreed maximum service times for use within their centre.

Glossary of terms & Guidance notes:

Technical training - external and internal workshops and training sessions can be used.

Commercial salon - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken

Qualification work - the aim of this option is to encourage assessors and quality assurers to gain new knowledge and skills. Work undertaken for this option must lead to a formally assessed and accredited qualification

30 hours can be claimed on the achievement of any technical unit qualification in any one CPD year.

Assessment strategy

City & Guilds has written the following assessments to use with these qualifications:

- live assignments that can be downloaded from the City & Guilds website

Time constraints

Qualification registration is valid for 42 months.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- range statements.
- relationship to NOS/mapping to occupational/apprenticeship standards.

Guidance for delivery of the units

These qualifications comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Unit 201

Working in beauty related industries

Level:	2
GLH:	31
Credit value:	4
Assessment type:	This unit will be assessed by: knowledge and understanding in an on-line test
NDAQ number:	T/601/5642
Aim:	This is a preparation for work unit which is based on capability and knowledge. The aim of this unit is to provide the learner with an understanding of the requirements for working in the beauty related industries.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know the key characteristics of the beauty related industries
2. Know the working practices associated with the beauty related industries

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 201

Working in beauty related industries

Outcome 1

Know the key characteristics of the beauty related industries

Practical skills

The learner can:

1. access **sources of information** on organisations, services, occupational roles, education and training opportunities within the beauty related industries.

Underpinning knowledge

The learner can:

1. state the types of **organisations** within the beauty related industries
2. state the **main services** offered by the beauty related industries
3. describe **occupational roles** within the beauty related industries
4. state the **employment characteristics** of working in the beauty related industries
5. describe the education and training opportunities within the beauty related industries
6. describe the opportunities to transfer to other sectors or industries
7. state the main **legislation** affecting the beauty related industries
8. describe the basic **principles of finance and selling** within the beauty related industries
9. describe the main **forms of marketing and publicity** used by beauty related industries.

Range

Sources of information

Internet, journals, Habia, training providers, further education colleges, awarding bodies, career guidance

Organisations

Manufacturers, salons, health spas, hotels, cruise liners, fitness and leisure providers, professional membership organisations, suppliers, industry lead bodies

Main services

Manicures, pedicures, waxing treatments, artificial nail structures, make-up, basic facials, electrical facials, epilation treatments, eyelash and eyebrow treatments, body massage,

aromatherapy massage, reflexology, heat and water therapy, hot stone therapy, Indian head massage, electrical body treatments, body wrapping, tanning treatments

Occupational roles

Beauty therapist, make-up artist, electrologist, nail technician, manicurist/pedicurist, masseuse/masseur, aromatherapist, reflexologist, complementary therapist, cosmetic consultant, sales representative, receptionist, salon manager, salon owner, teacher, trainer

Employment characteristics

Full time, part time, freelance, contractual

Legislation

Equal Opportunity and Discrimination Acts, Working Time Regulations, National Minimum Wage, Employment Rights Act, Employment Act, Health and Safety at Work Act, Performing Rights Regulations, Data Protection Act, Trade Description Act, Consumer Protection Act

Principles of finance and selling

Pricing of products and services, handling payments, product knowledge, body language, stages of the selling process - identify need, identify product to meet the need, demonstrating product, overcoming obstacles, closing sales

Forms of marketing and publicity

Internet, leaflet, promotional articles in magazines and newspapers, promotional activities, open evenings, taster sessions

Unit 201

Working in beauty related industries

Outcome 2

Know the working practices associated with the beauty related industries

Underpinning knowledge

The learner can:

1. describe **good working practices** in the beauty related industries
2. state the importance of **personal presentation** in reflecting professional image when working in the beauty related industries
3. describe opportunities for developing and promoting own professional image within the beauty related industries
4. state the basic **employment rights and employer responsibilities**
5. describe the importance of continual professional development for those working in the beauty related industries.

Range

Good working practices

Personal Protective Equipment (PPE), COSHH, methods of sterilisation, relevant health and safety legislation

Personal presentation

Low heeled fully enclosed footwear, hair off face, no jewellery other than wedding band and one pair of studs, nails short clean and varnish free, overall clean and pressed, flesh-coloured tights

Employment rights and responsibilities

Rights: contract of employment, minimum wage, safe working environment.

Responsibilities: work safely to meet salon and legal requirements

Unit 202

Follow health and safety practice in the salon

Level:	2
GLH:	22
Credit value	3
NDAQ number	R/600/8763
Assessment type:	This unit will be assessed by: knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about being aware of the risks in the salon, knowing how to identify them and the responsibilities to deal with them. This unit applies to hairdressing, beauty and barbering salons.

Learning outcomes

There are **two** learning outcome to this unit. The learner will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Beauty Therapy NOS, unit G20.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 202 Follow health and safety practice in the salon

Outcome 1 Be able to maintain health, safety and security practices

Practical skills

The learner can:

1. conduct self in the workplace to meet with health and safety practices and salon policy
2. deal with **hazards** within own area of responsibility following salon policy
3. maintain a level of **personal presentation**, hygiene and conduct to meet legal and salon requirements
4. follow salon policy for **security**
5. make sure tools, equipment, materials and work areas meet hygiene requirements
6. use required **personal protective equipment (PPE)**
7. position self and the client safely throughout the service
8. handle, use and store products, materials, tools and equipment safely to meet with manufacturers' instructions
9. dispose of all **types of salon waste** safely and to meet with legal and salon requirements.

Underpinning knowledge

The learner can:

1. explain the difference between legislation, codes of practice and workplace policies
2. outline the main provisions of **health and safety legislation**
3. state the **employers' and employees' health and safety responsibilities**
4. state the **difference between a hazard and a risk**
5. describe **hazards** that may occur in a salon
6. state the **hazards** which need to be referred

7. state the purpose of **personal protective equipment (PPE)** used in a salon during different services
8. state the importance of **personal presentation**, hygiene and conduct in maintaining **health and safety** in the salon
9. state the importance of maintaining the security of belongings
10. outline the principles of hygiene and infection control
11. describe the **methods used in the salon to ensure hygiene**
12. describe the effectiveness and limitations of different infection control techniques
13. describe how to dispose of different **types of salon waste**.

Range

Hazards

(Something with potential to cause harm)

Trailing wires, faulty electrical equipment, spillages, slippery surfaces, obstructions to access and egress

Personal presentation

Dress, appearance and personal hygiene

Security

Client records, salon records, salon equipment, client belongings, staff belongings, salon products, till point

Personal protective equipment (PPE)

Aprons, gloves, particle mask

Types of salon waste

General waste, waste chemical products, sharps, contaminated waste

Health and Safety Legislation

Health and Safety at Work Act, Personal Protective Equipment at Work Regulations , Workplace (Health, Safety and Welfare) 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

Employers' and employees' health and safety responsibilities

Safe working equipment, safe working environment, PPE

Difference between a hazard and a risk

A risk is the likelihood of a hazard causing an accident or harm (e.g. injury)

Methods used in the salon to ensure hygiene

Sanitisation of surfaces, sterilisation of tools and equipment, washing of towels and gowns, personal hygiene

Unit 202 Follow health and safety practice in the salon

Outcome 2 Be able to follow emergency procedures

Practical skills

The learner can:

1. follow emergency procedures
2. follow accident reporting procedures which meet with salon policy
3. identify named **emergency personnel**
4. locate **firefighting equipment**.

Underpinning knowledge

The learner can:

1. outline the correct **use of firefighting equipment for different types of fire**
2. state the dangers of the incorrect use of **firefighting equipment** on different types of fires
3. state the importance for reporting and recording accidents
4. describe the procedure for reporting and recording accidents
5. describe **procedures for dealing with emergencies**.

Range

Emergency personnel

Fire warden, first aider

Use of firefighting equipment for different types of fire

Electrical fires: dry powder, carbon dioxide

Non-electrical fires: water, foam, dry powder, carbon dioxide

Procedures for dealing with emergencies

Raising the alarm, contacting emergency services, evacuation, drills, accidents, first aid

Unit 203

Client care and communication in beauty related industries

Level:	2
GLH:	20
Credit value:	2
NDAQ number:	A/601/4458
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about client care and communication in the beauty related industries. Learners will develop their communication skills to deal with enquiries, retail, consultation, complaints and all forms of client care.

Learning outcomes

There are two learning outcomes to this unit. The learner will:

1. Be able to communicate with clients
2. Be able to provide client care

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to communicate with clients

Practical skills

The learner can:

1. use effective **communication techniques**
2. use client consultation techniques to identify treatment objectives
3. provide the client with **clear advice and recommendations**.

Underpinning knowledge

The learner can:

1. outline different forms of **communication** used to deal with clients.
2. describe how to use **consultation techniques** to identify treatment objectives
3. state the importance of using effective **communication** to identify client needs and expectations
4. describe the term 'personal space'
5. state the importance of providing the client with clear advice and recommendations.

Range

Communication/consultation techniques

Verbal: questioning techniques, language used tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records

Clear advice and recommendations

Provide clear advice, recommendations, confirm client understanding and agree treatment plan,

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Outcome 2 Be able to provide client care

Practical skills

The learner can:

1. maintain client confidentiality in accordance with **legislation**
2. gain feedback from clients on client care
3. respond to feedback in a constructive way
4. refer client complaints to the **relevant person**
5. assist in client complaints being resolved.

Underpinning knowledge

The learner can:

1. describe client confidentiality in line with the Data Protection Act
2. explain the importance of **communication techniques** to support retail opportunities
3. state the importance of client feedback and responding constructively
4. outline how to refer and assist in client complaints.

Range

Legislation

Data Protection Act, Supply of Goods and Services Act, Consumer Protection Act, Sale of Goods Act

Relevant person

Manager, receptionist, senior therapist/nail technician

Communication techniques

Verbal: questioning techniques, language used tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records.

Unit 204

Provide facial skin care

Level:	2
GLH:	56
Credit value:	7
NDAQ number:	A/601/3987
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about improving and maintaining facial skin conditions to include skin exfoliation, skin warming, comedone extraction, facial massage, mask treatments and the use of facial products. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are two learning outcomes to this unit. The learner will:

1. Be able to prepare for facial skincare treatments
2. Be able to provide facial skincare treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B4.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for facial skincare treatments

Practical skills

The learner can:

1. prepare themselves, client and work area for facial skincare treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for facial skincare treatments
3. describe different **consultation techniques** used to identify treatment **objectives**
4. state the importance of carrying out a detailed skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**
6. identify **skin types, conditions** and characteristics
7. describe the **contra-indications** which prevent or restrict facial treatments

Range

Consultation techniques

Verbal: questioning techniques, language used tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Objectives

To improve skin condition, relaxation

Products, tools and equipment

Products: cleansing, toning, exfoliating, eye cream/gel, moisturising, lip products, mask (non-setting, setting), massage media (oil, cream)

Tools: mask brush, spatula, bowls

Equipment: steamer, couch, trolley, stool, magnifying lamp

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, undiagnosed lumps and swellings, product allergies

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Outcome 2

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs, **skin type and condition**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **skin type and conditions**
5. describe how treatments can be adapted to suit client treatment needs, **skin type and condition**
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe diseases and disorders of the skin
12. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone
13. state the position and action of the muscles of the head, neck and shoulders
14. state the names and position of the bones of the head, neck and shoulders
15. describe the structure and function of the blood and lymphatic system for the head, neck and shoulders

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products, tools and equipment

Products: cleansing, toning, exfoliating, eye cream/gel, moisturising, lip products, mask (non-setting, setting), massage media (oil, cream)

Tools: mask brush, spatula, bowls

Equipment: steamer, couch, trolley, stool, magnifying lamp

Techniques: massage: effleurage, petrissage, tapotement, frictions, vibrations, exfoliating and skin warming: steaming, manual brush, extraction

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Aftercare advice

Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

Contra-actions

Severe erythema, swelling, allergic reactions to products, tissue damage resulting in blood loss

Unit 205

Promote products and services to clients in a salon

Level:	2
GLH:	28
Credit value:	3
NDAQ number:	T/600/8769
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to promote products and services to the client. The skills developed by the learner include: identifying additional products and services, methods of communication to give accurate and relevant information, identify buying signals and securing agreement.

Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. Be able to promote products and services to the client

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Beauty Therapy NOS, unit G18.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 205 Promote products and services to clients in a salon

Outcome 1 Be able to promote products and services to the client

Practical skills

The learner can:

1. establish the client's requirements
2. use suitable **communication techniques** to promote products and services
3. introduce **services and/or products** to the client at the appropriate time
4. give accurate and relevant information to the client
5. identify buying signals and interpret the clients intentions correctly
6. identify **services and/or products** to meet requirements of the client

Underpinning knowledge

The learner can:

1. describe the benefits to the salon of promoting **services and products** to the client
2. describe the listening and questioning techniques used for promotion and selling
3. describe the different **consultation techniques** used to promote products and services
4. explain the terms '**features**' and '**benefits**' as applied to services and products
5. describe the principles of effective face-to-face communication
6. state the importance of effective **personal presentation**
7. state the importance of good product and service knowledge
8. outline the **stages of the sale process**
9. describe how to interpret buying signals
10. describe how to secure agreement and close the sale
11. explain the **legislation** that affects the selling of **services and products**
12. describe **methods of payment** for services and products

Range

Communication techniques

Verbal: questioning techniques, language used tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Services and/or products

Use of products and services which are new to the client, use of the same products or services the client has used before

Features and benefits

Feature: description of product or service

Benefit: description of the benefits to the client

Personal presentation

Dress, appearance, personal hygiene

Stages of the sales process

Identify need, identify product to meet the need, demonstrating product, overcoming obstacles, closing sales.

Legislation

Data Protection Act, Trades Description Act, Sale and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

Methods of payment

Cash, cheque, credit card, debit card and vouchers

Unit 206

Remove hair using waxing techniques

Level:	2
GLH:	57
Credit value:	6
NDAQ number:	J/601/3555
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about removing hair using waxing techniques. To carry out this unit, the learner will need to maintain effective health, safety and hygiene procedures throughout their work

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for waxing treatments
2. Be able to provide waxing treatments.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B6.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for waxing treatments

Practical skills

The learner can:

1. prepare themselves, client and work area for a waxing treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. carry out necessary **tests** prior to the treatment
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs.

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for waxing treatments
3. describe different **consultation techniques** used to identify treatment objectives
4. describe the types of **tests** that are carried out prior to waxing treatment
5. describe how to select **products, tools and equipment** to suit client treatment needs
6. identify the different types of **waxing methods** and products available
7. state the advantages and disadvantages of **alternative methods of hair removal**
8. describe the **effects alternative methods of hair removal** may have on the skin and waxing treatments
9. describe the **contra-indications** which prevent or restrict waxing treatments.

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Tests

Test patch: heat sensitivity, tactile sensation

Products, tools and equipment

Products: warm wax (cream, sugar and honey), hot wax, pre-waxing products, soothing products

Tools: spatula, wax strips, tweezers, roller wax applicator

Equipment: wax heaters, trolley, couch, magnifying lamp

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

Waxing methods

Hot wax, warm wax, roller application

Alternative methods of hair removal

Depilatory creams, razoring, electrolysis, IPL (intense pulse light), threading

Effects of alternative methods of hair removal

Chemical and mechanical methods may sensitise skin

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, deep vein thrombosis, during chemotherapy, during radiotherapy.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, circulatory conditions and phlebitis.

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Outcome 2 Be able to provide waxing treatments

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices** and industry Code of Practice for Waxing Services
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit client treatment needs, **skin type and condition**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**.

Underpinning knowledge

The learner can:

1. state how to **communicate** and **behave** in a professional manner
2. describe **health and safety working practices** and industry Code of Practice for Waxing Services
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs, **skin types and conditions**
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe the structure and growth cycle of the hair
12. describe diseases and disorders of the skin.

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Contra-actions

Normal response: erythema, swelling

Adverse response: bruising, bleeding, removal of skin

Aftercare advice

To avoid: heat, perfumed products, make-up, restrictive clothing, and UV exposure

To apply: soothing antiseptic products

Future treatment needs

Unit 207

Provide manicure treatments

Level:	2
GLH:	48
Credit value:	5
NDAQ number:	T/601/4569
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing manicure treatments. To carry out this unit, the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are two learning outcomes to this unit. The learner will:

1. Be able to prepare for manicure treatments
2. Be able to provide manicure treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit N2.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for manicure treatments

Practical skills

The learner can:

1. prepare themselves, client and work area for manicure treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for manicure treatments
3. describe different **consultation techniques** used to identify treatment **objectives**
4. explain the importance of carrying out a nail and skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**
6. identify **nail and skin conditions**
7. describe the **contra-indications** which prevent or restrict manicure treatments

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Objectives

Reduce and even nail length, smooth irregularities of the nail plate, improve the condition of the cuticle, condition, exfoliate, re-hydrate and nourish skin tissue, provide attractive, protective covering to the nail plate

Products, tools and equipment

Products: sterilising fluid, disposable accessories, enamel remover, skin sanitiser, buffing paste, exfoliators, cuticle cream, cuticle remover, nail conditioners, nail strengtheners, paraffin wax, oil, base coat, cream enamel, crystalline coloured enamel, topcoat, nail drying product, massage cream, lotion, hand cream

Tools and equipment: paraffin wax heater, thermal mitts, emery boards, buffer, cuticle knife, cuticle nippers, hoof sticks

Skin types and nail conditions

Skin types: Normal, dry, oily, combination, conditions present on skin and nails, moles, scar tissue, broken capillaries

Nail conditions: Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges

Nail shapes: oval, tapered, square, squoval, claw, fan, pointed

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, appropriate lighting

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis, and severe skin conditions

Restrict treatment: broken bones, recent scar tissue, skin allergies, cuts and abrasions, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide manicure treatments

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs, **skin and nail conditions**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **skin and nail conditions**
5. describe how treatments can be adapted to suit client treatment needs, **skin and nail conditions**
6. describe the different **massage techniques** and their benefits
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. state the importance of completing the treatment to the satisfaction of the client
9. state the importance of completing treatment records
10. state the **aftercare advice** that should be provided
11. describe diseases and disorders of the nail and skin
12. describe the structure and functions of the nail and skin
13. describe the structure and function of the muscles of the lower arm and hand
14. describe the structure and function of the bones of the lower arm and hand
15. describe the structure and function of the arteries and veins of the arm and hand
16. describe the structure and function of the lymphatic vessels of the arm and hand

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products, tools and equipment

Products: sterilising fluid, disposable accessories, enamel remover, skin sanitiser, buffing paste, exfoliators, cuticle cream, cuticle remover, nail conditioners, nail strengtheners, paraffin wax, oil, base coat, cream enamel, crystalline coloured enamel, topcoat, nail drying product, massage cream, lotion, hand cream

Tools and equipment: paraffin wax heater, thermal mitts, emery boards, buffer, cuticle knife, cuticle nippers, hoof sticks

Techniques: filing, buffing, cuticle work, massage, exfoliating, hand masks, use of heat treatments, enamelling (solid colour, French)

Skin types and nail conditions

Skin types: Normal, dry, oily, combination, conditions present on skin and nails, moles, scar tissue, broken capillaries,

Nail conditions: Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges,

Nail shapes: oval, tapered, square, squoval, claw, fan, pointed

Aftercare advice

Suitable aftercare products, maintenance and removal of enamel, care of hands and nails to maintain and improve condition, future treatments

Massage techniques

Effleurage, petrissage, tapotement, joint manipulation, frictions

Contra-actions

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss

Unit 208

Provide pedicure treatments

Level:	2
GLH:	48
Credit value:	5
NDAQ number:	R/601/4448
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. The unit is about providing pedicure treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for pedicure treatments
2. Be able to provide pedicure treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit N3.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia

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Outcome 1 Be able to prepare for manicure treatments

Practical skills

The learner can:

1. prepare themselves, client and work area for pedicure treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for pedicure treatments
3. describe different **consultation techniques** used to identify treatment **objectives**
4. explain the importance of carrying out a nail and skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**
6. identify **nail and skin conditions**
7. describe the **contra-indications** which prevent or restrict pedicure treatments

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records.

Objectives

Reduce and even nail length, smooth irregularities of the nail plate, improve the condition of the cuticle, condition, exfoliate, rehydrate and nourish skin tissue, provide attractive, protective covering to the nail plate

Products, tools, and equipment

Paraffin wax heater, thermal booties, emery boards, clippers, foot files/rasps, buffer, cuticle knife, cuticle nippers, hoof sticks

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, appropriate lighting

Skin and nail conditions

Skin conditions: conditions present on skin and nails, moles, scar tissue, broken capillaries

Nail conditions: Pterygium, onychophagy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis, and severe skin conditions.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, varicose veins, epilepsy, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, circulatory conditions and phlebitis

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Outcome 2 Be able to provide manicure treatments

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs, **nail and skin conditions**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **nail and skin conditions**
5. describe how treatments can be adapted to suit client treatment needs, **nail and skin conditions**
6. describe the different **massage techniques** and their benefits
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. state the importance of completing the treatment to the satisfaction of the client
9. state the importance of completing treatment records
10. state the **aftercare advice** that should be provided
11. describe diseases and disorders of the nail and skin
12. describe the structure and functions of the nail and skin
13. describe the structure and function of the muscles of the lower leg and foot
14. describe the structure and function of the bones of the lower leg and foot
15. describe the structure and function of the arteries and veins of the lower leg and foot
16. describe the structure and function of the lymphatic vessels of the lower leg and foot

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products, tools, equipment and techniques

Products, tools and equipment: paraffin wax heater, thermal booties, emery boards, clippers, foot files/rasps, buffer, cuticle knife, cuticle nippers, hoof sticks

Techniques: filing, buffing, cuticle work, massage, exfoliating, use of foot file, use of foot masks, use of heat treatments, enamelling (solid colour, French)

Skin and nail conditions

Skin conditions: conditions present on skin and nails, moles, scar tissue, broken capillaries

Nail conditions: Pterygium, onychophagy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges,

Aftercare advice

Suitable aftercare products, maintenance and removal of enamel, care of feet and nails to maintain and improve condition, future treatments

Massage techniques

Effleurage, petrissage, tapotement, vibrations, joint manipulation, frictions

Contra-actions

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss

Unit 209

Apply make-up

Level:	2
GLH:	41
Credit value:	5
NDAQ number:	J/601/4222
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about make-up application. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for make-up
2. Be able to apply make-up

Guided learning hours

It is recommended that **41** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B8.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for make-up

Practical skills

The learner can:

1. prepare themselves, client and work area for make-up
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**

Underpinning knowledge

The learner can:

1. describe workplace requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for make-up
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe the importance of carrying out a detailed skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**
6. identify **skin types, conditions** and characteristics
7. describe the **contra-indications** which prevent or restrict make-up application

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Objectives

Day make-up, evening make-up, special occasion make-up

Products, tools and equipment

Products: cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss

Tools: sponges, palette, spatula, headband, gown, brushes, disposable applicators

Equipment: make-up chair/couch, trolley, light, mirror

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis, and severe skin conditions.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to apply make-up

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit clients treatment needs, **skin types and conditions**
5. complete the treatment to the satisfaction of the client to suit a range of occasions
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs, **skin type and conditions**
5. describe how to use **corrective methods** to suit client treatment needs, **skin types and conditions**
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe diseases and disorders of the skin
12. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone
13. state the position and action of the muscles of the head, neck and shoulders
14. state the names and position of the bones of the head, neck and shoulders
15. describe the structure and function of the blood and lymphatic system for the head, neck and shoulders

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products, tools and equipment

Products: cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss.

Tools: sponges, palette, spatula, headband, gown, brushes, disposable applicators.

Equipment: Make-up chair/couch, trolley, light, mirror

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Aftercare advice

Methods of removal, product recommendations, further treatment needs, maintenance advice

Corrective methods

Methods that take into account age, face shape, eye and lip shape, glasses and contact lens wearers

Contra-actions

Severe erythema, swelling, allergic reactions to products, tissue damage resulting in blood loss.

Unit 210

Provide eyelash and brow treatments

Level:	2
GLH:	36
Credit value:	4
NDAQ number:	F/601/3554
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing eyelash and eyebrow treatments. To carry out this unit, the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for eyelash and eyebrow treatments
2. Be able to provide eyelash and eyebrow treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B15.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 210

Provide eyelash and brow treatments

Outcome 1

Be able to prepare for eyelash and brow treatments

Practical skills

The learner can:

1. prepare themselves, the client and work area for **eyelash and eyebrow treatments**
2. use suitable **consultation techniques** to identify treatment **objectives**
3. interpret and accurately record the results of **tests** carried out prior to treatments
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for **eyelash and eyebrow treatments**
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe the types of **tests** that are carried out before providing **eyelash and eyebrow treatments**
5. state the importance of carrying out **tests** prior to the treatment and accurately recording the results
6. describe the **contra-indications** that prevent or restrict **eyelash and eyebrow treatments**
7. describe how to select **products, tools and equipment** to suit client treatment needs
8. describe the types of **eyelash and eyebrow treatments** available and their benefits
9. outline the types of **tests** that are carried out before providing an eyelash and eyebrow tinting treatment
10. state the importance of assessing facial characteristics prior to carrying out **eyelash and eyebrow treatments**

Range

Eyelash and eyebrow treatments

Depilatory waxing, electrolysis, IPL (intense pulse light), threading, semi-permanent make-up, lash extensions, perming

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Objectives

Eyelash/eyebrow tint: to enhance facial features, to change colour of natural hair

Eyebrow shape: to add definition, to enhance facial features

Tests

Sensitivity test: tint and glue

Products, tools and equipment

Products: oil-free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint

Tools: tweezers (slant, claw, pointed, automatic), brushes, wood sticks

Equipment: eye shield, paper, cotton wool, ice packs, warming devices

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, undiagnosed lumps and swellings, product allergies

Unit 210 Provide eyelash and brow treatments

Outcome 2 Be able to provide eyelash and eyebrow treatments

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and the client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using **products, tools, equipment and techniques** to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs and facial characteristics
6. describe the **normal reaction of the skin** to eyebrow shaping treatments
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. describe the chemical reaction which creates the tinting effect
9. state the importance of completing the treatment to the satisfaction of the client
10. state the importance of completing treatment records
11. state the **aftercare advice** that should be provided
12. describe the structure and function of the skin and hair
13. describe diseases and disorders of the skin and hair

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products, tools, equipment and techniques

Products: oil-free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint

Tools: tweezers (slant, claw, pointed, automatic), brushes, wood sticks

Equipment: eye shield, paper, cotton wool, ice packs, warming devices

Techniques

Tinting, shaping, false lash application

Aftercare advice

To avoid: sun, heat, perfumed products, make-up, UV light, not to perm lashes for 24 hours.

To apply: soothing and antiseptic products

Normal reaction of the skin

Swelling, erythema

Contra-actions

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss.

Unit 211

Instruction on make-up application

Level:	2
GLH:	34
Credit value:	5
NDAQ number:	L/601/4223
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about instructing the client in make-up application techniques to suit their individual needs. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for make-up instruction
2. Be able to instruct on make-up application

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B9.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for make-up instruction

Practical skills

The learner can:

1. prepare themselves, client and work area for make-up treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**

Underpinning knowledge

The learner can:

1. describe workplace requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for make-up treatments
3. describe different consultation techniques used to identify treatment **objectives**
4. describe how to select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**
5. identify **skin types, conditions** and characteristics
6. describe the **contra-indications** which may prevent or restrict treatment

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Objectives

To enhance the client's image, to promote the business

Products, tools and equipment

Products: cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss.

Tools: sponges, palette, spatula, headband, gown, brushes, disposable applicators.

Equipment: couch/chair, trolley, light and mirror

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Environmental conditions

Warmth, light, pleasant aroma, ventilation, appropriate seating, appropriate sound appliances

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis, and severe skin conditions

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide manicure treatments

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs
5. instruct the client on make-up application to promote understanding
6. provide the client with written make-up instructions
7. evaluate the effectiveness of the make-up instruction with the client
8. complete the treatment to the satisfaction of the client
9. record the results of the treatment
10. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment and techniques** to suit clients treatment needs
5. state the importance of instructing the client on make-up application to promote understanding
6. describe the importance of evaluating the effectiveness of the make-up instruction with the client
7. describe the use and purpose of make-up **products, tools and equipment**
8. state the **contra-actions** that may occur during and following treatments and how to respond
9. state the importance of completing the treatment to the satisfaction of the client
10. state the importance of completing treatment records
11. state the **aftercare advice** that should be provided
12. describe the structure and function of the skin
13. state the position and action of the muscles of the head, neck and shoulders
14. state the names and position of the bones of the head, neck and shoulders

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products, tools, equipment and techniques

Products: cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss.

Tools: sponges, palette, spatula, headband, gown, brushes, disposable applicators.

Equipment: couch/chair, trolley, light and mirror

Techniques: occasion, blending, shading, corrective techniques

Aftercare advice

Methods of removal, product recommendations, further treatment needs, maintenance advice

Contra-actions

Perspiration, irritation, swelling, excessive erythema, watery eyes

Unit 212

Create an image based on a theme within the hair and beauty sector

Level:	2
GLH:	60
Credit value:	7
NDAQ number:	J/600/8632
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	The aim of this unit is to introduce the learner to the development of a theme-based image, linking their ideas to research undertaken via media images related to advertising. Learners will develop skills to prepare and implement a mood board, so demonstrating their imaginative and creative skills. Throughout this unit, they must also demonstrate the ability to work on their own initiative and/or as part of a team and produce a written evaluation report.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to plan an image
2. Be able to create an image

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Outcome 1 Be able to plan an image

Practical skills

The learner can:

1. create a **mood board based on a theme**

Underpinning knowledge

The learner will be able to:

1. outline how to identify media images to create a theme
2. outline the **purpose of a mood board**
3. outline how to present a mood board to others
4. describe the concepts of advertising to a target audience
5. describe the salon's requirements for **client preparation, preparing themselves and the work area**

Range

Mood board based on a theme

Demonstrates thought process, progression; resulting in own concept to generate their theme-based image for the target audience

Purpose of a mood board

Creativity, linked themes

Preparation requirements

Protective clothing and materials

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Outcome 2 Be able to create an image

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. use **technical skills** to create a theme-based image
3. evaluate the effectiveness of the theme-based image
4. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. state how to communicate in a salon environment
2. describe the **technical skills** required for creating a theme-based image
3. describe **methods of evaluating** the effectiveness of the creation of a theme-based image
4. outline **safe and hygienic working practices**

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Technical skills

Hair styling, make-up, nail art and nail enhancement

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self-evaluation

Unit 213

Display stock to promote sales in a salon

Level:	2
GLH:	24
Credit value:	3
NDAQ number:	J/600/8761
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	<p>The aim of this unit is to provide the learner with the knowledge and skills to display stock to promote sales.</p> <p>The skills developed by the learner include how to identify, select and assemble and maintain a display to promote stock.</p> <p>The knowledge acquired by the learner will enable them to understand how to plan a display effectively that can attract attention and increase sales, including legal requirements, affecting the display and sale of goods.</p>

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare the display area
2. Be able to maintain and dismantle the display area

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Outcome 1 Be able to prepare the display area

Practical skills

The learner can:

1. select the materials, equipment and stock to use
2. determine the location of the display to maximise its impact
3. assemble the display carefully and safely
4. label the displayed products clearly, accurately and in a manner consistent with **legal requirements**

Underpinning knowledge

The learner can:

1. state the purpose of a display
2. list the type of information required in order to plan a display effectively
3. state how the location and design of the display can attract attention and increase sales
4. describe how the location and design-related promotional materials can influence the effectiveness
5. describe **safety considerations** when assembling a display

Range

Legal requirements

Data Protection Legislation, Trades Descriptions Act, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

Safety considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling

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Outcome 2 Be able to maintain and dismantle the display area

Practical skills

The learner can:

1. maintain the display area for the duration of the display period
2. dismantle the display, restore the area and return stock to storage

Underpinning knowledge

The learner can:

1. describe the maintenance needs of a promotional display
2. outline the **safety considerations** when dismantling a display, disposing of materials and returning stock to storage
3. explain the key **legal requirements** affecting the display and sales of goods

Range

Safety considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling

Legal requirements

Data Protection Legislation, Trades Description Acts, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

Unit 214

Provide and maintain nail enhancement

Level:	2
GLH:	46
Credit value:	7
NDAQ number:	M/601/3937
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in applying and maintaining nail enhancements. The knowledge gained in this unit includes the preparation for, application, maintenance and removal of one of the following nail enhancement systems - UV gel, wraps and liquid and powder.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for nail enhancement services
2. Be able to provide nail enhancement services

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Nail Services NOS, unit N5, N6, N7 and N8.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for nail enhancement services

Practical skills

The learner can:

1. prepare themselves, client and work area for nail enhancement services
2. use suitable **consultation techniques** to identify service **objectives**
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs and **nail conditions**

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for nail enhancement services
3. describe different **consultation techniques** used to identify service **objectives**
4. explain the importance of carrying out a detailed nail and skin analysis
5. describe how to **select products, tools and equipment** to suit client treatment needs and **nail conditions**
6. identify **nail conditions**
7. describe the **contra-indications** which prevent or restrict nail enhancement services

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Objectives

Provide protection for the natural nail, extend the free edge, improve the appearance of the hands and nails.

Products, tools and equipment

Products: adhesives, tips, powders, primer oils, UV gels, natural nail cleansers and dehydrators, resins, setting agents, fibreglass, silk, polish, polish remover, acrylic liquid, sanitisers.

Tools: brushes, tip cutters, cuticle tools, files, buffers, dappen dish, consumables, scissors

Equipment: table, hand support, UV lamp, light

Environmental conditions

Warmth, ventilation, volume and type of music/sounds, pleasant aroma, appropriate lighting

Nail conditions

Pterygium, onychophagy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges, allergies to products

Nail shapes: oval, tapered, square, squoval, claw, fan, pointed and their relationship to the shape of the hands

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis and severe skin conditions

Restrict treatment: broken bones, recent scar tissue, skin allergies, cuts and abrasions, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide manicure treatments

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices** and industry Code of Practice for nail services
3. position themselves and client correctly throughout the service
4. use **products, tools, equipment** and techniques to suit clients service needs and **nail conditions**
5. complete the service to the satisfaction of the client
6. record the results of the service
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices** and industry Code of Practice for Nail Services
3. explain the importance of positioning themselves and the client correctly throughout the service
4. explain the importance of using **products, tools, equipment** and techniques to suit client's service needs and **nail and skin conditions**
5. describe how services can be adapted to suit client service needs and **nail conditions**
6. describe how to maintain and remove nail enhancements
7. state the **contra-actions** that may occur during and following service and how to respond
8. state the importance of completing the service to the satisfaction of the client
9. state the **aftercare advice** that should be provided
10. describe the chemical process involved in the nail enhancement system
11. describe the structure and functions of the nail and skin
12. describe the different natural nail shapes

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, ventilation, manufacturer's instructions, positioning of client and nail technicians, removal of accessories, PPE, ventilation

Products, tools and equipment

Products: adhesives, tips, powders, primer oils, UV gels, natural nail cleansers and dehydrators, resins, setting agents, fibreglass, silk, polish, polish remover, acrylic liquid, sanitisers.

Tools: brushes, tip cutters, cuticle tools, files, buffers, dappen dish, consumables, scissors

Equipment: table, hand support, UV lamp, light

Nail conditions

Pterygium, onychophagy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges, allergies to products

Nail shapes: oval, tapered, square, squoval, claw, fan, pointed and their relationship to the shape of the hands

Aftercare advice

Suitable aftercare products, maintenance and removal of enamel, care of the nails, future treatments

Contra-actions

Artificial nails fitted incorrectly, tip fitted incorrectly, overexposure, natural nail is infected, hygiene, incorrect application techniques, accidental damage, mechanical damage, structure is damaged, chemical damage, contamination of the product.

Unit 215

Provide nail art

Level:	2
GLH:	24
Credit value:	3
NDAQ number:	L/601/4450
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing nail art. To carry out this unit the candidate will need to maintain effective health safety and hygiene providers.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for nail art service
2. Be able to provide nail art service

Details of the relationship between the unit and relevant national standards

This unit is linked to the Nail Services NOS, unit N4.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for nail art service

Practical skills

The learner can:

1. prepare themselves, client and work area for nail art service
2. use suitable **consultation techniques** to identify service objectives
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client service needs and **nail conditions**

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. state the **environmental conditions** suitable for nail art
3. describe different **consultation techniques** used to identify service objectives
4. explain the importance of carrying out a nail and skin analysis
5. describe how to select **products, tools and equipment** to suit client service needs and **nail conditions**
6. identify the different **nail conditions**
7. describe the **contra-indications** which prevent or restrict nail art

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Products, tools and equipment

Products: colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

Tools: brushes, jewellery tool

Equipment: table, hand support, light, training hand

Nail conditions

Pterygium, onychophagy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges, allergies to products

Nail shapes: oval, tapered, square, squoval, claw, fan, pointed and their relationship to the shape of the hands

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis, and severe skin conditions

Restrict treatment: broken bones, recent scar tissue, skin allergies, cuts and abrasions, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide nail art service

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the service
4. use **products, tools, equipment and techniques** to suit clients service needs and nail conditions
5. complete the service to the satisfaction of the client
6. record the results of the service
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs and **nail conditions**
5. describe how treatments can be adapted to suit client treatment needs and **nail conditions**
6. state the **contra-actions** that may occur during and following services and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe diseases and disorders of the nail
11. describe the structure and functions of the nail

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Health and safety working practice

COSHH, client preparation, treatment requirements, PPE, manufacturers' instructions, ventilation, safe working methods, department.

Products, tools, equipment and techniques

Products: colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

Tools: brushes, jewellery tool

Equipment: table, hand support, light, training hand

Techniques: polishing, dotting, striping, marbling, enamelling, foiling, blending.

Aftercare advice

Suitable aftercare products, maintenance and removal of enamel, care of the nails, future treatments

Contra-actions

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss.

Unit 216

Salon reception duties

Level:	2
GLH:	24
Credit value:	3
NDAQ number:	A/600/8773
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	<p>The aim of this unit is to provide the learner with the knowledge and skills to fulfil salon reception duties. The skills developed by the learner include handling enquiries, scheduling and recording appointments and handling payments.</p> <p>The knowledge acquired by the learner will enable them to understand how to handle confidential information, the importance of recording appointments and secure payment methods.</p>

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to carry out reception duties
2. Be able to book appointments
3. Be able to deal with payments

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Beauty Therapy NOS, G4.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to carry out reception duties

Practical skills

The learner can:

1. deal with a **variety of enquiries**
2. **communicate and behave** in a professional manner
3. identify the **nature of the enquiry**
4. maintain appropriate levels of reception stationery
5. maintain a hygienic and tidy reception area

Underpinning knowledge

The learner can:

1. describe procedures for taking messages for a **variety of enquiries**
2. state how to **communicate and behave** within a salon environment
3. list salon services available, their duration and cost
4. outline the importance of dealing with enquiries promptly and politely
5. explain how to deal with enquiries that cannot be dealt with promptly

Range

Variety of techniques

In person, by telephone, electronically

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Nature of the enquiry

Client, non-client, internal, external

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Outcome 2 Be able to provide manicure treatments

Practical skills

The learner can:

1. schedule appointments to meet with salon policy and client requirements
2. confirm and record client appointment details
3. deal with confidential information to meet salon and legal requirements

Underpinning knowledge

The learner can:

1. describe how to make and record appointments
2. state the potential consequences of failing to record appointments or messages accurately
3. state the importance of passing on messages and appointments details to the appropriate colleagues
4. outline the **legislation** designed to protect the privacy of client details
5. state the possible consequences of a breach of confidentiality

Range

Legislation

Data protection legislation/GDPR

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Outcome 3 Be able to deal with payments

Practical skills

The learner can:

1. calculate service costs accurately
2. deal with payments for services and or products to meet with salon policy
3. follow security procedures when handling payments

Underpinning knowledge

The learner can:

1. state how to process different **methods of payment**
2. describe how to deal with **problems** that may occur with payments
3. explain how to keep payments safe and secure

Range

Methods of payment

Cash, cheque, credit/debit card, vouchers

Problems

Invalid currency, invalid card, incorrect completion of cheque, suspected fraudulent use of credit/debit card and vouchers, payment disputes

Unit 217

Provide ear piercing

Level:	2
GLH:	17
Credit value:	3
NDAQ number:	F/601/5482
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing ear piercing in a safe and effective way. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for ear piercing
2. Be able to provide ear piercing

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B7.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 217

Provide ear piercing

Outcome 1

Be able to prepare for ear piercing

Practical skills

The learner can:

1. prepare themselves, the client and work area for ear piercing
2. use suitable **consultation techniques** to identify treatment objectives
3. provide clear recommendations to the client
4. select **products tools and equipment** to suit client treatment needs

Underpinning knowledge

The learner can:

1. describe the **environmental conditions** suitable for ear piercing
2. describe different **consultation techniques** used to identify treatment objectives
3. describe how to select **products, tools and equipment** to suit client treatment needs
4. describe the **contra-indications** to ear piercing

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Products tools and equipment

Products: cleansing products, anti-septic wipes, aftercare lotion

Tools: hair band, clips, earrings, sterile skin marker pen

Equipment: ear piercing gun

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

Contra-indications

Systemic medical conditions, serious localised skin infections, ear lobe infections, previous piercing, scar tissue

Unit 217

Provide ear piercing

Outcome 2

Be able to provide manicure treatments

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. state the **contra-actions** that may occur during and following treatments and how to respond
6. state the importance of completing the treatment to the satisfaction of the client
7. state the importance of completing treatment records
8. state the **aftercare advice** that should be provided
9. describe the blood and lymph supply to the ear
10. describe the external structure of the ear

Range

Consultation techniques

Verbal: questioning techniques, language used tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products tools and equipment

Products: cleansing products, anti-septic wipes, aftercare lotion

Tools: hair band, clips, earrings, sterile skin marker pen

Equipment: ear piercing gun

Aftercare advice

Suitable homecare products, regular cleansing and rotation of studs, removal of studs

Contra-actions

Swelling, erythema, weeping, bleeding

Unit 218

Provide eyelash perming

Level:	2
GLH:	20
Credit value:	2
NDAQ number:	H/601/5877
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. The knowledge gained in this unit includes preparing for and providing eyelash perming.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for eyelash perming service
2. Be able to provide eyelash perming service

Details of the relationship between the unit and relevant national standards

This unit is linked to the Habia NOS, unit B5.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for eyelash perming services

Practical skills

The learner can:

1. prepare themselves, client and work area for eyelash perming
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. interpret and accurately record the results of the relevant **test** carried out by prior to treatments
5. select **products tools and equipment** to suit client treatment needs

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. state the **environmental conditions** suitable for eyelash perming
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe the type of **test** that is carried out before providing an eyelash perming treatment
5. state the importance of carrying out the test prior to the treatment and accurately recording the results
6. describe how to select **products, tools and equipment** to suit client treatment needs, skin types and conditions
7. describe the **contra-indications** which prevent or restrict eyelash perming

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records.

Objectives

To curl the natural lash

Test

Skin sensitivity test

Products, tools and equipment

Products: oil free eye make-up remover, perm lotion, neutraliser, lash conditioner

Tools: tweezers, orange wood stick, lash brush, perm rod

Equipment: eye shield, cotton wool, tissues

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

Contra-indications

Skin diseases, eczema, psoriasis, cuts and abrasions, undiagnosed lumps and swellings, erythema, recent scar tissue, hyper-sensitive skin, new scar tissue, styes, allergic reaction to patch testing, watering eyes, conjunctivitis and allergies

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Outcome 2 Be able to provide eyelash perming service

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools and equipment** to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the hair
11. describe diseases and disorders of the eye area
12. explain the chemical process of eyelash perming

Range

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

Products, tools and equipment

Products: oil free eye make-up remover, perm lotion, neutralizer, lash conditioner

Tools: tweezers, orange wood stick, lash brush, perm rod

Equipment: eye shield, cotton wool, tissues

Contra-actions

Swelling, erythema, weeping and bleeding

Aftercare advice

Suitable homecare products, regular cleansing and rotation of studs, removal of studs, no lash tinting for 24 hours

Unit 219

Provide threading services for hair removal

Level:	2
GLH:	29
Credit value:	4
NDAQ number:	D/601/5487
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing threading for hair removal on different areas of the face. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for threading
2. Be able to provide threading

Details of the relationship between the unit and relevant national standards

This unit is linked to the Habia NOS, unit B34

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia

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Outcome 1 Be able to prepare for threading

Practical skills

The learner can:

1. prepare themselves, client and work area for threading
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit client treatment needs

Underpinning knowledge

The learner can:

1. describe workplace requirements for preparing themselves, the client and the work area.
2. state the **environmental conditions** suitable for threading
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe how to **select products tools and equipment** to suit client treatment needs
5. describe the **contra-indications** which prevent or restrict threading

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records

Objectives

To remove unwanted hair

Products, tools and equipment

Products: cleansing product, soothing product

Tools: thread tweezers

Equipment: mirror, bin, couch/chair, magnifying lamp

Environmental conditions

Warmth, lighting, ventilation, privacy, volume and type of music/sounds and pleasant aroma

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, skin disorders, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide threading

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **skin types and conditions**
5. describe how treatments can be adapted to suit client treatment needs
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe the structure and function of the hair

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories

Products, tools and equipment

Products: cleansing product, soothing product

Tools: thread tweezers

Equipment: mirror, bin, couch/chair, magnifying lamp

Techniques

Mouth, neck and hand

Aftercare advice

To avoid: heat, perfumed products, make-up, restrictive clothing, UV exposure

To apply: soothing antiseptic products

Future treatment needs

Skin types and conditions

Skin types: normal, dry, oily and combination

Conditions: dehydrated, sensitive and mature

Contra-actions

Normal response: erythema, swelling

Adverse response: bruising, bleeding, removal of skin

Unit 220

The art of photographic make-up

Level:	2
GLH:	30
Credit value:	5
NDAQ number:	L/502/3980
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	The aim of this unit is to introduce the learner to research how to create and achieve a make-up suitable for a photographic image. They will extend their knowledge of specialist make-up techniques and develop their creative and innovative skills through preparing and implementing a mood board. Throughout this unit, they must also demonstrate the ability to work on their own initiative and/or as part of a team.

Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. Be able to provide photographic make-up

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B8 and B11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to provide photographic make-up

Practical skills

The learner can:

1. produce a mood board
2. select and use **products tools and equipment** for photographic make-up application
3. apply a photographic make-up application
4. **communicate and behave** in a professional manner
5. evaluate effectiveness of the photographic make-up application
6. provide suitable **aftercare advice**
7. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. outline the **purpose of a mood board**
2. outline how to develop a mood board
3. describe ways of **effectively presenting** a mood board
4. describe the **factors** that need to be considered when carrying out a photographic make-up application
5. state the importance of preparation procedures for photographic make-up
6. state **tools products and equipment** used when carrying out a photographic make-up application
7. describe the sequence in which make-up products should be applied
8. explain how natural ageing, lifestyle and environmental **factors** affect the condition of the skin
9. describe the **structure and function of the skin**
10. describe the position of the major **facial bones**
11. state how to **communicate**
12. state the behavioural expectations
13. state the **methods of evaluating** the effectiveness of the application of the make-up
14. outline **safe and hygienic working practices** when carrying out photographic make-up

Range

Products, tools and equipment

Products: cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss

Tools and equipment: sponges, palette, spatula, headband, gown, brushes, disposable applicators, mirrors, towels

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working cooperatively with others, following salon requirements

Aftercare advice

Methods of removal, product recommendations, further treatment needs, maintenance advice

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

Purpose of a mood board

Creativity, linked themes, choice of specialised make-up techniques

Effectively presenting

Planning, images, colour, research, verbal communication, written communication, presentation

Factors

Skin types, condition and characteristics of the skin, age, skin colour, skin texture, effects of sunlight, adverse skin conditions, face shape, facial features, eye and lip shape, glasses and contact lens wearers, hair colour, eye colour, occasion, fashion trends, cultural factors

Structure and function of the skin

Structure: epidermis, dermis, subcutaneous layer and the location and function of sweat and sebaceous glands, hair follicle

Function: protection, heat regulation, absorption, secretion

Facial bones

Frontal, zygomatic, mandible and maxillae

Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self-evaluation

Unit 221

Body art design

Level:	2
GLH:	30
Credit value:	4
NDAQ number:	A/601/3570
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing body art design services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for body art design
2. Be able to provide body art design

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B16, B17 and B18.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for body art design

Practical skills

The learner can:

1. prepare themselves, the client and work area for a body art design
2. use suitable **consultation techniques** to identify treatment objectives
3. identify influencing **factors**
4. provide clear recommendations to the client based on **factors**
5. produce a mood board

Underpinning knowledge

The learner can:

1. describe salon's requirement for client **preparation**, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting techniques and equipment
4. describe the **environmental conditions** suitable for a body art design
5. describe the **safety considerations** that must be taken into account when providing a body art design
6. identify the range of **equipment** used for body art design
7. identify **products** used and their key ingredients
8. outline the **purpose of a mood board**
9. state how to develop a mood board
10. describe ways of **effectively presenting** a mood board
11. state the key principles behind creating a 2D image which is suitable for adaptation to a 3D surface
12. state the importance of keeping areas of the body covered unless they are being worked on
13. describe **contra-indications** that prevent or restrict body art design

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records

Factors

Face, arm, lower leg, shoulder, skin type, adverse skin conditions, skin type and sensitivity, occasion, gender, cultural factors, fashion trends

Preparation

Protective clothing, materials and preparatory skin cleansing products

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds and pleasant aroma, appropriate lighting

Safety considerations

Visual checks on the electrical equipment, correct use of equipment, client/self-preparation, client/self-positioning, hygiene, equipment and correct application of massage movement

Products, tools and equipment

Products: coloured inks, aqua paints, transfer tattoos, brushes and sponges

Tools and equipment: body gems, glitter, sequins and other adornment, sponges, brushes, spatula, disposable applicators, palette, mirrors, headband, gown, towels

Purpose of a mood board

Creativity, linked themes, choice of specialised techniques

Effectively presenting

Planning, images, colour, research, verbal communication, written communication and presentation

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis and severe skin conditions.

Appendix 1 **Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide body art design

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products, techniques and equipment** taking into account identified factors
4. apply body art designs
5. follow **safe and hygienic working practices**
6. identify contra-actions and take appropriate action during treatment
7. provide suitable **aftercare advice**
8. complete the treatment to the satisfaction of the client
9. evaluate the results of the treatment with the client

Underpinning knowledge

The learner can:

1. describe how to **communicate** and **behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe the **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment

Range

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working cooperatively with others, following salon requirements

Aftercare advice

Methods of removal, product recommendations, further treatment needs and maintenance advice

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

Contra-actions

Swelling, erythema, itching and irritation.

Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self-evaluation

Unit 222

Head massage

Level:	2
GLH:	30
Credit value:	4
NDAQ number:	H/601/4356
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing head massage services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for head massage
2. Be able to provide head massage

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B23.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for head massage

Practical skills

The learner can:

1. prepare themselves, the client and work area for head massage
2. use suitable **consultation techniques** to identify treatment **objectives**
3. advise the client on how to prepare for the treatment
4. identify influencing **factors**
5. provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. describe salon's requirement for client **preparation**, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting **techniques, products and equipment**
4. describe the **environmental conditions** suitable for head massage treatment
5. describe the **safety considerations** that must be taken into account when providing head massage treatment
6. identify the range of **equipment** used for head massage treatment
7. identify **products** used and their key ingredients
8. describe **contra-indications** that prevent or restrict head massage treatment

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: client records

Objectives

Relaxation, sense of wellbeing, stimulating

Preparation

Preparing the hair/scalp for different types of treatment, protection and positioning for the client, protective clothing

Factors

Hair condition, scalp condition, unusual features of the scalp, hair length, hair density, degree of curl of the hair, sensitivity of the skin and scalp, adverse skin, hair and scalp conditions, client wishes

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds and pleasant aroma

Safety considerations

Visual checks on the electrical equipment, correct use of equipment, client/self-preparation, client/self-positioning, hygiene, equipment, correct application of massage movement

Products, equipment and techniques

Products: oils - mustard, coconut, olive, sesame, pre-blended

Equipment: comb, massage chair/couch, trolley, mirror, brush

Techniques: massage movements - effleurage, petrissage, tapotement, frictions, vibrations

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, during chemotherapy, during radiotherapy

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide head massage

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products, equipment and techniques** taking into account identified **factors**
4. follow **safe and hygienic working practices**
5. identify **contra-actions** and take appropriate action during treatment
6. provide suitable **aftercare advice**
7. complete the treatment to the satisfaction of the client
8. evaluate the results of the treatment with the client

Underpinning knowledge

The learner can:

1. describe how to **communicate and behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe the basic structure and function of the skin
9. describe the basic structure and functions of the bones of the neck and skull
10. describe the functions of the muscles of the scalp and neck
11. describe the massage movements used in head massage treatments

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology linked to head massage

Behave: working co-operatively with others, following salon requirements

Products, equipment and techniques

Products: oils - mustard, coconut, olive, sesame, pre-blended

Equipment: comb, massage chair/couch, trolley, mirror, brush

Techniques: massage movements - effleurage, petrissage, tapotement, frictions, vibrations

Safe and hygienic working practices

Methods of sterilization, disposal of contaminated waste, legislation, PPE, positioning of client and stylist, removal of accessories, relevant Health & Safety

Factors

Hair condition, scalp condition, unusual features of the scalp, hair length, hair density, degree of curl of the hair, sensitivity of the skin and scalp, adverse skin, hair and scalp conditions, client wishes

Contra-actions

Swelling, erythema, irritation

Aftercare advice

The types of scalp products suitable for home use by clients, further treatment needs

Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self-evaluation

Unit 223

Apply skin tanning techniques

Level:	2
GLH:	30
Credit value:	4
NDAQ number:	H/601/3563
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing tanning treatments to identified areas of the body. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for self-tanning techniques
2. Be able to provide self-tanning techniques

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B25.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for self-tanning techniques

Practical skills

The learner can:

1. prepare themselves, the client and work area for a self-tanning treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. advise the client on how to prepare for the treatment
4. identify influencing **factors**
5. provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. describe salon's requirement for client **preparation**, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting techniques, **products and equipment**
4. describe the **environmental conditions** suitable for self-tanning treatment
5. describe the safety considerations that must be taken into account when providing self-tanning treatment
6. identify the range of **equipment** used for self-tanning treatments
7. identify **products** used and their **key ingredients**
8. compare the **benefits and effects** of self-tanning treatments with UV tanning treatments
9. explain the importance of regular disinfecting and sterilising of **equipment** between self-tanning sessions
10. explain the effect self-tanning **products** have on the skin and the reasons the effect has limited duration
11. describe **contra-indications** that prevent or restrict self-tanning treatment

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: client records

Factors

Skin sensitivity test, contra-indications, skin condition, medication, client expectations and preparation, natural shade of skin, effects of UV radiation on the skin

Preparation

Patch test carried out, client removal of necessary clothing, secure hair, remove jewellery, area for tanning to be free from make-up and perfumed products.

Products and equipment

Products: skin cleansing products, exfoliation products, tanning products (gels, spray, cream, lotion), spray tan, moisturisers, sterilising solution and sanitising solution

Equipment: gun and compressors

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds

Key ingredients

DHA – dihydroxyacetone

Benefits and effects

Aging, malignant melanoma, changes in moles, pigmentation problems (UVA, UVB, UVC), degrees of erythema associated with sun burn, sunscreens, sun protection factor (SPF),

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin-allergies, cuts and abrasions, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, respiratory conditions and pregnancy

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Outcome 2 Be able to provide self-tanning techniques

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products and equipment** taking into account identified **factors**
4. follow **safe and hygienic working practices**
5. identify **contra-actions** and take appropriate action during treatment
6. provide suitable **aftercare advice**
7. complete the treatment to the satisfaction of the client
8. evaluate the results of the treatment with the client

Underpinning knowledge

The learner can:

1. describe how to **communicate and behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe the **structure and function of the skin**

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working co-operatively with others, following salon requirements

Products and equipment

Products: Skin cleansing products, exfoliation products, tanning products, spray tan, moisturisers, sterilising solution and sanitising solution

Equipment: Gun and compressors

Factors

Skin sensitivity test, contra-indications, skin condition, medication, client expectations and preparation, natural shade of skin, effects of UV radiation on the skin

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories, relevant Health & Safety

Contra-actions

Skin irritation, skin allergies, and undesirable skin/hair discolouration

Aftercare advice

Loose dark clothing, avoid touching the skin, moisturising products, showering/bathing advice, exfoliation, product recommendations, possible staining to fabric

Methods of evaluating

Visual, verbal, written feedback, repeat business

Structure and function of the skin

Structure: epidermis, dermis, subcutaneous layer, nerve endings

Function: protection, heat regulation, absorption, sensation, secretion

Location and function of sweat and sebaceous gland and hair follicle

Unit 224

Facial care for men

Level:	2
GLH:	30
Credit value:	4
NDAQ number:	A/601/3567
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing facial treatments for men. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for facial care for men
2. Be able to provide facial care for men

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B4.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for facial care for men

Practical skills

The learner can:

1. prepare themselves, the client and work area for a facial treatment for men
2. use suitable **consultation techniques** to identify treatment **objectives**
3. identify influencing **factors**
4. provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. describe the salon's requirements for client preparation, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the factors that need to be considered when selecting techniques, **products, tools and equipment**
4. describe the **environmental conditions** suitable for facial **treatments** for men
5. describe the safety considerations that must be taken into account when providing facial **treatments** for men
6. identify the range of **tools and equipment** used for facial **treatments** for men
7. identify **products** used and their key ingredients
8. outline the **treatments** available for men's facial skin care
9. describe **contra-indications** that prevent or restrict facial **treatment** for men

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: client records

Objectives

To improve skin condition, to improve appearance of brows to enhance facial features, relaxation

Factors

Skin analysis, existing eyebrow shape, hair growth patterns, density of hair growth, texture of the hair and the skin, adverse skin conditions such as acne vulgaris, any unusual features such as moles, scarring or facial piercings, head shapes, face shapes, hair styles, health, lifestyle, nutrition, the ageing process and how different systems of the body can affect the skin

Products and equipment

Products: cleansing/facial wash, exfoliating product, toners/astringents, face masks, moisturisers, massage medium (oil, cream)

Equipment: facial steaming with hot towels, tweezers, scissors, disposable spatulas, towels and consumables

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

Treatments

Facial cleansing/facial washes, exfoliating, toning/astringents, moisturising, facial steaming with hot towels, face masks, skin care and product advice, shaving service, eyebrow shaping

Safety considerations

Visual checks on the electrical equipment, correct use of equipment, client/self-preparation, client/self-positioning, hygiene, equipment, correct application of massage movement

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

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Outcome 2 Be able to provide facial care for men

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products and equipment** taking into account identified **factors**
4. use **tweezing techniques** taking into account identified **factors**
5. follow **safe and hygienic working practices**
6. identify **contra-actions** and take appropriate action during treatment
7. provide suitable **aftercare advice**
8. complete the treatment to the satisfaction of the client
9. evaluate the results of the treatment with the client

Underpinning knowledge

The learner can:

1. describe how to **communicate and behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe the **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe the use of **shaving products**
9. describe **methods of shaving**
10. state the importance of protecting the eye area correctly
11. describe methods of **minimising discomfort** during treatments
12. describe the **normal response** of the skin to eyebrow shaping treatments
13. state the basic **skin types and conditions** and how to recognise them
14. describe the structure and main functions of the skin and hair
15. state the importance of recording procedures and products used during facial treatments for men

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working co-operatively with others, following salon requirements

Products and equipment

Products: cleansing/facial wash, exfoliating product, toners/astringents, face masks, moisturisers, massage medium (oil, cream)

Equipment: facial steaming with hot towels, tweezers, scissors, disposable spatulas, towels and consumables

Factors

Skin analysis, existing eyebrow shape, hair growth patterns, density of hair growth, texture of the hair and the skin, adverse skin conditions such as acne vulgaris, and any unusual features such as moles, scarring or facial piercings, head shapes, face shapes, hair styles, facial scarring, health, lifestyle, nutrition, the ageing process and how different systems of the body can affect the skin

Tweezing techniques

Assess the client's required eyebrow shape, remove the hair in the direction of hair growth, support surrounding skin, soothe the skin

Safe and hygienic working practices

Methods of sterilization, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

Contra-actions

Shaving rash, cuts, ingrown hairs

Aftercare advice

Shaving - to avoid: sun, heat, perfumed products, UV light

Eyebrow shaping - to apply: soothing and antiseptic products

To avoid: sun, heat, perfumed products, UV light

To apply: soothing and antiseptic products

Methods of evaluating

Visual, verbal, written feedback, repeat business

Shaving products

Moisturisers, foams, gels, soaps, oils, aftershave balms and astringents

Methods of shaving

Wet and dry (electric) shaving

Minimising discomfort

Pressure, stretch, soothing lotion, clients' position, therapists/stylists position

Normal response

Swelling, erythema

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Unit 225

Shaping and colouring eyebrows

Level:	2
GLH:	30
Credit value:	4
NDAQ number:	K/601/3564
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing shaping and colouring eyebrow treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for shaping and colouring eyebrow treatment
2. Be able to provide shaping and colouring eyebrow treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B5.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for shaping and colouring eyebrow treatment

Practical skills

The learner can:

1. prepare themselves, the client and work area for a shaping and colouring eyebrow treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. identify influencing **factors**
4. provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. describe salon's requirement for client preparation, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting techniques, **products, tools and equipment**
4. describe the **environmental conditions** suitable for shaping and colouring eyebrow treatments
5. describe the safety considerations that must be taken into account when providing shaping and colouring eyebrow treatments
6. identify a range of **tools and equipment** for shaping and colouring eyebrows
7. identify **products** and their key ingredients
8. describe the types of **eyelash and eyebrow treatments** available
9. describe the types of tests that are carried out before providing an eyelash and eyebrow tinting treatment
10. describe the relationship between **eyebrow shape** and the clients facial characteristics
11. describe **contra-indications** that prevent or restrict **eyelash and eyebrow treatments**

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: client records

Factors

Existing eyebrow shape, face shape/features, hair colour, eye colour, skin colour, adverse skin and eye conditions, client expectations, facial piercing, contra-indications, age, previous treatments, fashion trends and cultural factors

Products, tools and equipment

Products: oil free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint, measuring implement, eyebrow pencil, eyebrow powder

Tools: tweezers (slant, claw, pointed, automatic), brushes, wood sticks, mixing dish and applicator, mirror

Equipment: eye shield, paper, cotton wool, ice packs, warming devices

Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

Eyelash and eyebrow treatments

Depilatory waxing, electrolysis, IPL (intense pulse light), threading, semi-permanent make-up, lash extensions, perming, eyebrow colouring (using eyebrow pencil and powder), eyelash and eyebrow tinting

Eyebrow shape

Angular, arched, straight, thin and thick

Contra-indications

Skin diseases, eczema, psoriasis, cuts and abrasions, undiagnosed lumps and swellings, erythema, recent scar tissue, hyper-sensitive skin, new scar tissue, styes, allergic reaction to patch testing, watering eyes, conjunctivitis, allergies

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Outcome 2 Be able to provide shaping and colouring eyebrow treatment

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. **select and use products, tools and equipment** taking into account identified factors
4. use **colouring techniques** taking into account identified **factors**
5. use **tweezing techniques** taking into account identified **factors**
6. follow **safe and hygienic working practices**
7. identify **contra-actions** and take appropriate action during treatment
8. provide suitable **aftercare advice**
9. complete the treatment to the satisfaction of the client
10. evaluate the results of the treatment with the client

Underpinning knowledge

The learner can:

1. describe how to communicate and behave in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe **contra-actions** which might occur during and following treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe methods of **minimising discomfort** during eyebrow shaping treatments
9. state the importance of cleansing the eye area correctly
10. describe the **normal response** of the skin to eyebrow shaping treatments
11. state the basic ingredients of products
12. describe the chemical reaction which creates the tinting effect
13. describe the structure and the main function of the skin and hair
14. describe the main diseases and disorders of the skin and hair
15. state how to maintain a record of products used

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working co-operatively with others, following salon requirements

Products, tools and equipment

Products: oil free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint, measuring implement, eyebrow pencil, eyebrow powder

Tools: tweezers (slant, claw, pointed, automatic), brushes, wood sticks, mixing dish and applicator, mirror

Equipment: eye shield, paper, cotton wool, ice packs, warming devices

Colouring techniques

Removal of all traces of make-up with oil free product, apply colouring products such as eyebrow pencil or eyebrow powder to shape and define

Factors

Existing eyebrow shape, face shape/features, hair colour, eye colour, skin colour, adverse skin and eye conditions, client expectations, facial piercing, contra-indications, age, previous treatments, fashion trends and cultural factors

Tweezing techniques

Remove make-up from surrounding skin, prepare the skin for treatment, assess the client's required eyebrow shape, remove the hair in the direction of hair growth, support surrounding skin, and soothe the skin

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

Contra-actions

Bruising, bleeding, stinging, staining, swelling

Aftercare advice

To avoid: sun, heat, perfumed products, make-up, UV light, not to perm lashes for 24 hours.

To apply: soothing and antiseptic products

Methods of evaluating

Visual, verbal, written feedback, repeat business

Endorsement - HBS DDP

Minimising discomfort

Pressure, stretch, removal of hair in direction of growth, soothing lotion, client's position, therapist's position

Normal response

Swelling, erythema

Unit 226

The art of colouring hair

Level:	2
GLH:	60
Credit value:	7
NDAQ number:	T/600/8626
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to change hair colour using basic temporary and semi-permanent products. The skills developed by the learner include colour applications for temporary and semi-permanent colouring. The knowledge acquired by the learner will enable them to understand how to select suitable application methods, choose suitable products, work safely and efficiently and to give aftercare advice.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

Details of the relationship between the unit and relevant national standards

This unit is linked to the Hairdressing NOS, unit GH9.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 226

The art of colouring hair

Outcome 1

Be able to prepare for colouring hair

Practical skills

The learner can:

1. prepare self, the client and work area for colouring service
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when colouring hair
2. outline the types of colouring **products** and **colouring techniques**
3. state the **factors** that need to be considered when selecting colour products
4. explain the importance of carrying out the necessary **tests** prior to and during the colour service and recording the results
5. explain the principles of colour selection
6. explain how natural hair pigments influence colour selection
7. describe how the international colour chart is used to select colour
8. describe how each of the colour affects the hair structure
9. explain the **uses of hydrogen peroxide** when colouring the hair
10. describe the different **consultation techniques** used to identify service objectives
11. describe the salon's requirement for client preparation, preparing self and the work area

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: client records

Factors

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, personality, fashion, advertising, media, celebratory coverage and branding

Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection

Products

Semi-permanent, quasi-permanent, permanent, bleach, lightening products, high street retail products, professional salon products

Colouring techniques

Full head, partial head, foils, cap, spatula, freehand

Tests

Skin test, elasticity test, porosity test, colour development strand test

The uses of hydrogen peroxide

To darken the base colour, to lighten the base colour and to tone

Unit 226 The art of colouring hair

Outcome 2 Be able to provide a colouring service

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. select and use the **application method**, products, **tools and equipment** to temporary and semi-permanent colour hair
3. position self and the client appropriately throughout the service
4. mix and apply the colour using neat sections
5. monitor the development of the colour accurately, following manufacturers' instructions
6. remove the colour product thoroughly from the hair and scalp
7. apply a suitable conditioner or post colour treatment to the hair, following manufacturers' instructions
8. create a desired look to the satisfaction of the client
9. provide suitable **aftercare advice**
10. follow **safe and hygienic working practices**
11. evaluate the results of the treatment with the client

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. state the importance of restoring the pH of the hair after a permanent colour
3. describe the **aftercare advice** that should be provided
4. outline **safe and hygienic working practices**
5. state how to **communicate and behave** within a salon environment

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working co-operatively with others, following salon requirements

Application method

Full head, re-growth

Tools and equipment

Brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps), steamer, infra-red, drying equipment

Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and stylist, removal of accessories, relevant Health & Safety

Unit 227

The art of dressing hair

Level:	2
GLH:	30
Credit value:	5
NDAQ number:	Y/502/3979
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to style and dress women's hair using basic techniques. The skills developed by the learner include setting, blow-drying, finger drying, straightening and dressing long hair. The knowledge acquired by the learner will enable them to understand how styling the hair affects the hair structure and how humidity affects the resulting style.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to prepare for dressing hair
2. Be able to provide a dressing hair service

Details of the relationship between the unit and relevant national standards

This unit is linked to the Hairdressing NOS, unit GH10 and GH11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 227 The art of dressing hair

Outcome 1 Be able to prepare for dressing hair

Practical skills

The learner can:

1. prepare the client and work area for dressing service
2. consult with clients to confirm their requirements
3. evaluate the potential of the hair to achieve the desired look by identifying the influencing **factors**

Underpinning knowledge

The learner can:

1. state the procedure for client preparation
2. describe the effects of different styling techniques
3. describe the **factors** that need to be considered when styling and dressing hair
4. describe the **physical effects** of styling on the hair structure
5. describe the effects of humidity on the hair structure and resulting style
6. explain how the **incorrect use of heat** can affect the hair and scalp

Range

Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, head/face shapes/features, client lifestyle, contra-indications, body shape, hair growth patterns, hair type, hair elasticity, fashion trends

Physical effects

Appearance of the hair, structural changes

Incorrect use of heat

Temperature, direction of air flow, frequency of use

Unit 227 The art of dressing hair

Outcome 2 Be able to provide a dressing hair service

Practical skills

The learner can:

1. position self and client appropriately throughout the service
2. select and use **styling products, tools and equipment** to achieve the desired look
3. use **working methods** that meet salon and legal requirements
4. use **styling techniques** and dressing effects that take into account the identified **factors**
5. control and secure hair effectively during dressing
6. dress hair to the satisfaction of the client
7. apply finishing products to maintain the style
8. provide suitable **aftercare advice**
9. follow **safe and hygienic working practices**
10. **communicate** and **behave** in a professional manner

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of tools, equipment and accessories
2. describe the use for the range of **styling products**
3. describe how to secure and control the **long hair looks**
4. state the **purpose of back combing and back brushing** when dressing hair
5. describe the uses for the range of **finishing products**
6. describe the **aftercare advice** that should be provided
7. outline **safe and hygienic working practices** when styling and dressing hair
8. state how to **communicate** in a salon environment
9. state the **behavioural expectations** within a salon environment

Range

Styling products, tools and equipment

Styling products: Lotions, mousses, activators, gels, moisturisers

Tools and equipment: Handheld dryer, hood dryer, diffuser, nozzle, round brushes, flat brushes, rollers secured with pins, pin curl clips, straighteners, curling tongs, heated rollers, feathers, ribbons, flowers

Working methods

Client preparation, service requirements, safe working methods, manufacturers' instructions, PPE

Styling techniques

Setting (brick wind, directional wind), blow-drying, finger-drying, curling, waving, smoothing, straightening, pin curling, finger waving

Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, head/face shapes/features, client lifestyle, contra-indications, body shape, hair growth patterns, hair type, hair elasticity, fashion trends

Aftercare advice

How to maintain the look, suitable styling and finishing products to use

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, removal of accessories, relevant Health & Safety

Communicate and behave

Communicate: Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: Working co-operatively with others, following salon requirements

Long hair looks

Scalp plait, vertical roll, twists

Purpose of backcombing and back brushing

Styling: duration, shape, securing

Finishing products

Sprays, waxes, gels, serums, dressing creams, oils

Unit 229

Provide thermal auricular therapy

Level:	2
GLH:	20
Credit value:	2
NDAQ number:	A/601/4220
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to style provide thermal auricular therapy.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to prepare for thermal auricular therapy
2. Be able to provide thermal auricular therapy

Details of the relationship between the unit and relevant national standards

This unit is linked to the Habia NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Unit 229

Provide thermal auricular therapy

Outcome 1

Be able to prepare for thermal auricular therapy

Practical skills

The learner can:

1. prepare themselves, client and work area for thermal auricular therapy
2. use suitable **consultation techniques** to identify **treatment objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit client treatment needs

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. describe the **environmental conditions** suitable for thermal auricular therapy
3. describe different **consultation techniques** used to identify **treatment objectives**
4. describe how to select **products, tools and equipment** to suit client treatment needs
5. describe different **types of ear candles**
6. describe the **contra-indications** which prevent or restrict thermal auricular therapy

Range

Consultation techniques

Verbal – questioning techniques, tone of voice, use of language

Treatment objectives

Excessive wax, relaxation, headaches, post ear, nose and throat infections, ear noise, frequent flyers, relief from sinus congestion

Products

Ear candles, petroleum jelly or barrier cream

Tools

Lighter, small glass jar, protective ear-shield, scissors

Equipment

Couch trolley stool, hair clip

Environmental conditions

Warmth, privacy, volume and type of music/sounds, draught free

Types of ear candles

Cone shaped candles, long thin candles, structure/composition of ear candles

Contra-indications

Perforation or lack of ear drum, grommets or auricular drains, recent ear surgery, auricular cysts, inflammation of ear, ear infections, allergy to candle ingredients (epilepsy, high blood pressure/ eczema or psoriasis in the ear, migraines)

Unit 229

Provide thermal auricular therapy

Outcome 2

Be able to provide thermal auricular therapy

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and the client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client throughout the treatment
4. explain the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs, skin types and conditions
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure of the **ear**

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave

Working co-operatively with others, following salon requirements

Health and safety working practices

Working with flammable objects, disposal of waste, legislation, position of client and therapist, removal of accessories

Products

Pair ear candles, petroleum jelly

Tools

Lighter, small glass jar, protective ear-shield, scissors

Equipment

Couch, trolley, stool

Contra-actions

Severe headaches, allergic reaction to products, ear irritation, light headedness, dizziness

Aftercare advice

Rest, water intake, future treatment needs keep ears warm, no swimming, keep ears dry 24 hours

Ear

External ear (pinna) inner and middle ear (ear canal),

Unit 310

Make and style a hair addition

Level:	3
GLH:	60
Credit value:	7
NDAQ number:	K/600/8638
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding in an on-line test.
Aim:	The aim of this unit is allow the learner to discover how to make a simple hair addition using the wig making technique of weaving a weft. The learner will develop and extend their creative and imaginative skills, through the use of perming and/or colouring techniques. The learner will then be able to develop a mood board to plan how they would incorporate their designed hair addition into a creative hair design. The learners' interest will be engaged through the experiential and innovative aspects of this unit, and their skills of dexterity will be strengthened. The learner will have the opportunity to work with others in small groups to research and produce their findings and participate in a short verbal presentation to an audience of peers.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to develop a mood board
2. Be able to make and style a hair addition

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for manicure treatments

Practical skills

The learner can:

1. develop a mood board which incorporates woven hair additions and **accessories**, and takes into account **influencing factors**

Underpinning knowledge

The learner can:

1. describe how to develop a mood board
2. outline the **purpose of a mood board**
3. outline how to present a mood board which incorporates hair additions, accessories and ornamentation
4. describe the main styles of wigs and hair additions used in historical civilisations and cultures
5. explain how wigs and hair additions are used in modern society
6. describe the employment opportunities for wig making and hair additions specialists
7. describe the **influencing factors** that need to be considered when creating a hair addition

Range

Accessories

Feathers, ribbons, flowers.

Influencing factors

Ornamentation, hair length, hair colour, degree of curl, gender, and culture, fashion trends, desired finished result.

Purpose of a mood board

Creativity, linked themes, choice of specialised techniques.

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Outcome 2 Be able to make and style a hair addition

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. select **products, tools, equipment and accessories** to achieve the desired effect
3. produce a woven weft of hair on a weaving frame
4. produce a final finished hair addition
5. style the woven weft of hair using **permanent styling techniques**
6. present the final finished style addition
7. provide suitable **aftercare advice**
8. record techniques, **products, tools, equipment and accessories** used to achieve
9. follow **safe and hygienic working practices**
10. evaluate the finished hair design

Underpinning knowledge

The learner can:

1. describe how to maintain hair additions
2. describe hair styling techniques for hair additions for men and women
3. describe the **aftercare advice** that should be provided
4. outline **safe and hygienic working practices**
5. state how **to communicate and behave** within a salon environment

Range

Communicate and behave

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

Behave: working co-operatively with others, following salon requirements

Products, tools, equipment and accessories

Products: styling products, finishing products, hand held dryer, hood dryer, diffuser, nozzle,

Tools and equipment: round brushes, flat brushes, rollers secured with pins, pin curls, straighteners, curling tongs, heated rollers.

Accessories: feathers, ribbons, flowers.

Permanent styling techniques

Colouring, perming

Aftercare advice

Maintenance of style, removal and care of the temporary hair extension

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, instructions to others and own responsibility.

Appendix 1 Anatomy and physiology

The following list contains all of the Anatomy and Physiology tasks for the Level 2 qualifications.

For different units different criteria need to be met, these are indicated by *. Please see individual units in this document and assignments in the Assessment Pack for specific requirements.

The chart on page 149 provides a general overview of the Anatomy and Physiology tasks by unit.

Diagrams have been provided which may be used to complete the tasks. City & Guilds have provided them in a separate document available to download from the 3003 pages on www.cityandguilds.com.

***Skin/*Hair/*Nail**

- describe the function of the *skin/*hair/*nail
- label the diagram: structure of cross section of the *skin/*hair/*nail
- describe the growth cycle of the hair

Cardiovascular system

- describe the function of blood
- label the diagram: primary vessels in the common treatment areas: *head, neck and shoulder/*arm and hand/*lower leg and foot

Lymphatic system

- describe the function of the lymphatic system
- label the diagram: location of the major lymph nodes of the *head, neck and shoulder/*arm and hand/*lower leg and foot

Skeletal system

- describe the function of the bones: *head, neck and shoulder/*lower arm and hand/*lower leg and foot
- label the diagram: bones of the* head, neck and shoulder/*lower leg and foot/ *lower arm and hand

Muscular system

- label the diagram: muscles of the *head, neck and shoulder/*lower arm and hand/*lower leg and foot
- state the action of the muscles of *head, neck and shoulder/*lower arm and hand/*lower leg and foot

Ear

- label the diagram: external structure of the ear to include the pinna, lobe and helix
- label blood and lymph supply to the ear.

Anatomy and Physiology: Overview by unit

Unit	204	206	207	208	209	210	211	214	215	217	218	219	220	222	223	224	225
Task																	
Skin/Hair/Nails*	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Cardiovascular system*	✓		✓	✓	✓												
Lymphatic system*	✓		✓	✓	✓												
Skeletal system*	✓		✓	✓	✓		✓						✓	✓			
Muscular system*	✓		✓	✓	✓		✓							✓			
Ear										✓							

Anatomy and physiology range

The range of knowledge for each system is listed in the following pages. This is guidance for tutors/assessors as to what needs to be covered within the delivery of the qualification for each body system.

Body systems

- A Skin
- B Hair
- C Nails
- D Cardiovascular
- E Lymphatic
- F Skeletal
- G Muscular
- H Ear

A Skin

Function, normal structure, growth cycle and repair, characteristics, diseases and disorders

- 1 the function of the skin – to provide
 - a sensation: temperature; touch; pressure; pain
 - b heat regulation: sweating; vasoconstriction; vasodilation
 - c absorption
 - d protection
 - e excretion
 - f secretion
 - g vitamin production (vitamin D generation)

- 2 the normal structure of the skin
 - a main layers
 - i epidermis
 - ii dermis
 - iii subcutaneous
 - b epidermis – layers/ structures
 - i horny – stratum corneum
 - ii clear – stratum lucidum
 - iii granular – stratum granulosum
 - iv prickle cell – stratum spinosum
 - v basal cell – stratum germinativum
 - c dermis - layers/ structures
 - i papillary layer
 - ii reticular layer
 - iii subcutaneous layer
 - iv hair in follicle
 - v arrector pili muscle
 - vi eccrine and apocrine sweat glands and ducts
 - vii sebaceous gland and sebum
 - viii blood and lymph capillary network
 - ix sensory nerve endings
 - d subcutaneous
 - i adipose tissue

- 3 the growth and repair cycle of the skin
 - a general process: continuous cell formation; cell maturation; cell death and shedding (desquamation)
 - b functioning of germinative zone: langerhan cells and melanocytes
 - c functioning of keratinisation zone
 - d the reticular layer: fibroblast cells - formation of elastin and collagen; nerve endings register sensations
 - e the papillary layer: blood supply; mast cells, histamine, macrophages; lymphatic vessels; nerve endings register sensations

- 4 diseases and disorders – their causes and appearance
 - a bacterial infections
 - i impetigo
 - ii conjunctivitis
 - iii hordeolum – styne
 - iv furuncles – boils
 - v carbuncles
 - vi paronychia – tissue surrounding nails
 - vii conjunctivitis/pink eye
 - b viral infections
 - i herpes simplex
 - ii herpes zoster - shingles
 - iii Verrucae, warts
 - c Infestations
 - i scabies - itch mites
 - ii pediculosis capitis - head lice
 - iii pediculosis corporis
 - d fungal diseases
 - i tinea corporis – body ringworm
 - ii tinea pedis – athlete’s foot
 - e sebaceous gland disorders
 - i milia
 - ii comedones – blackheads
 - iii seborrhoea
 - iv steatomas, sebaceous cysts or wens
 - v acne vulgaris
 - vi rosacea
 - f pigmentation disorders
 - i ephelides – freckles
 - ii chloasma
 - iii vitiligo
 - iv albinism

- v vascular naevi
- vi erythema
- vii dilated capillaries

- g skin disorders involving abnormal growth
 - i psoriasis
 - ii seborrheic or senile warts
- h malignant tumours
- i allergies
 - i dermatitis
 - ii eczema
 - iii urticaria – nettle rash or hives

- 5 the effects of ageing on the skin

B Nails

Function, normal structure, characteristics, diseases and disorders

- 1 the function of the nails
 - a protection of extra sensitive areas of fingers and toes
 - b assisting fingers to grasp objects

- 2 the structure of the nail unit
 - a nail bed
 - b hyponychium
 - c eponychium
 - d matrix
 - e lunula
 - f cuticle
 - g nail plate
 - h free edge

- 3 nail characteristics — natural and manicured
 - a natural nail shapes and related terminology
 - i fan
 - ii narrow
 - iii square
 - iv oval
 - v ski jump
 - vi hook
 - vii pointed

- 4 the growth cycle of the nail
 - a nail formation
 - b normal growth rates — hands and feet
 - c factors affecting growth and growth rate
 - d effect of damage on growth
 - e nail thickness

- 5 diseases and disorders — their appearance and causes
 - a onychia — congenital absence of nail
 - b beau's lines — deep horizontal depressions on all nails
 - c hang nail — dry, split cuticle or skin at nail groove
 - d koilonychia — spoon-shaped nails
 - e leukonychia —white spots
 - f longitudinal furrows
 - g habit tic – thick, curved, ridged nails
 - h onychophagy — nail biting
 - i onycholysis — separation of the nail from the nail bed
 - j paronychia — bacterial infection of the cuticle
 - k tinea unguium — ringworm of the nail
 - l onychocryptosis — ingrowing nail
 - m pterygium — overgrowth of cuticle

n severely bruised nail

C Hair

Normal structure of the hair, composition, properties and adverse conditions and disorders.

- 1 the basic hair types and where they are found
 - a vellus hair
 - b terminal hair
 - b lanugo hair

- 2 the hair in the skin, the hair growth cycle and hair follicle:
 - a the hair in the skin
 - i blood supply to dermal papilla, artery, vein, capillary loop
 - ii hair bulb
 - iii dermal papilla
 - b growth cycle of the hair – the characteristics stages
 - i anagen
 - ii catagen
 - iii telogen

- 3 the structure of the hair shaft
 - a hair shaft structure
 - i hair cuticle
 - ii cortex
 - iii medulla

- 4 hair types
 - a hair texture
 - i fine
 - ii coarse

D Cardiovascular

Structure and function of the cardiovascular system

- 1 The basic structure of the cardiovascular system
 - A the heart
 - B the blood
 - C the blood vessels

- 2 The functions of the blood
 - a transports oxygen from the lungs to the cells of the body
 - b transports carbon dioxide from the cells to the lungs
 - c transports waste products from the cells to the kidneys, lungs
 - d transports hormones from the endocrine glands to the cells
 - e transports enzymes to the appropriate cells
 - f helps in the regulation of body temperature
 - g prevents fluid loss through its clotting mechanism
 - h transports white corpuscles to the source of infection
 - i transports nutrients from the digestive tract to the cells of the body

- 3 the primary vessels in the common treatment areas: identity and location
 - a the head, face and neck
 - i common carotid artery
 - ii external carotid artery
 - iii internal carotid artery
 - iv external jugular vein
 - V internal jugular vein
 - b Hand, wrist and forearm
 - i brachial artery
 - ii radial artery
 - iii ulnar artery
 - c foot, ankle, and lower leg
 - i femoral artery
 - li anterior tibial artery
 - iii posterior tibial artery
 - iv saphenous vein
 - v femoral vein

E Lymphatic

Structure and function of the lymphatic system

- 1 the general structure of the lymphatic system
 - a lymphatic capillaries
 - b lymphatic vessels
 - c lymphatic nodes (glands)
 - d lymphoid tissue (tonsils)

- 2 the location of the major lymphatic nodes, their function
 - a nodes in the head and neck
 - i buccal group
 - ii mandibular group inc. submandibular group
 - iii anterior / auricular (mastoid group)
 - iv occipital group
 - v posterior auricular (parotid group)
 - vi superficial cervical group
 - vii deep cervical group

F Skeletal

Structure and function of the skeletal system

- 1 the structure of the skeleton
 - a the basic functions of the bones of the head – protect brain, provide face structure
 - b the bones of the head
 - i frontal
 - ii parietal
 - iii temporal
 - iv occipital
 - v sphenoid
 - vi ethmoid
 - vii nasal
 - viii zygomatic
 - ix maxillae
 - x mandible
 - xi the four sinuses of the head – frontal, ethmoidal, sphenoidal and maxillary
 - xii the basic functions of the bones of the head – protect brain, provide face structure
 - c the bones and structure of the spine
 - i cervical vertebrae: atlas; axis
 - ii thoracic vertebrae
 - d the bone structure of the torso
 - i ribs
 - ii sternum
 - iii clavicle
 - iv scapula
 - e the bone structure of the upper limbs (arms)
 - i humerus
 - ii radius
 - iii ulna
 - f the bone structure of the hands
 - i carpals
 - ii metacarpals
 - iii phalanges
 - g the bone structure of the lower limbs (legs)
 - i femur
 - ii patella
 - iii tibia
 - iv fibula

- h the bone structure of the feet
 - i tarsals
 - ii metatarsals
 - iii phalanges

- 2 types of joints and range of movement provided
 - a basic types of joint
 - i fibrous
 - ii cartilaginous
 - iii synovial
 - b types and location of the following synovial joint
 - i gliding
 - ii hinge
 - iii pivot
 - iv ball and socket
 - v condyloid and saddle
 - c the range of joint movement

G Muscular

Structure and function of the muscular system

1 the location and action of:

a muscles of the head and face

- i frontalis
- ii occipito-frontalis
- iii temporalis
- iv procerus
- v corrugator
- vi orbicularis oculi
- vii nasalis
- viii orbicularis oris
- ix risorius
- x buccinator
- xi quadratus labii superioris
- xii depressor labii
- xiii mentalis
- xiv triangularis
- xv masseter
- xvi platysma
- xvii sternocleido-mastoid
- xviii trapezius
- Xix zygomatic

b muscles shoulder, arm and hand

- i deltoid
- ii levator scapulae
- iii biceps
- iv triceps
- v extensor carpi radialis: longus; brevis
- vi flexor carpi radialis
- vii extensor carpi ulnaris
- viii flexor carpi ulnaris
- ix extensor digitorum
- x thenar eminence

c muscles of the thorax

- i pectoralis major
- ii trapezius

- d muscles of the lower leg and foot
 - i gastrocnemius
 - ii soleus
 - iii tibialis anterior
 - iv digitorum longus – extensor and flexor
 - v hallucis longus - extensor and flexor

H Ear

External structure of the ear

- a auricle
 - i helix – upper rim
- b pinna
 - i lobule – lower lobe

Appendix 2

Connections to other Qualifications and NOS

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards an N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

The qualifications have connections to:

N/SVQ in Beauty Therapy Level 2

The following grid maps the knowledge covered in the City & Guilds Level 2 Awards/ Certificates/Diplomas in Beauty Therapy against the underpinning knowledge of the Level 2 N/SVQ in Beauty Therapy and Level 2 N/SVQ in Nail Services

	Unit G1	Unit G4	Unit G18	Unit B4	Unit B5	Unit B6	Unit B7	Unit B8	Unit B9	Unit B11	Unit B15	Unit B16	Unit B17	Unit B18	Unit B23	Unit B25	Unit B34	Unit N2	Unit N3	Unit N4	Unit N5	Unit N6	Unit N7	Unit N8	Unit GH9	Unit GH10	Unit G11
Unit 202	✓																										
Unit 204				✓																							
Unit 205			✓																								
Unit 206						✓																					
Unit 207																		✓									
Unit 208																			✓								
Unit 209								✓																			

	Unit G1	Unit G4	Unit G18	Unit B4	Unit B5	Unit B6	Unit B7	Unit B8	Unit B9	Unit B11	Unit B15	Unit B16	Unit B17	Unit B18	Unit B23	Unit B25	Unit B34	Unit N2	Unit N3	Unit N4	Unit N5	Unit N6	Unit N7	Unit N8	Unit GH9	Unit GH10	Unit G11
Unit 210											✓																
Unit 211									✓																		
Unit 214																					✓	✓	✓	✓			
Unit 215																					✓						
Unit 216		✓																									
Unit 217							✓																				
Unit 218					✓																						
Unit 219																	✓										
Unit 220								✓		✓																	
Unit 221												✓	✓	✓													

	Unit G1	Unit G4	Unit G18	Unit B4	Unit B5	Unit B6	Unit B7	Unit B8	Unit B9	Unit B11	Unit B15	Unit B16	Unit B17	Unit B18	Unit B23	Unit B25	Unit B34	Unit N2	Unit N3	Unit N4	Unit N5	Unit N6	Unit N7	Unit N8	Unit GH9	Unit GH10	Unit G11
Unit 222															✓												
Unit 223																✓											
Unit 224				✓																							
Unit 225					✓																						
Unit 226																									✓		
Unit 227																									✓	✓	

Appendix 3 Wider curriculum

Delivery of these units can contribute to the learner's understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

Spiritual/Moral/Ethical: Providing quality of service and value for money has an important moral/ethical dimension, as does the importance of respecting client confidentiality. Appreciating and respecting other's beliefs, values, gender and disabilities is key to building good client and working relationships. It underpins all of the units in these qualifications.

Social/Cultural: Learning how to communicate effectively and to develop good relationships with others – their peers, assessors/teachers, supervisors, and clients – will be key to their career success and the success of the salon. It underpins all of the units in these qualifications.

Environmental/Health and Safety: Understanding the importance of maintaining cleanliness in the salon, the safe disposal of waste products, and ensuring that the salon environment is congenial and free of avoidable risks, is key to providing good service. It underpins all of the units in these qualifications.

Appendix 4 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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