



City & Guilds Level 3 Awards/Certificates/ Diplomas in Beauty Therapy (3003- 70/71/72/73/74/36/35/93)

For teaching from September 2024 onwards

Version 6.5 (July 2025)

Qualification Handbook

Qualification at a glance

Subject area	07.3 Service Entreprises
City & Guilds number	3003
Age group approved	Ages 16+
Entry requirements	There are no set entry requirements
Assessment	Practical demonstration, Assignment
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 3 Diploma in Beauty Therapy Techniques	3003-70	500/8957/2	510	580
City & Guilds Level 3 Diploma in Body and Spa Therapy	3003-71	500/8954/7	447	530
City & Guilds Level 3 Diploma in Nail Technology	3003-72	500/8941/9	445	570
City & Guilds Level 3 Diploma in Hair and Media Make-up	3003-73	500/9001/X	437	560
City & Guilds Level 3 Diploma in Theatrical, Special Effects, Hair and Media Make-Up	3003-74	600/2649/2	447	580
City & Guilds Level 3 Diploma in Beauty Therapy	3003-36	601/0560/4	331	390
City & Guilds Level 3 Certificate in Beauty Therapy	3003-35	600/2747/2	295	350

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Certificate in Artificial Nail Structures	3003-93	500/8641/8	111	150
City & Guilds Level 3 Award in Body Massage	3003-93	500/8631/5	84	90
City & Guilds Level 3 Award in Indian Head massage	3003-93	500/8643/1	49	60
City & Guilds Level 3 Award in Permanent Lashes	3003-93	500/8649/2	38	40

Version and date	Change detail	Section
3.2 Mar 2012	Remove reference to platinum in the range for outcome 2 in unit 308	Error! Reference source not found.
4.0 August 2012	Added 2 Structures – 3003-83 Additional information in sections 3 and 5	Qualification Structure Sections 3 and 5
5.0 September 2013	Added one structure – 3003-36 updated structure page in section 1 and 2 Amend 3003-30/70 structure	Structure
5.1 March 2014	Registration and certification end dates deleted	Introduction
5.2 October 2014	Range added to unit 336 attachment methods (p173)	Units
5.3 September 2017	Added GLH and TQT details	Qualification Structure
6.0 March 2022	Qualification titles updated with 'City & Guilds' City & Guilds address updated Removed references to GOLLA and updated to E-volve	Throughout
6.1 Nov. 2022	GLH for 3003-34/36 updated	Qualification Structure Total Qualification Time
6.2 August 2023	Removal of qualification no longer available	Qualification Titles and Qualification Structure
6.3 September 2024	Updated CASS Updated copyright Updated assessment guidance	Throughout
6.4 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.	Throughout
6.5 July 2025	Level 3 Diploma in Beauty Therapy (3003-36) structure: transposing GLH and credits to the correct columns	pp21-22

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Unit 312	Provide UV tanning	88
Unit 313	Provide self tanning	93
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Unit 318	Intimate waxing for male clients	112
Unit 319	Intimate waxing for female clients	117
Unit 320	Enhance nails using electric files	122
Unit 321	Apply micro-dermabrasion	127
Unit 322	Apply stone therapy massage	132
Unit 323	Design and apply face and body art	137
Unit 324	Fashion and photographic make-up	141
Unit 325	Monitor and maintain spa area	146
Unit 326	Provide spa treatments	149
Unit 327	Apply airbrush make-up to the face	154
Unit 328	Airbrush design for the nails	159
Unit 329	Design and apply nail art	164
Unit 330	Media make-up	169
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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?	<p>These qualifications are for those individuals who have taken a level 2 or level 3 qualification, and/or have been working in the industry and are looking to accredit their skills and knowledge.</p> <p>These qualifications are based on the National Occupational Standards. They are preparation for work qualifications which require learners to develop the skills and knowledge required in the beauty industry</p>
What do the qualifications cover?	These qualifications are based on the National Occupational Standards. They are preparation for work qualifications which require learners to develop the skills and knowledge required in the beauty industry
What opportunities for progression are there?	These qualifications provide progression opportunities for those with intentions of progressing into a supervisory or more technical role or onto another level 3 qualification.
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 3 **Diploma in Beauty Therapy Techniques (3003-70)**, learners must achieve: a minimum of **58** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **44** credits and a minimum of **14** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all seven mandatory units (44 credits)			
Mandatory Generic Units (all must be completed)			
Unit 301	Working with colleagues within the beauty related industries	14	2
Unit 302	Monitor and maintain health and safety practice in the salon	29	4
Unit 303	Client care and communication in beauty related industries	28	3
Unit 304	Promote and sell products and services to clients	34	4
Mandatory Technical Units (all must be completed)			
Unit 305	Provide body massage	84	9
Unit 306	Provide facial electrotherapy treatments	104	11
Unit 307	Provide body electrotherapy treatments	104	11
Optional units:			
Learners must achieve 14 credits from the optional units.			
Unit 308	Provide electrical epilation	88	11
Unit 309	Provide massage using pre-blended aromatherapy oils	65	7
Unit 311	Provide Indian head massage	49	6
Unit 312	Provide UV tanning	20	2
Unit 313	Provide self tanning	25	3
Unit 317	Apply Individual permanent lashes	38	4

Unit 318	Intimate waxing for male clients	37	4
Unit 319	Intimate waxing for female clients	37	4
Unit 321	Apply micro-dermabrasion	39	4
Unit 322	Apply stone therapy massage	75	9
Unit 331	Maintain personal health and wellbeing	60	7
Unit 332	Explore technological developments within hair, beauty and associated areas	60	7
Unit 333	Camouflage make up	60	7

To achieve the City & Guilds Level 3 **Diploma in Body and Spa Therapy (3003-71)**, learners must achieve: a minimum of **53** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **41** credits and a minimum of **12** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all eight mandatory units (41 credits).			
Mandatory Generic Units (all must be completed)			
Unit 301	Working with colleagues within the beauty related industries	14	2
Unit 302	Monitor and maintain health and safety practice in the salon	29	4
Unit 303	Client care and communication in beauty related industries	28	3
Unit 304	Promote and sell products and services to clients	34	4
Mandatory Technical Units (all must be completed)			
Unit 305	Provide body massage	84	9
Unit 309	Provide massage using pre-blended aromatherapy oils	65	7
Unit 325	Monitor and maintain spa area	45	5
Unit 326	Provide spa treatments	48	7
Optional units:			
Learners must achieve 12 credits from the optional units.			
Unit 306	Provide facial electrotherapy treatments	104	11
Unit 307	Provide body electrotherapy treatments	104	11
Unit 311	Provide Indian head massage	49	6
Unit 312	Provide UV tanning	20	2
Unit 313	Provide self tanning	25	3
Unit 317	Apply Individual permanent lashes	38	4

Unit 322	Apply stone therapy massage	75	9
Unit 331	Maintain personal health and wellbeing	60	7

To achieve the City & Guilds Level 3 in **Diploma in Nail Technology (3003-72)**, learners must achieve: a minimum of **57** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **44** credits and a minimum of **13** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all eight mandatory units (44 credits).			
Mandatory Generic Units (all must be completed)			
Unit 301	Working with colleagues within the beauty related industries	14	2
Unit 302	Monitor and maintain health and safety practice in the salon	29	4
Unit 303	Client care and communication in beauty related industries	28	3
Unit 304	Promote and sell products and services to clients	34	4
Mandatory Technical Units (all must be completed)			
Unit 314	Apply and maintain nail enhancements	111	15
Unit 328	Airbrush design for nails	22	4
Unit 329	Design and apply nail art	39	5
Unit 334	Nail enhancements and advanced hand and nail art techniques	60	7
Optional units:			
Learners must achieve 13 credits from the optional units.			
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 213	Display stock to promote sales in salon	24	3
Unit 216	Salon reception duties	24	3
Unit 320	Enhance nails using electrical files	29	3
Unit 332	Explore technological developments within hair, beauty and associated areas	60	7

To achieve the City & Guilds Level 3 **Diploma in Hair and Media Make-up (3003-73)**, learners must achieve: a minimum of **56** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **38** credits and a minimum of **18** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all seven mandatory units (38 credits).			
Mandatory units (all must be completed)			
Unit 301	Working with colleagues within the beauty related industries	14	2
Unit 302	Monitor and maintain health and safety practice in the salon	29	4
Unit 316	Creative hairdressing design skills	60	8
Unit 323	Design and apply face and body art	51	6
Unit 324	Fashion and photographic make-up	66	7
Unit 327	Apply airbrush make-up to the face	27	4
Unit 333	Camouflage make-up	60	7
Optional units:			
Learners must achieve 18 credits from the optional units.			
Unit 209	Apply make-up	41	5
Unit 210	Provide eyelash and brow treatments	36	4
Unit 226	The art of colouring hair	60	7
Unit 313	Provide self tanning	25	3
Unit 317	Apply Individual permanent lashes	38	4
Unit 330	Media make-up	60	7
Unit 335	Style and fit postiche	60	7
Unit 336	Provide hair extension services	45	5

Unit 337	Style and dress hair using a variety of techniques	60	7
Unit 338	Studio photography	70	10
Unit 339	Principles of studio photography	60	8

To achieve the City & Guilds Level 3 **Diploma in Theatrical, Special Effects, Hair and Media Make-up (3003-74)**, learners must achieve: a minimum of **58** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **44** credits and a minimum of **14** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all eight mandatory units (44 credits).			
Unit 301	Working with colleagues within the beauty related industries (L/601/3993)	14	2
Unit 302	Monitor and maintain health and safety practice in the salon (R/600/8780)	29	4
Unit 316	Creative hairdressing design skills (H/600/8637)	60	8
Unit 323	Design and apply face and body art (J/601/5466)	51	6
Unit 324	Fashion and photographic make-up (M/601/5509)	66	7
Unit 327	Apply airbrush make-up to the face (R/601/3932)	27	4
Unit 330	Media make-up (T/601/3566)	60	7
Unit 340	Apply prosthetic pieces and bald caps (M/601/9432)	40	6
Optional units:			
Learners must achieve 14 credits from the optional units.			
Unit 209	Apply make-up (J/601/4222)	41	5
Unit 210	Provide eyelash and brow treatments (F/601/3554)	36	4
Unit 226	The art of colouring hair (T/600/8626)	60	7
Unit 313	Provide self tanning (R/601/4465)	25	3
Unit 317	Apply Individual permanent lashes (D/601/3562)	38	4
Unit 335	Style and fit postiche (R/601/5339)	60	7
Unit 333	Camouflage make-up (D/601/4355)	60	7

Unit 336	Provide hair extension services (A/600/9034)	45	5
Unit 337	Style and dress hair using a variety of techniques (R/600/8634)	60	7
Unit 338	Studio photography (J/600/1972)	70	10
Unit 339	Principles of studio photography (F/600/1954)	60	8
Unit 341	Create and cast small prosthetic pieces and bald caps (R/601/9441)	40	6

To achieve the City & Guilds Level 3 **Certificate in Beauty Therapy (3003-35)**, learners must achieve: a minimum of **35** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **17** credits and a minimum of **18** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all three mandatory units (17 credits).			
Unit 302	Monitor and maintain health and safety practice in the salon	29	4
Unit 304	Promote and sell products and services to clients	34	4
Unit 305	Provide body massage	84	9
Optional units:			
Learners must achieve 18 credits from the optional units.			
Unit 303	Client care and communication in beauty related industries	28	3
Unit 306	Provide facial electrotherapy treatments	104	11
Unit 307	Provide body electrotherapy treatments	104	11
Unit 308	Provide electrical epilation	88	11
Unit 309	Provide massage using pre-blended aromatherapy oils	65	7
Unit 311	Provide Indian head massage	49	6
Unit 312	Provide UV tanning	20	2
Unit 313	Provide self tanning	25	3
Unit 317	Apply Individual permanent lashes	38	4
Unit 318	Intimate waxing for male clients	37	4
Unit 319	Intimate waxing for female clients	37	4
Unit 321	Apply micro-dermabrasion	39	4
Unit 322	Apply stone therapy massage	75	9
Unit 331	Maintain personal health and wellbeing	60	7

Unit 332	Explore technological developments within hair, beauty and associated areas	60	7
Unit 333	Camouflage make-up	60	7

To achieve the City & Guilds Level 3 **Diploma in Beauty Therapy (3003-36)**, learners must achieve: a minimum of **39** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **17** credits and a minimum of **22** credits from the optional units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve all three mandatory units (17 credits) .			
Unit 302	Monitor and maintain health and safety practice in the salon	29	4
Unit 304	Promote and sell products and services to clients	34	4
Unit 305	Provide body massage	84	9
Optional units:			
Learners must achieve 22 credits from the optional units.			
Unit 303	Client care and communication in beauty related industries	28	3
Unit 306	Provide facial electrotherapy treatments	104	11
Unit 307	Provide body electrotherapy treatments	104	11
Unit 308	Provide electrical epilation	88	11
Unit 309	Provide massage using pre-blended aromatherapy oils	65	7
Unit 311	Provide Indian head massage	49	6
Unit 312	Provide UV tanning	20	2
Unit 313	Provide self tanning	25	3
Unit 317	Apply Individual permanent lashes	38	4
Unit 318	Intimate waxing for male clients	37	4
Unit 319	Intimate waxing for female clients	37	4
Unit 321	Apply micro-dermabrasion	39	4
Unit 322	Apply stone therapy massage	75	9
Unit 331	Maintain personal health and wellbeing	60	75

Unit 332	Explore technological developments within hair, beauty and associated areas	60	7
Unit 333	Camouflage make-up	60	7

3003-93 Level 3 Awards/Certificate in Beauty

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 then the Level 2 Award in Health and Safety must be taken alongside the technical award.

To achieve the City & Guilds Level 3 **Award in Body Massage**, learners must achieve the mandatory unit

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 305	Provide body massage	84	9

To achieve the City & Guilds Level 3 **Award in Indian Head massage**, learners must achieve the mandatory unit

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 311	Provide Indian head massage	49	6

To achieve the City & Guilds Level 3 **Certificate in Artificial Nail Structures**, learners must achieve the mandatory unit

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 314	Apply and maintain nail enhancements	111	15

To achieve the City & Guilds Level 3 **Award in Permanent Lashes**, learners must achieve the mandatory unit

City & Guilds unit number	Unit title	GLH	Credit
Mandatory units:			
Learners must achieve the mandatory unit.			
Unit 317	Apply individual permanent lashes	38	4

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 3 Diploma in Beauty Therapy Techniques (3003-70)	510	580
City & Guilds Level 3 Diploma in Body and Spa Therapy (3003-71)	447	530
City & Guilds Level 3 Diploma in Nail Technology (3003-72)	445	570
City & Guilds Level 3 Diploma in Hair and Media Make-up (3003-73)	437	560
City & Guilds Level 3 Diploma in Theatrical, Special Effects, Hair and Media Make-Up (3003-74)	447	580
City & Guilds Level 3 Certificate in Beauty Therapy (3003-35)	295	350
City & Guilds Level 3 Diploma in Beauty Therapy (3003-36)	331	390
City & Guilds Level 3 Certificate in Artificial Nail Structures (3003-93)	111	150
City & Guilds Level 3 Award in Body Massage (3003-93)	84	90
City & Guilds Level 3 Award in Indian Head Massage (3003-93)	49	60
City & Guilds Level 3 Award in Permanent Lashes (3003-93)	38	40

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.

Fast-track approval

If your centre is approved to offer the 6903 Diplomas in Beauty Therapy, NVQ Level 3 in Beauty Therapy, Nail Services or Spa Therapy (3023/3024/3025) then you can apply for fast-track approval for the 3003 Level 3 Awards/Certificates/Diplomas in Beauty Therapy using the fast-track approval form, available from the City & Guilds website.

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered
- they meet all of the approval criteria in the fast-track form guidance notes.

Fast-track approval is available for 12 months from the launch of the qualification. After 12 months, centres will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast-track approval is still current at the time of application.

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 qualifications 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 units.

- 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 units 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.

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 bye-laws, 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 E-volve 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

This qualification is approved for learners aged 16 or above.

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:

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/or
- knowledge and understanding on -line test

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
Level 3 Certificate in Beauty Therapy (3003-35)	004
Level 3 Diploma in Beauty Therapy (3003-36)	005
Level 3 Diploma in Beauty Therapy Techniques + E-volve (3003-70)	010
Level 3 Diploma in Body and Spa Therapy + E-volve (3003-71)	011
Level 3 Diploma in Nail Technologies + E-volve (3003-72)	012

Title	Component number
Level 3 Diploma in Hair and Media Make-up + E-volve (3003-73)	013
Level 3 Diploma in Theatrical, Special Effects Hair and Media Make- up + E-volve (3003-74)	014
3003-93 suite	
Level 3 Diploma in Beauty Therapy Techniques	047
Level 3 Diploma in Body and Spa Therapy	048
Level 3 Diploma in Nail Technology	049
Level 3 Diploma in Hair and Media Make-Up	050
Level 3 Award in Body Massage	051
Level 3 Award in Body Electrical Therapy	052
Level 3 Award in Facial Electrical Therapy	053
Level 3 Award in Epilation	054
Level 3 Award in Massage Using Pre-Blended Oils	055
Level 3 Award in Permanent Lashes	056
Level 3 Award in Intimate Male Waxing	057
Level 3 Award in Intimate Female Waxing	058
Level 3 Award in Micro Dermabrasion	059
Level 3 Award in Indian Head Massage	060
Level 3 Award in Stone Therapy	061

Title	Component number
Level 3 Award in Airbrush Make-Up	062
Level 3 Award in Airbrush Nails	063
Level 3 Award in Self-Tanning	064
Level 3 Certificate in Artificial Nail Structures	065
Level 3 Award in Nail Art	066
Level 3 Award in Spa Treatments	067
Level 3 Award in UV Tanning	068

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
301	Working with colleagues	Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
302	Monitor and maintain health and safety practice in the salon	Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
303	Client care and communication in beauty related industries	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
304	Promote and sell products and services to clients	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
305	Provide body massage	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
306	Provide facial electrotherapy treatments	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
307	Provide body electrotherapy treatments	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
308	Provide electrical epilation	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com

309	Provide massage using pre-blended aromatherapy oils	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
311	Provide Indian head massage	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
312	Provide UV tanning	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
313	Provide self-tanning	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
314	Apply and maintain nail enhancements	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
316	Creative hairdressing design skills	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
317	Apply individual permanent lashes	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
318	Intimate waxing for male clients	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
319	Intimate waxing for female clients	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com

320	Enhance nails using electric files	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
321	Apply micro-dermabrasion	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
322	Apply stone therapy massage	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
323	Design and apply face and body art	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
324	Fashion and photographic make-up	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
325	Monitor and maintain spa area	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
326	Provide spa treatments	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
327	Apply airbrush make-up to the face	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
328	Airbrush design for the nails	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com

329	Design and apply nail art	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
330	Media make-up	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
331	Maintain personal health and wellbeing	Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
332	Explore technological developments within the hair, beauty and associated areas	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
333	Camouflage make-up	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
334	Nail enhancements and advanced hand and nail art techniques	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
335	Style and fit postiche	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
336	Provide hair extension services	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com

337	Style and dress hair using a variety of techniques	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
338	Studio photography	Assignment Externally set and internally marked assessment covering practical skills and underpinning knowledge	www.cityandguilds.com
339	Principles of studio photography	Assignment Externally set and internally marked assessment covering practical skills and underpinning knowledge	www.cityandguilds.com
340	Apply prosthetic pieces and bald caps	Assignment Externally set and internally marked assessment covering practical skills and underpinning knowledge	www.cityandguilds.com
341	Create and cast small prosthetic pieces and bald caps	Assignment Externally set and internally marked assessment covering practical skills and underpinning knowledge	www.cityandguilds.com
209	Apply make-up	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
210	Provide eyelash and brow treatments	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
212	Create an image based on a theme	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	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 E-volve	www.cityandguilds.com
216	Salon reception duties	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com
226	The art of colouring hair	Practical Tasks plus a Short-answer test – knowledge and understanding online test via E-volve	www.cityandguilds.com

Assignments

Please refer to the Assessment pack for details of the practical and knowledge tasks required for the Level 3 qualifications.

On-line tests (E-volve)

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 E-volve system. Information on how to become an E-volve centre can be found on our website www.cityandguilds.com

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

Centres are required to set up an E-volve profile in order to offer online examinations to candidates. Setting up an E-volve profile is a simple process that need only be completed once by the centre. Details of how to set up the profile and E-volve technical requirements are available on the City & Guilds website (www.cityandguilds.com/E-volve). The E-volve section of the website also has details of the E-volve helpline for technical queries and downloads for centres and candidates about E-volve 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 301

Working with colleagues within beauty related industries

Level:	3
GLH:	14
Credit value:	2
Assessment type:	This unit will be assessed by: knowledge and understanding in an on-line test
UAN number:	L/601/3993
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in working with colleagues. Colleagues can be internal or external. The knowledge and skills gained in this unit includes methods of communication, the ways of forming good relationships and working effectively with colleagues

Learning outcomes

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

1. Be able to work with colleagues within beauty related industries

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit G8

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia

Unit 301 Working with colleagues within beauty related industries

Outcome 1 Be able to work with colleagues in beauty related industries

Practical Skills

The learner can:

1. **communicate** effectively with colleagues and clients
2. **behave** in a professional manner
3. assist others to resolve problems
4. give clear instruction to colleagues
5. provide support and guidance to colleagues
6. provide clear and timely feedback to colleagues
7. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. describe **roles** and responsibilities of team members in a salon
2. describe the benefits of effective team working and working with colleagues
3. describe the different **methods of communication**
4. describe how to adapt communication techniques for different situations
5. explain the importance of giving instruction, support and guidance and timely feedback
6. describe the processes of giving instruction, support and guidance and timely feedback
7. describe the **effects** of negative attitude and behaviour on others
8. state when and **whom to refer** problems to

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology, verbal, written and non-verbal

Behave

Working cooperatively with others, following salon requirements

Safe and hygienic working practices

Methods of sterilization, disposal of contaminated waste, legislation

Roles

Junior therapist, beauty therapist, nails technician, manicurist/pedicurist, masseur/masseuse, receptionist, salon manager, salon owner

Methods of communication

Verbal: questioning techniques, language used, tone of voice

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

Use of: visual aids, client records

Effects

Ineffective working relationships, loss of business, unpleasant working atmosphere

Whom to refer

Senior therapist, senior nail technician, senior make-up artist, senior spa therapist, manager

Unit 302

Monitor and maintain health and safety practice in the salon

Level:	3
GLH:	29
Credit value:	4
Assessment type:	This unit will be assessed by: knowledge and understanding in an on-line test
UAN number:	R/600/8780
Aim:	<p>This is a preparation for work unit which is based on capability and knowledge. This unit is about making sure that statutory and work place instruction are being carried out in order to monitor the operation of health and safety procedures</p> <p>This unit applies to hairdressing, beauty and barbering salons.</p>

Learning outcomes

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

1. Be able to carry out a risk assessment
2. Be able to monitor health and safety in the salon

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

This unit is linked to the Beauty Therapy NOS, unit G22

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 a risk assessment

Practical skills

The learner can:

1. carry out risk assessments and take necessary actions.

Underpinning knowledge

The learner can:

1. state the **reason for carrying out risk assessments**
2. describe the procedures for **carrying out a risk assessment**
3. describe **when risk assessments should be carried out**
4. outline **necessary actions** to take following a risk assessment.

Range

Reason for carrying out risk assessments

To ensure safety in the salon

When risk assessments should be carried out

Change to salon environment, new service or product, personal circumstances

Necessary actions

Record the risk assessment, report to salon manager or owner, update risk assessment information, inform staff

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Outcome 2 Be able to monitor health and safety in the salon

Practical skills

The learner can:

1. monitor and **support** the work of others to ensure compliance with health and safety requirements.

Underpinning knowledge

The learner can:

1. outline the health and safety **support** that should be provided to staff
2. outline procedures for dealing with different types of security breaches
3. explain the need for **insurance**.

Range

Support

Clarification of existing requirements, induction for new staff, updating of information, specific training

Insurance

Public liability, product and treatment liability, employer's liability

Unit 303

Client care and communication in beauty related industries

Level:	3
GLH:	28
Credit value:	3
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
UAN number:	T/601/4457
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about client care and communication in beauty-related industries. Learners will develop the ability to adapt their provision of client care and their communication skills to the needs of different clients, as well as how to manage client expectations.

Learning outcomes

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

1. Be able to communicate and behave in a professional manner when dealing with clients
2. Be able to manage client expectations

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 and behave in a professional manner when dealing with clients

Practical Skills

The learner can:

1. **behave** in a professional manner within the workplace
2. use effective **communication techniques** when dealing with clients
3. adapt methods of communication to suit different situations and client needs
4. use effective consultation techniques to identify treatment objectives
5. provide clear recommendations to the client
6. assess the advantages and disadvantages of different types of communication used with clients

Underpinning knowledge

The learner can:

1. describe how to adapt methods of **communication** to suit the client and their needs
2. explain what is meant by the term 'professionalism' within beauty related industries
3. explain the importance of respecting a client's 'personal space'
4. describe how to use suitable consultation techniques to identify treatment objectives
5. explain the importance of providing clear recommendations to the client.

Range

Behave

Working cooperatively with others, following salon requirements, respect colleagues and clients

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

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Outcome 2 Be able to manage client expectations

Practical skills

The learner can:

1. maintain client confidentiality in line with **legislation**
2. use retail **sales techniques** to meet client requirements
3. evaluate client feedback

Underpinning knowledge

The learner can:

1. evaluate measures used to maintain client confidentiality
2. explain the importance of adapting retail **sales techniques** to meet client requirements
3. identify methods of improving own working practices
4. describe how to resolve client complaints

Range

Legislation

Data protection act, supply of goods and services act, consumer protection act, sale of goods

Sales techniques

To meet client requirements, registering interest, identifying need, discuss features and benefits of product/service, closing the sale

Unit 304

Promote and sell products and services to clients

Level:	3
GLH:	34
Credit value:	4
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
UAN number:	J/601/5337
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about the promoting and selling products to clients, in order to give advice on services and products

Learning outcomes

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

1. Be able to promote and sell hair and beauty products
2. Be able to understand how to evaluate the promotion of products and services.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy and Hairdressing NOS, unit G18/H32.

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 promote and sell hair and beauty products

Practical skills

The learner can:

1. identify selling opportunities
2. use effective **communication techniques**
3. interpret buying signals and the client's intentions
4. manage clients expectations to achieve a realistic objective
5. Introduce products and/or services to clients
6. use effective selling techniques to close a sale

Underpinning knowledge

The learner can:

1. explain the **benefits** to the salon of promoting services and products to the client
2. explain the importance of product and service knowledge when selling
3. explain **communication techniques** used to promote products and services
4. explain the differences between the terms 'features' and 'benefits'
5. describe the **stages of the sale process**
6. describe how to **manage** client expectations
7. explain how to interpret buying signals
8. explain the **legislation** that affects the selling of services or 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

Benefits

Increased sales, productivity and business

Stages of the sales process

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

Manage

Setting manageable and realistic parameters

Legislation

Data protection act, trades descriptions acts, sale and Consumer Rights Act, consumer protection act, consumer safety act, prices act.

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Outcome 2 Be able to understand how to evaluate the promotion of products and services

Practical skills

The learner can:

1. review effectiveness of selling techniques

Underpinning knowledge

The learner can:

1. explain the importance of reviewing selling techniques
2. explain different **methods of evaluating** selling techniques
3. describe how to implement improvements in their own selling techniques
4. evaluate the effectiveness of advertising services and products to a target audience
5. explain the importance of how to set and agree sales target/objectives

Range

Methods of evaluation

Visual, verbal, written feedback, repeat business

Unit 305

Provide body massage

Level:	3
GLH:	84
Credit value:	9
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
UAN number:	D/601/3559
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing body massage 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 a body massage treatment
2. Be able to provide for a body massage treatment.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B20.

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 styling service

Practical skills

The learner can:

1. prepare themselves, client and work area for body massage treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. advise the client on how to prepare for the treatment
4. provide clear recommendations to the client
5. select **products and tools** 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. describe the **environmental conditions** suitable for body massage treatments
3. describe the different **consultation techniques** used to identify treatment **objectives**
4. describe how to select **products and tools** to suit client treatment needs, **skin types and conditions**
5. describe the different skin types and conditions
6. explain the **contra-indications** that prevent or restrict body massage treatments
7. state the objectives of massage treatments
8. state the **benefits** derived from massage treatments
9. identify **general body types**
10. describe the different **types of body fat**
11. outline common **postural faults**

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

Relaxation, stimulation, invigoration, sedation, assist in weight reduction, sense of wellbeing

Products and tools

Products: oil, talc, cream

Tools: G5 and infra-red

Skin types and conditions

Skin types: normal, dry, oily, combination

General conditions: sensitive, dehydrated, moist, oedematous

Difference related to gender: hairiness, muscle bulk, fat distribution

Difference related to age: thinness of skin, elasticity, poor muscle tone, brittle bones

Distinction between non-medical treatable skin conditions and those which should be referred

Environmental conditions

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

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, dysfunction of the muscular system, dysfunction of the nervous system, eye infections, deep vein thrombosis, during chemotherapy, during radiotherapy

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

Benefits

Relaxation, improved blood and lymph circulation, stimulating/sedating nerves, improves skin texture, improves muscle tone, aids digestion, improves underlying structures

General body types

Ectomorph, endomorph, mesomorph

Types of body fat

Hard fat, soft fat, cellulite

Postural faults

Kyphosis, lordosis, winged scapulae, unbalanced pelvis, short limbs, scoliosis, knock knees, bow legs, flat feet, dowager hump, pigeon chest

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Outcome 2 Be able to provide for a body massage

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 techniques to suit clients treatment needs, skin types and conditions
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 and techniques** to suit clients treatment needs, **skin types and conditions**
5. Describe the benefits and uses of mechanical massage and pre-heat treatments
6. describe how treatments can be adapted to suit client treatment needs, skin types and conditions
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. explain the importance of completing the treatment to the satisfaction of the client
9. explain the importance of completing treatment records
10. describe the **methods of evaluating** the effectiveness of the treatment
11. describe the **aftercare advice** that should be provided
12. describe the structure and the main functions of the following body systems in relation to massage:
 - skin
 - skeletal
 - muscular
 - cardio-vascular
 - lymphatic
 - nervous
 - digestive
 - urinary
 - endocrine
13. describe the main diseases and disorders of body systems
14. describe the effects of massage on the body
15. describe the uses of the five classical massage movements

16. describe the uses of different massage mediums
17. describe the **legislation** relating to the provision of massage treatments

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

Aftercare advice

12-24 hours following treatment: no physical exercise, ensure light food intake, no alcohol, rest, increase water intake

Suggest further treatment, recommend products, and recommend lifestyle changes, postural awareness

Products and Tools

Products: oil, talc, cream

Tools: G5 and infra-red

Techniques

Massage movements: Effleurage, pétrissage, tapotement, frictions, vibration

Skin Types and Conditions

Skin Types: normal, dry, oily, combination

General conditions: sensitive, dehydrated, moist, oedematous

Difference related to gender: hairiness, muscle bulk, fat distribution

Difference related to age: thinness of skin, elasticity, poor muscle tone, brittle bones

Distinction between non-medical treatable skin conditions and those which should be referred

Contra-actions

Lethargy, headache, muscle ache, nausea, emotional, frequent urination, bruising, allergy to massage medium

Methods of evaluating

Visual, verbal, written feedback, repeat business

Legislation

Health and Safety at Work Act, local bylaws

Unit 306

Provide facial electrotherapy treatments

Level:	3
GLH:	104
Credit value:	11
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
UAN number:	L/601/3962
Aim:	<p>This is a preparation for work unit which is based on capability and knowledge. The unit is about providing particular skills for facial electrotherapy to include EMS, lymphatic drainage, Galvanic, High Frequency and Micro current. The knowledge gained in this unit includes preparing and providing facial electrotherapy treatments.</p> <p>To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.</p>

Learning outcomes

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

1. Be able to prepare for facial treatments using electrotherapy
2. Be able to provide facial treatments using electrotherapy

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B14

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 treatments using electrotherapy

Practical skills

The learner can:

1. prepare themselves, client and work area for facial electrotherapy treatments
2. use suitable **consultation techniques** to identify treatment objectives
3. carry out skin analysis and relevant tests
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. describe the **environmental conditions** suitable for facial electrotherapy treatments
3. describe the different **consultation techniques** used to identify treatment objectives
4. explain the importance of carrying out a detailed skin analysis and relevant tests
5. describe how to select **products**, tools and **equipment** to suit client treatment needs, **skin types and conditions**
6. describe the different **skin types, conditions** and characteristics
7. explain the **contra-indications** that prevent or restrict facial electrotherapy 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

Products

Cleansers, toners, exfoliators, oils, masks, moisturisers, massage cream, massage oil, oxygenating cream/serum, galvanic products, high frequency products

Equipment

High frequency – indirect, high frequency – direct, galvanic – desincrustation, galvanic – iontophoresis, EMS (faradic), vacuum suction, micro-current

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Environmental conditions

Warmth, ventilation, lighting, 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 fractures and sprains, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, diabetes, high/low blood pressure, undiagnosed lumps and swellings, metal pins/plates

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Outcome 2 Be able to provide facial treatments using electrotherapy

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 conditions**
5. complete the treatment to the satisfaction of the client
6. evaluate the results of the treatment
7. provide suitable aftercare advice

Underpinning knowledge

The learner can:

1. explain 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 type and conditions**
5. describe the **effects and benefits** of electrotherapy equipment and products on the skin and underlying structures
6. explain the principles of electrical currents
7. describe how treatments can be adapted to suit client treatment needs, **skin types and conditions**
8. state the **contra-actions** that may occur during and following treatments and how to respond
9. explain the importance of completing the treatment to the satisfaction of the client
10. explain the importance of completing treatment records
11. describe the methods of evaluating the effectiveness of the treatment
12. describe the **aftercare advice** that should be provided
13. describe the structure, growth and repair of the skin
14. describe **skin types, conditions**, diseases and disorders
15. describe the structure, function, position and action of the head, neck and shoulder muscles
16. describe the location, function and structure of the bones of the head, neck and shoulder
17. describe the structure and function of the circulatory and lymphatic systems for the head, neck and shoulder
18. explain how the ageing process, lifestyle and environmental factors affect the condition of skin and underlying structures

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, duration of equipment usage, intensity of current, equipment testing

Products, tools and equipment

Products: Cleansers, toners, exfoliators, oils, masks, moisturisers, massage cream, massage oil, oxygenating cream/serum, galvanic products, high frequency products.

Tools and equipment: High frequency – indirect, high frequency – direct, galvanic – desincrustation, galvanic – iontophoresis, EMS (faradic), vacuum suction, micro-current

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Effects and benefits

Improves skin texture, improves muscle contour and condition, lymphatic drainage, relaxation

Contra-actions

Galvanic burn, bruising, irritation, allergic reaction, excessive erythema, muscle fatigue/cramping

Aftercare advice

24 hours following treatment: no heat treatments. 12 hours following treatment: avoid make-up, avoid touching the area. Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

Unit 307

Provide body electrotherapy treatments

Level:	3
GLH:	104
Credit value:	11
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
UAN number:	K/601/3953
Aim:	This is a preparation for work unit which is based on capability and knowledge the unit is about providing particular skills for body electrotherapy to include EMS, lymphatic drainage, Galvanic, G5 and Micro current. The knowledge gained in this unit includes preparing and providing body electrotherapy treatments

Learning outcomes

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

1. Be able to prepare for body treatments using electrotherapy
2. Be able to provide body treatments using electrotherapy

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B13

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 treatments using electrotherapy

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Improve skin conditions, the appearance of underlying muscle tissue, body contours, circulation, and the appearance of cellulite

Tests

Heat sensitivity, tactile sensation

Products, tools and equipment

Products: Cleansing products, exfoliators, massage cream, massage oil, galvanic products, high frequency products.

Tools and equipment: High frequency – indirect, high frequency – direct, galvanic – desincrustation, galvanic – iontophoresis, EMS (faradic), vacuum suction, micro-current, infra-red, mechanical massagers

Body types and conditions

Body types: Ectomorph, endomorph, mesomorph

Conditions: Hard fat, soft fat, cellulite

Environmental conditions

Warmth, ventilation, lighting, 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, deep vein thrombosis, during chemotherapy, during radiotherapy

Restrict treatment: broken bones, recent fractures and sprains, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, diabetes, high/low blood pressure, undiagnosed lumps and swellings, metal pins/plates

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Outcome 2 Be able to provide body treatments using electrotherapy

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, **body type and conditions**
5. complete the treatment to the satisfaction of the client
6. evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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. describe different **body types** and conditions
5. explain the importance of using **products**, tools, equipment and techniques to suit clients treatment needs, **body type and conditions**
6. explain the **effects and benefits** of electrotherapy equipment and products on the skin and underlying structures
7. explain the principles of electrical currents
8. describe how treatments can be adapted to suit client treatment needs, body types and conditions
9. state the **contra-actions** that may occur during and following treatments and how to respond
10. explain the importance of completing the treatment to the satisfaction of the client
11. explain the importance of completing treatment records
12. describe the **methods of evaluating** the effectiveness of the treatment
13. describe the **aftercare advice** that should be provided
14. describe the structure, growth and repair of the skin
15. describe body types, conditions, diseases and disorders
16. describe the structure, function, position and action of the muscles of the body
17. describe the location, function and structure of the bones of the body
18. describe the structure and function of the circulatory and lymphatic systems for the body
19. outline the structure and function of the digestive system
20. outline the structure and function of endocrine system
21. describe the structure and function of the nervous system for the body

22. explain how the ageing process, lifestyle and environmental factors affect the **skin, body conditions** and underlying structures

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, duration of equipment usage, intensity of current, equipment testing

Body types and conditions

Body types: Ectomorph, endomorph, mesomorph

Conditions: Hard fat, soft fat, cellulite

Aftercare advice

24 hours following treatment: no heat treatments, no strenuous exercise.

12 hours following treatment: avoid touching the area.

Dietary advice, homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

Products, tools and equipment

Products: Cleansing products, exfoliators, massage cream, massage oil, galvanic products, high frequency products

Tools and equipment: High frequency – indirect, high frequency – direct, galvanic – desincrustation, galvanic – iontophoresis, EMS (faradic), vacuum suction, micro-current, infra-red, mechanical massagers

Effects and benefits

Improved skin and body condition, improves muscle contour and tone, improved circulation, induces relaxation

Contra-actions

Galvanic burn, bruising, irritation, allergic reaction, excessive erythema, muscle fatigue/cramping

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 308

Provide electrical epilation

Level:	3
GLH:	88
Credit value:	11
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
UAN number:	Y/601/4452
Aim:	<p>This is a preparation for work unit which is based on capability and knowledge. The unit is about providing short wave diathermy and blend epilation.</p> <p>To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.</p>

Learning outcomes

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

1. Be able to prepare for electrical epilation
2. Be able to provide electrical epilation

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B29.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia

Unit 308

Provide electrical epilation

Outcome 1

Be able to prepare for electrical epilation

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. describe the different **consultation techniques** used to identify treatment objectives
2. explain the **contra-indications** that prevent or restrict electrical epilation treatment
3. describe health and safety working practices
4. explain the importance of carrying out a detailed hair and skin analysis
5. describe how to select products, tools and equipment to suit client needs
6. describe the **environmental conditions** suitable for electrical epilation 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

Products

Pre-treatment cleanser, soothing product, anti-septic cream

Equipment

Magnifying lamp, epilation unit, electrode, selection of needle types, sizes and lengths, sterilising fluids, autoclave, tweezers and wide range of disposable accessories, tissues, gloves, cotton wool, couch roll

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, heart disease/conditions, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, respiratory conditions, dysfunction of the nervous system, piercings, metal pins and plates and pregnancy

Environmental conditions

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

Unit 308

Provide electrical epilation

Outcome 2

Be able to provide electrical epilation

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 clients correctly throughout treatment
4. use products, tools, equipment and **techniques** to suit clients treatment needs
5. correctly insert the needle into the hair follicle with regard to depth and angle
6. complete the treatment to the satisfaction of the client
7. record and evaluate the results of the treatment
8. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. describe how to select the **needle type** and size to suit hair and skin types
2. describe how to work on different hair growth patterns and **treatment areas**
3. explain the consequences of inaccurate probing
4. explain the principles, uses and benefits of galvanic, short wave diathermy and blend
5. describe how treatments can be adapted to suit client treatment needs, **skin, hair types and conditions**
6. describe how moisture gradient in the skin affects the electrical epilation treatment
7. state the **contra-actions** that may occur during and following treatments
8. describe the **methods of evaluating** the effectiveness of the treatment
9. describe the **aftercare advice** that should be provided
10. describe the suitable methods of dealing with regrowth between treatments
11. describe different **skin types, conditions**, diseases and disorders
12. describe the structure, growth and repair of the skin
13. describe the structure and function of the hair
14. describe the hair types, growth patterns and **causes of hair growth**
15. describe the structure and function of the endocrine system and its effect on hair growth
16. describe the structure and function of circulatory and lymphatic systems

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, duration of equipment usage, intensity of current, equipment testing, types of electrical current used

Techniques

Two-way stretch, three-way stretch, treatment working patterns

Aftercare advice

Hair growth management to maintain treatment progress, suitable antiseptic products to soothe and protect, avoid heat and UV exposure for 24 hours, avoid make-up and perfume for 24 hours

Needle type

Stainless steel, insulated steel, gold, two piece, one piece

Treatment areas

Lip, chin, face, eyebrow, underarm, breast, bikini, abdomen, legs

Skin, hair types and conditions

Skin type: normal, dry, oily, combination

Hair type: vellus, terminal

Conditions: sensitive, mature, dehydrated

Contra-actions

Severe erythema, swelling, irritation, hyper or hypo pigmentation, blood spots, weeping follicles, pitting, scarring, bruising

Methods of evaluating

Visual, verbal, written feedback, repeat business

Causes of hair growth

Hereditary, topical stimulation, normal systemic changes, abnormal systemic changes, surgical changes, severe emotional trauma, medication

Unit 309

Provide massage using pre-blended aromatherapy oils

Level:	3
GLH:	65
Credit value:	7
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
UAN number:	Y/601/3558
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing massage using pre-blended aromatherapy. 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 massage using pre-blended aromatherapy oils
2. Be able to carry out massage using pre-blended aromatherapy.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B24.

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 massage using pre-blended aromatherapy oils

Practical skills

The learner can:

1. prepare themselves, client and work area for body massage treatment using pre-blended aromatherapy oils
2. use suitable **consultation techniques** to identify treatment **objectives**
3. advise the client on how to prepare for the treatment
4. provide clear recommendations to the client
5. select **products** and tools 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. describe the **environmental conditions** suitable for body treatments using pre-blended aromatherapy oils
3. describe the different **consultation techniques** used to identify treatment **objectives**
4. describe how to select **products** and tools to suit client treatment needs, **skin types and conditions**
5. outline the **safety precautions** associated with the range of pre blended aromatherapy oils
6. explain the **contra-indications** that prevent or restrict aromatherapy 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

Relaxation, uplifting, sense of well-being, stimulation

Products

Pre-blended aromatherapy oils, pre-blended massage cream, cleansers, toners (relaxation, uplifting, sense of well-being, stimulating)

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Environmental Conditions

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

Safety precautions

Correct storage, toxicity, over exposure, sensitivity, ventilation, using appropriate products, patch testing, allergies

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, heart disease/conditions, high and low blood pressure, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, respiratory conditions, circulatory conditions, dysfunction of the nervous system, dysfunction of the muscular system, phlebitis and pregnancy

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Outcome 2 Be able to carry out massage using pre-blended aromatherapy oils

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 and techniques** to suit clients treatment needs, **skin types and conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 and **techniques** to suit clients treatment needs, **skin types and conditions**
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. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure and the main functions of the following body systems in relation to massage:
 - skin
 - skeletal
 - muscular
 - cardio-vascular
 - lymphatic
 - nervous
 - digestive
 - urinary
 - endocrine
12. describe the main diseases and disorders of body systems

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 and techniques

Products: Pre-blended aromatherapy oils, pre-blended massage cream, cleansers, toners (relaxation, uplifting, sense of well-being, stimulating)

Techniques: Effleurage, petrissage, lymphatic drainage, neuromuscular, frictions, vibrations

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Aftercare advice

12-24 hours following treatment: no physical exercise, ensure light food intake, no alcohol, rest, increase water intake, care when driving

Suggest further treatment, recommend lifestyle changes, recommend aromatherapy oils for home use, postural awareness, recommend to counsellor/lifestyle coach/alternative therapist, leave oils on for up to eight hours

Contra-actions

Allergies, depression, insomnia, hallucination, respiratory reactions, headache, nausea, muscle aches, skin irritations, increased secretions, lethargy, heightened emotions

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 311

Provide Indian head massage

Level:	3
GLH:	49
Credit value:	6
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
UAN number:	D/601/4095
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 Indian head massage. 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 Indian head massage
2. Be able to provide Indian 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 Indian head massage

Practical skills

The learner can:

1. prepare themselves, client and work area for Indian head massage
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. select **products 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 Indian head massage
3. describe the different **consultation techniques** used to identify treatment objectives
4. explain the importance of carrying out **relevant tests**
5. describe how to select **products and equipment** to suit client treatment needs
6. explain the **contra-indications** that prevent or restrict Indian head massage

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

Relaxation, stimulation, invigoration, sedation

Products and equipment:

Products: Talc, carrier oils: grapeseed, almond, sesame, mustard

Equipment: Stool, chair, trolley

Environmental conditions

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

Relevant tests

Patch test/sensitivity test to check for any reactions to products

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, skin-allergies, cuts and abrasions, epilepsy, diabetes, heart disease/conditions, high and low blood pressure, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, respiratory

conditions, circulatory conditions, dysfunction of the nervous system, dysfunction of the muscular system, osteoporosis, whiplash, pregnancy

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Outcome 2 Be able to provide Indian head massage

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, equipment** and techniques to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. explain **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, equipment** and techniques to suit clients treatment need
5. explain the **effects and benefits of Indian head massage**
6. describe how treatments can be adapted to suit client treatment needs
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. explain the importance of completing the treatment to the satisfaction of the client
9. explain the importance of completing treatment records
10. describe the **methods of evaluating** the effectiveness of the treatment
11. describe the **aftercare advice** that should be provided
12. describe the structure and functions of the skin
13. describe **skin types, conditions**, diseases and disorders
14. describe the structure and function of the hair
15. describe the structure of the head, neck, upper back and arms
16. outline the position and actions of the muscles in the head, neck, upper back and arms
17. describe the structure, function and supply of the blood and lymph to the head
18. describe the location and function of chakras

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 and equipment:

Products: Talc, carrier oils: grapeseed, almond, sesame, mustard

Equipment: Stool, chair, trolley

Aftercare advice

12-24 hours following treatment: no physical exercise, ensure light food intake, no alcohol, rest, increase water intake, care when driving

Suggest further treatment, recommend lifestyle changes, recommend aromatherapy oils for home use, postural awareness, recommend to counsellor/lifestyle coach/alternative therapist, leave oils on for up to eight hours

Effects and benefits of Indian head massage

Effects: Physical, physiological, psychological

Benefits: Relaxation, improved blood and lymph circulation, improved skin and hair texture, improved scalp condition, improved muscle tone, improves memory, reduces tension headaches, improved concentration, improved sleep patterns, improves sinus problems, reduces tinnitus

Contra-actions

Allergies, depression, insomnia, hallucination, respiratory reactions, headache, nausea, muscle aches, skin irritations, increased secretions, lethargy, heightened emotions

Methods of evaluating

Visual, verbal, written feedback, repeat business

Skin types and conditions:

Skin types: Normal, dry, oily, combination

General conditions: Sensitive, dehydrated

Differences related to age: Thinness of skin, elasticity

Distinction between non-medical treatable skin conditions and those which should be referred

Unit 312

Provide UV tanning

Level:	3
GLH:	20
Credit value:	2
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
UAN number:	Y/601/4466
Aim:	This unit is a preparation for work unit, which is based on capability and knowledge. This unit is about providing UV tanning. 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 UV tanning
2. Be able to provide UV tanning treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B21.

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 UV tanning

Practical skills

The learner can:

1. prepare themselves, client and work area for UV tanning
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 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. describe the **environmental conditions** suitable for UV tanning
3. describe the different **consultation techniques** used to identify objectives
4. explain the importance of carrying out a skin analysis to determine **skin type and condition**
5. describe how to select **products and equipment** to suit client treatment needs, **skin type and condition**
6. describe the effects and benefits of different types of UV tanning **equipment**
7. explain the **contra-indications** that prevent or restrict UV tanning

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

Product and equipment

Products: Tanning accelerators, moisturisers, tan enhancer, sanitising products, sterilising products, make-up removal products

Equipment: Upright pod, sunbed, eye protection, floor covering

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, skin-allergies, cuts and abrasions, skin disorders, recent fractures and sprains, product allergies, respiratory conditions, dysfunction of the nervous system, recent botox, facial piercing, metal pins and plates and pregnancy

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Outcome 2 Be able to provide UV tanning treatments

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. explain 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. explain the importance of using **products and equipment** to suit clients treatment needs, **skin type and condition**
5. state the **contra-actions** that may occur during and following treatments and how to respond
6. state how to calculate session times and correct exposure times
7. explain how the principles of radiation and the electro-magnetic spectrum apply to the use of light irradiation equipment
8. describe the structure and function of the skin
9. describe the effects of UVA, UVB and UVC rays on the skin and risks of overexposure
10. explain the importance of completing the treatment to the satisfaction of the client
11. explain the importance of completing treatment records
12. describe the **methods of evaluating** the effectiveness of the treatment
13. describe the **aftercare advice** that should be provided

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 disinfecting, disposal of contaminated waste, legislation, positioning of client, removal of accessories, duration of equipment usage

Product and equipment

Products: Tanning accelerators, moisturisers, tan enhancer, sanitising products, sterilising products, make-up removal products

Equipment: Upright pod, sunbed, eye protection, floor covering

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Aftercare advice

24 hours following treatment: no heat treatments, avoid waxing.

Moisturising and enhancing products, showering/bathing, future treatment needs

Contra-actions

Burning, heat rash, excessive erythema, skin irritation, dizziness, nausea

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 313

Provide self tanning

Level:	3
GLH:	25
Credit value:	3
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
UAN number:	R/601/4465
Aim:	This unit is a preparation for work unit, which is based on capability and knowledge. This unit is about providing self-tanning treatments and aftercare advice to clients. This unit is also about the application, use and benefits of self-tanning treatments.

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

1. Be able to prepare for self tanning treatments
2. Be able to provide self tanning treatments

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 treatments

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Products and equipment

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

Equipment: Gun, compressors, tanning tent

Skin conditions

Sensitive, mature, dehydrated

Environmental conditions

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

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 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, equipment and techniques** to suit clients treatment needs and **skin conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. describe **health and safety practices**
3. explain the importance of positioning themselves and client correctly throughout the treatment
4. explain the importance of using **products, equipment and techniques** to suit clients treatment needs and **skin condition**
5. describe the effects and benefits of self tanning treatments and products on the skin
6. describe the structure and function of the skin
7. describe the **contra-actions** which might occur during or following treatments and how to respond
8. explain the importance of completing the treatment to the satisfaction of the client
9. explain the importance of completing treatment records
10. describe the **methods of evaluating** the effectiveness of the treatment
11. describe the **aftercare advice** that should be provide

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 sterilising, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, following manufacturer's instructions, ventilation, equipment testing, PPE

Products, equipment and techniques

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

Equipment: Gun, compressors, tanning tent

Techniques: Applying cream or lotion self-tanning products, application of spray tan following manufacturer's instructions

Skin conditions

Sensitive, mature, dehydrated

Aftercare advice

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

Contra-actions

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

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 314

Apply and maintain nail enhancements

Level:	3
GLH:	111
Credit value:	15
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
UAN number:	A/601/4444
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in preparing for and applying nail enhancements. The knowledge and skills gained in this unit includes the preparation for, application, maintenance and removal of UV gel, wraps and liquid and powder nail enhancement systems

Learning outcomes

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

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, units 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 treatment **objectives**
3. carry out nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin types** and nail conditions

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environment conditions** suitable for nail enhancement services
3. describe different **consultation techniques** used to identify treatment **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, **skin types** and nail conditions
6. describe the different **skin and nail conditions**
7. explain the **contra-indications** that 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

Provide protection for 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, fibre glass, 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, air filter, extractor

Skin types

Normal, dry, oily, combination

Environmental conditions

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

Skin and nail conditions

Skin conditions: 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,

Contra-indications

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

Restrict treatment: broken bones, recent scar tissue, skin-allergies, cuts and abrasions, skin/nail disorders, recent fractures and sprains, product allergies, respiratory conditions

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Outcome 2 Be able to provide nail enhancement services

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 client's service needs, **nail and skin conditions**
5. complete the service to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 clients service needs, **nail and skin conditions**
5. describe how services can be adapted to suit client service needs, **nail and skin 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. explain the importance of completing the service to the satisfaction of the client
9. explain the importance of completing the treatment records
10. describe the **methods of evaluation** the effectiveness of the treatment
11. describe the chemical process involved in the nail enhancement systems
12. describe the structure and functions of the nail and skin
13. 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, equipment and techniques

Products: Adhesives, tips, powders, primer oils, UV gels, natural nail cleansers and dehydrators, resins, setting agents, fibre glass, 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, air filter, extractor

Techniques: Natural nail overlay, tip and overlay maintenance and removal for gel, acrylic and fiberglass/silk.

Nail and skin conditions

Skin conditions: 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,

Aftercare advice

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

Contra-actions

Natural nail is infected, erythema, swelling, irritation

Methods of evaluation

Visual, verbal, written feedback, repeat business

Nail shapes

Oval, tapered, square, squoval, claw, fan, pointed

Unit 316

Creative hairdressing design skills

Level:	3
GLH:	60
Credit value:	8
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
UAN number:	H/600/8637
Aim:	The aim of this unit is allow the learner to develop their personal creativity by exploring, researching and demonstrating a variety of complex creative dressing techniques, incorporating a range of temporary hair extensions, accessories and ornamentation. The learner will then be able to develop a plan and incorporate their hair extensions, accessories and ornamentation into a creative hair design, to achieve different, finished looks.

Learning outcomes

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

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

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

This unit is linked to the Hairdressing NOS, unit GH21.

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 styling service

Practical skills

The learner can:

1. identify **opportunities** for creating a total look
2. research ideas for developing the **image** of the total look
3. create and provide a detailed **design plan** for the total look
4. agree **design plan** with others involved in a manner which promotes good working relationships
5. evaluate the **design plan**.

Underpinning knowledge

The learner can:

1. explain how to research and develop ideas for creating an **image** for a total look
2. describe ways of combining **styling, dressing and finishing techniques** to create the completed total look
3. explain ways of presenting a created image and look effectively
4. describe methods of evaluating the **design plan**
5. describe the potential commercial benefits of developing and creating design work
6. state the importance of accurate planning, attention to detail and working to timescales
7. explain how the venue could affect design plans
8. describe how to remedy **problems** that may occur with the different **opportunities** for creating an **image**.

Range

Opportunities

Hairdressing competition work, hair show, photographic session

Image

Avant-garde, based on a theme, commercial

Design Plan

Creative techniques, combination of styling, dressing and finishing techniques, clothes, make-up, accessories, tools and equipment, products, media and budget

Styling, dressing and finishing techniques

Pin-curling, finger-waving, twisting, knotting, plaiting, weaving and incorporation of temporary hair extensions (wefts, pin-curls, ringlets, switches, wiglets), accessories and ornamentation

Problems

Availability of models, space limitations, venue restriction, budget, availability of resources

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Outcome 2 Be able to provide styling service

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. select other **services** to complement the image and look
3. select and use products, tools and equipment required to achieve the **image**
4. use and combine techniques and skills to present the **image**
5. create the finished **image** to the requirements of the final **design plan**
6. evaluate the finished result
7. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account
2. outline the **skills required for presenting the image**
3. explain how other services can develop and complement the image and look
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 cooperatively with others, following salon requirements

Services

Colouring, perming, cutting, styling and dressing, adding hair, shaving

Image

Avant-garde, based on a theme, commercial

Design plan

Creative techniques, combination of styling, dressing and finishing techniques, clothes, make-up, accessories, tools and equipment, products, media, budget

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

Safety considerations

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

Skills required for presenting the image

Verbal, visual, body language, multi media

Unit 317

Apply individual permanent lashes

Level:	3
GLH:	38
Credit value:	4
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
UAN number:	D/601/3562
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing single eyelash extension 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 individual permanent lash treatments
2. Be able to provide individual permanent lash 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.

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Outcome 1 Be able to prepare for individual permanent lash treatments

Practical skills

The learner can:

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

Patch test/sensitivity test for adhesive and solvents

Products, tools and equipment

Products: lashes, glue, eye make-up remover, cleansing product

Tools: tweezers, orange wood stick, spatula

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

Environmental conditions

Warmth, ventilation, lighting, 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: inflamed eye area, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, diabetes, high/low blood pressure, undiagnosed lumps and swellings

Eyelash treatments

Tinting, perming, semi-permanent

Lashes: flared lashes, strip lashes

Individual permanent lashes: single lash system, Y type lashes, coloured lashes, varying curls of single lashes, varying thickness of single lashes

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Outcome 2 Be able to provide individual permanent lash 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 and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 and facial characteristics
5. describe how treatments can be adapted to suit client treatment needs and facial characteristics
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure of the hair and hair growth cycle
12. describe the main diseases and disorders 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, positioning of client and therapist

Products, tools and equipment

Products: lashes, glue, eye make-up remover, cleansing product

Tools: tweezers, orange wood stick, spatula

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

Aftercare Advice

Care of single eyelashes, suitable products, maintenance routine, and importance of professional removal

Contra-actions

Stinging, watery eyes, allergic reaction

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 318

Intimate waxing for male clients

Level:	3
GLH:	37
Credit value:	4
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
UAN number:	R/601/3560
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing male intimate waxing 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 intimate waxing for male clients
2. Be able to provide for intimate waxing for male clients

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B27.

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 intimate waxing for male clients

Practical skills

The learner can:

1. prepare themselves, client and work area for male intimate 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, **skin and hair types and conditions**
6. use correct **terminology** when carrying out male intimate waxing treatment

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. describe the **environmental conditions** suitable for intimate male waxing treatments
3. describe the different **consultation techniques** used to identify treatment objectives
4. explain 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, **skin and hair types and conditions**
6. explain the **contra-indications** that prevent or restrict waxing treatments
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

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

Patch test/sensitivity test

Products tools and equipment

Products: hot wax, pre-waxing products, soothing products

Tools: spatula, tweezers

Equipment: wax heaters, trolley, couch, magnifying lap

Skin and hair types and conditions

Skin types: normal, dry, oily, combination.

General conditions: sensitive, dehydrated

Differences related to gender: hairiness, muscle bulk, fat distribution

Differences related to age: thinness of skin, elasticity

Distinction between non-medical treatable skin conditions and those which should be referred

Hair types: vellus, terminal

Terminology

Male genitalia: penis, scrotum, testes, urethra, anus

Environmental conditions

Warmth, ventilation, lighting, 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

Restrict treatment: broken bones, recent scar tissue, skin-allergies, cuts and abrasions, diabetes, heart disease/conditions, high and low blood pressure, skin disorders, undiagnosed lumps and swellings, product allergies, circulatory conditions, dysfunction of the nervous system

Alternative methods of hair removal

Shaving, razoring, depilatory cream, electrolysis, IPL

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Outcome 2 Be able to provide for intimate waxing for male clients

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 clients treatment needs, **skin and hair types and conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 and **skin and hair types and conditions**
5. describe how treatments can be adapted to suit client treatment needs, skin and hair types conditions
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure, growth and repair of the skin
12. explain skin types, conditions, diseases and disorders
13. describe the structure and function of the hair
14. describe the hair types, growth patterns and causes of hair growth
15. describe the structure of the male genitalia
16. describe the **normal response** of the skin to waxing treatments

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

Products, tools, equipment and techniques

Products: hot wax, pre-waxing products, soothing products

Tools: spatula, tweezers

Equipment: wax heaters, trolley, couch, magnifying lap

Techniques: Brazilian - hair is removed from pubic area, leaving a strip 2.5cm wide up and over pubic mound, Total intimate hair removal - hair is removed from lower back, buttocks, anus, scrotum and penis

Skin and hair types and conditions

Skin types: normal, dry, oily, combination

General conditions: sensitive, dehydrated

Differences related to gender: hairiness, muscle bulk, fat distribution

Differences related to age: thinness of skin, elasticity

Distinction between non-medical treatable skin conditions and those which should be referred

Hair types: vellus, terminal

Aftercare advice

24 hours following treatment: no heat treatments. 12 hours following treatment: avoid using products other than those recommended for after care, avoid touching the area. Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

Contra-actions

Bruising, bleeding, and removal of skin

Methods of evaluating

Visual, verbal, written feedback, repeat business

Normal response

Erythema, swelling

Unit 319

Intimate waxing for female clients

Level:	3
GLH:	37
Credit value:	4
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
UAN number:	Y/601/3561
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing female intimate waxing services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

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

1. Be able to prepare for intimate waxing for female clients
2. Be able to provide intimate waxing for female clients

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to the Beauty Therapy NOS, unit B26.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for intimate waxing for female clients

Practical skills

The learner can:

1. prepare themselves, client and work area for female intimate 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, **skin and hair types and conditions**
6. use correct **terminology** when carrying out female intimate waxing treatment

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. describe the **environmental conditions** suitable for intimate female waxing treatments
3. describe the different **consultation techniques** used to identify treatment objectives
4. explain 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, **skin and hair types and conditions**
6. explain the **contra-indications** that prevent or restrict waxing treatments
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

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

Patch test/sensitivity test

Products, tools and equipment

Products: hot wax, pre-waxing products, soothing products

Tools: spatula, tweezers

Equipment: wax heaters, trolley, couch, magnifying lap

Skin and hair types and conditions

Skin types: normal, dry, oily, combination.

General conditions: sensitive, dehydrated

Differences related to gender: hairiness, muscle bulk, fat distribution.

Differences related to age: thinness of skin, elasticity

Distinction between non-medical treatable skin conditions and those which should be referred

Hair types: vellus, terminal

Terminology

Female genitalia: Vagina, labia, clitoris, anus

Environmental conditions

Warmth, ventilation, lighting, 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

Restrict treatment: broken bones, recent scar tissue, skin-allergies, cuts and abrasions, diabetes, heart disease/conditions, high and low blood pressure, skin disorders, undiagnosed lumps and swellings, product allergies, circulatory conditions, dysfunction of the nervous system

Alternative methods of hair removal

Shaving, razoring, depilatory cream, electrolysis, IPL

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Outcome 2 Be able to provide intimate waxing for female clients

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 clients treatment needs, **skin and hair types and conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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. 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 hair types and conditions**
5. describe how treatments can be adapted to suit client treatment needs, skin and hair types and conditions
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure, growth and repair of the skin
12. describe skin types, conditions, diseases and disorders of the skin
13. describe the structure and function of the hair
14. describe the hair types, growth patterns and causes of hair growth
15. describe the structure of the female genitalia
16. describe the **normal response** of the skin to waxing treatments

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

Products, tools, equipment and techniques

Products: hot wax, pre-waxing products, soothing products

Tools: spatula, tweezers

Equipment: wax heaters, trolley, couch, magnifying lap

Techniques: Hollywood – all hair removed from both the pubic and anal area, Brazilian – hair removed from pubic area leaving a strip of approximately 2.5 cm wide up and over pubic mound, Playboy – hair removed from pubic and anal area leaving a pencil wide strip of hair up and over pubic mound

Skin and hair types and conditions

Skin types: normal, dry, oily, combination.

General conditions: sensitive, dehydrated

Differences related to gender: hairiness, muscle bulk, fat distribution.

Differences related to age: thinness of skin, elasticity

Distinction between non-medical treatable skin conditions and those which should be referred

Hair types: vellus, terminal

Aftercare advice

24 hours following treatment: no heat treatments. 12 hours following treatment: avoid using products other than those recommended for after care, avoid touching the area. Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

Contra-actions

Bruising, bleeding, removal of skin

Methods of evaluating

Visual, verbal, written feedback, repeat business

Normal response

Erythema, swelling

Unit 320

Enhance nails using electric files

Level:	3
GLH:	29
Credit value:	3
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
UAN number:	T/601/5334
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about preparing and finishing nail overlays using electric files. 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 enhance nails using electric files
2. Be able to provide for enhance nails using electric files

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit N12.

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 enhance nails using electric files

Practical skills

The learner can:

1. prepare themselves, client and work area for enhancing nails using electric files
2. use suitable **consultation techniques** to identify treatment objectives
3. carry out skin analysis and any relevant tests
4. provide clear recommendations to the client
5. select electric nail files, attachments and **equipment** to suit client treatment needs, **nail types and conditions**

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. describe the **environmental conditions** suitable for nail services using electric files
3. describe the different **consultation techniques** used to identify treatment objectives
4. describe how to select products, equipment and techniques to suit client **nails types and conditions**
5. identify the range of **equipment** used for nail services using electric files
6. describe the correct use of different types of electric filing **equipment**
7. explain the **contra-indications** that prevent or restrict nail services using electric files

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

Equipment:

Electric files, attachment heads, compressor, nail table, stools, light, extractor

Nail types and 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, lighting, privacy, volume and type of music/sounds, pleasant aroma

Contra-indications

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

Restrict treatment: broken bones, recent scar tissue, skin-allergies, cuts and abrasions, skin/nail disorders, recent fractures and sprains, product allergies, respiratory conditions

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Outcome 2 Be able to provide for enhance nails using electric files

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. explain the importance of positioning themselves and the client correctly throughout the treatment
3. identify tools and equipment used with nail service using electric files
4. describe the structure of the nail
5. describe the main diseases and disorders of the nail
6. describe the dangers of incorrect use of electric files
7. state the **contra-actions** which might occur during and following treatment and how to respond
8. describe **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

Equipment:

Electric files, attachment heads, compressor, nail table, stools, light, extractor

Aftercare advice

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

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, manufacturer's instructions, positioning of client and nail technicians, removal of accessories, PPE (dust mask, safety glasses, uniform), ventilation

Contra-actions

Severe erythema, allergic reaction

Unit 321

Apply micro-dermabrasion

Level:	3
GLH:	39
Credit value:	4
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
UAN number:	K/601/5329
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing micro-dermabrasion 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 skin treatment using micro dermabrasion
2. Be able to provide skin treatment using micro dermabrasion

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B13 and B14

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

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Outcome 1 Be able to prepare for skin treatment using micro-dermabrasion

Practical skills

The learner can:

1. prepare themselves, client and work area for micro-dermabrasion skin treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. advise the client on how to prepare for the treatment
4. carry out a skin analysis
5. provide clear recommendations to the client
6. select **products** and tools 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. describe the **environmental conditions** suitable for micro-dermabrasion skin treatment
3. describe the different **consultation techniques** used to identify treatment objectives
4. describe how to select **products** and tools to suit client treatment needs, **skin types and conditions**
5. describe known **contra-indications** that may restrict or prevent micro-dermabrasion treatment
6. describe the importance of carrying out a skin analysis
7. describe the effects and **benefits** of a micro-dermabrasion 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

Products

Cleansers, toners, moisturisers, specialist products

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Environmental conditions

Warmth, ventilation, lighting, 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, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

Benefits

Improved skin texture and condition

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Outcome 2 Be able to provide skin treatment using micro dermabrasion

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 techniques to suit clients treatment needs, **skin types and conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 and techniques to suit clients treatment needs, **skin types and conditions**
5. describe how treatment 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. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure and function of the skin
12. describe the main diseases and disorders of the skin
13. describe skin types, conditions and characteristics
14. describe the growth cycle and repair of the skin
15. explain how natural ageing, lifestyle and environmental factors affect the condition 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, positioning of client and therapist, removal of accessories, duration of equipment usage, equipment testing

Products

Cleansers, toners, moisturisers, specialist products

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Aftercare advice

24 hours following treatment: no heat treatments. 12 hours following treatment: avoid make-up, avoid touching the area. Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 322

Apply stone therapy massage

Level:	3
GLH:	75
Credit value:	9
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
UAN number:	H/601/4454
Aim:	This is a preparation for work unit which is based on capability and knowledge the unit is about providing stone therapy massage using hot and cold stones.

Learning outcomes

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

1. Be able to prepare for stone therapy massage
2. Be able to carry out stone therapy massage

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B28.

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 stone therapy massage

Practical skills

The learner can:

1. prepare themselves, client and work area for stone therapy massage
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out body analysis and relevant **tests**
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. describe the **environmental conditions** suitable for stone therapy massage
3. describe the different **consultation techniques** used to identify treatment **objectives**
4. explain the importance of carrying out a detailed body analysis and relevant **tests**
5. describe how to select **products, tools and equipment** to suit client treatment needs
6. explain the **contra-indications** that prevent or restrict stone therapy massage
7. describe the **types of stones**, their properties and uses
8. describe the historical and cultural background for stone therapy massage
9. describe how stones should be stored

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

Relaxing, balancing, uplifting, sense of wellbeing, relief from muscular tension

Tests

Tactile sensation and heat sensitivity test

Products, tools and equipment

Products: massage media, oils, creams

Tools: stones

Equipment: professional stone heater, cooling system, couch, trolley

Environmental conditions

Warmth, ventilation, lighting, 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, dysfunction of the muscular system, dysfunction of the nervous system, eye infections, deep vein thrombosis, during chemotherapy, during radiotherapy.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin-allergies, cuts and abrasions, varicose veins, epilepsy, diabetes, heart disease, high and low blood pressure, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, respiratory conditions, circulatory conditions, phlebitis and pregnancy.

Types of stones

Basalt, marine, marble, semi-precious stones

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Outcome 2 Be able to carry out stone therapy massage

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. evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure, function, position and action of the muscles of the body
12. describe the location, function and structure of the bones of the body
13. describe the location, function and structure and function of the circulatory and lymphatic systems for the body
14. describe the **physical and psychological effects** of the hot and cold stone therapy

Range

Communicate and behave

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology, 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: massage media, oils, creams

Tools: stones

Equipment: professional stone heater, cooling system, couch, trolley

Stone therapy techniques: rotation of stones, alternation of hot and cold stones, use of hot or cold stones only, combination of stone types and sizes

Treatment techniques: effleurage, petrissage, friction, tapping, tucking, placement, trigger point

Aftercare advice

12-24 hours following treatment: no physical exercise, ensure light food intake, no alcohol, rest, increase water intake

Suggest further treatment, recommend products, recommend lifestyle changes, postural awareness

Methods of evaluating

Visual, verbal, written feedback, repeat business

Physical and psychological effects

Psychological: stress relief, relaxation, uplifting, stimulating

Physical: improving blood and lymph circulation, stimulating or sedating nerve endings, improving skin texture and condition

Unit 323

Design and apply face and body art

Level:	3
GLH:	51
Credit value:	6
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
UAN number:	J/601/5466
Aim:	This is a preparation for work unit which is based on capability and knowledge. The unit is about design and application of face and body art. The knowledge and practical skill achieved in this unit include research and design for face and body art make up application to include manual and airbrush 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 plan and prepare for face and body art design
2. Be able to apply face and body art design

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 plan and prepare for face and body art design

Practical skills

The learner can:

1. use research methods to create the **design plan**
2. prepare themselves client and work area for the application
3. use suitable techniques to identify the design objective
4. carry out skin sensitivity test, if required
5. select **products, tools** and equipment to suit the design objectives, client/model **skin type and condition**

Underpinning knowledge

The learner can:

1. explain the importance of preparing and developing a **design plan**
2. describe the **environmental conditions** suitable for face and body art design
3. describe the different consultation techniques used to identify design objectives
4. explain the importance of carrying out sensitivity tests
5. describe how to select **products, tools** and equipment to suit the design objectives
6. explain the **contra-indications** which may prevent or restrict face and body art design

Range

Design plan

Creative techniques, make-up, accessories, tools and equipment, products, media, budget

Products and tools

Coloured inks, water based paints, oil based paints, aqua paints, translucent powder, body gems, glitter, sequins, transfer tattoos and other adornment, brushes, sponges

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Environmental conditions

Warmth, ventilation, lighting, 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 face and body art design

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety work practices**
3. position themselves and client correctly throughout the application
4. use **products, tools**, equipment and techniques to suit the design objective, client **skin type and condition**
5. complete the make – up to meet design objectives
6. record and evaluate the results of the application
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 meet the design objectives, client **skin type and condition**
5. describe how application can be adapted to suit the design plan, client **skin type and condition**
6. state the **contra-actions** that may occur during and following application and how to respond
7. explain the importance of completing the make-up to meet the design
8. explain the importance of recording and evaluating the results of the make – up design
9. describe the **aftercare advice** that should be provided
10. describe the structure and function of the skin
11. describe the diseases and disorders of the skin
12. describe **skin types and conditions**

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 and tools

Coloured inks, water-based paints, oil based paints, aqua paints, translucent powder, body gems, glitter, sequins, transfer tattoos and other adornment, brushes, sponges

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Aftercare advice

Methods of removal, product recommendations and maintenance advice

Contra-actions

Severe erythema, swelling, irritation

Unit 324

Fashion and photographic make-up

Level:	3
GLH:	66
Credit value:	7
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
UAN number:	M/601/5509
Aim:	This is a preparation for work unit which is based on capability and knowledge. The unit is about designing and apply fashion and photographic make up to include current fashion trends and associated make up, historical/period and special occasion make up. The unit will also require evidence of monochrome and black and white images. The knowledge gained in this unit includes preparing for and providing to fashion and photographic. 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 fashion and photographic make-up
2. Be able to apply fashion and photographic make-up

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit 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 prepare for fashion and photographic make-up

Practical skills

The learner can:

1. use a range of research methods to create the **design plan**
2. prepare themselves, client and work area for fashion and photographic make up
3. use suitable techniques to identify the design objective
4. Carry out **skin sensitivity test**, if required
5. select **products, tools and equipment** to suit the design objectives, client **skin type and condition**

Underpinning knowledge

The learner can:

1. describe the importance of working to a budget
2. describe ways of effectively presenting a **design plan**
3. explain the importance of preparing and developing a **design plan**
4. describe the **environmental conditions** suitable for fashion and photographic make - up
5. describe the **consultation techniques** used to identify design objectives
6. explain the importance of carrying **skin sensitivity tests**
7. describe how to select **products, tools and equipment** to suit the design objectives
8. explain the **contra-indications** that may prevent or restrict make up application

Range

Design Plan

Physical images of media and special effects, make-up undertaken, record of techniques, tools, equipment and products used to achieve the effects

Skin sensitivity test

Glue, adhesives

Products, tools and equipment

Products: concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss, false eyelashes, liquid latex, liquid 'blood', coloured cosmetics, pancake, petroleum jelly, powders, spirit gum, spirit remover, food colourings, cereals, other texturising materials

Tools and equipments: Brushes, fingers, sponges, velour puffs, cotton wool, disposable spatulas, modelling tools, mixing palette, palette, spatula, headband, gown, disposable applicators, mirrors, towels

Environmental conditions

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

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

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 fashion and photographic 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 make up application
4. use **products, tools, equipment** and techniques to suit the design objective, client **skin type and condition**
5. record and evaluate the effectiveness of the application
6. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 design
4. explain the importance of using **products, tools, equipment** and techniques to meet the design objectives, client skin type and condition
5. describe how application can be adapted to suit the design plan, client **skin type and condition**
6. state the **contra-actions** that may occur during and following the application and how to respond
7. explain the importance of completing the design application to meet the design objectives
8. explain the importance of recording and evaluating the make up design
9. describe the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe skin types, conditions, diseases and disorders

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: concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss, false eyelashes, liquid latex, liquid 'blood', coloured cosmetics, pancake, petroleum jelly, powders, spirit gum, spirit remover, food colourings, cereals, other texturising materials

Tools and equipment: Brushes, fingers, sponges, velour puffs, cotton wool, disposable spatulas, modelling tools, mixing palette, palette, spatula, headband, gown, disposable applicators, mirrors, towels

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Contra-actions

Severe erythema, swelling, irritation

Aftercare advice

Methods of removal, product recommendations and maintenance advice

Unit 325

Monitor and maintain spa area

Level:	3
GLH:	45
Credit value:	5
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
UAN number:	D/601/4212
Aim:	This is a preparation for work unit which is based on capability and knowledge the unit is about monitoring and maintaining the spa area. The knowledge and practical skill achieved in this unit includes monitoring and maintaining spa equipment to include a range of spa equipment sauna, steam, hydrotherapy and flotation 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 and monitor the spa area
2. Be able to maintain the spa area

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit S2.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Outcome 1 Error! No text of specified style in document.
Be able to prepare and monitor the spa area

Practical skills

The learner can:

1. prepare spa area and **equipment**
2. carry out relevant **tests** on **equipment** and record results according to organisational requirements and manufacturers instructions
3. monitor the spa **environment** and **equipment** according to organisational requirements and manufactures instructions
4. monitor client safety and well being

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing spa **equipment** and treatment area
2. describe **environmental conditions** suitable for the spa treatment area
3. explain the importance of carrying out detailed relevant **tests** according to organisational requirements and manufactures instructions
4. explain the importance of monitoring the spa environment and equipment according to organisational requirements and manufactures instructions.
5. explain the importance of monitoring clients safety and wellbeing in the spa area

Range

Equipment

Sauna, steam, hydrotherapy, flotation

Tests

Water testing, chemical testing

Environmental conditions

Lighting, heating, ventilation, suitable noise level, appropriate music

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Outcome 2 Be able to maintain the spa area

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. use **products, tools and equipment** according to organisational requirements and manufactures instructions
4. evaluate and record the results of the spa equipment tests

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of using **products, tools and equipment** according to organisational requirements and manufactures instructions
4. describe the effects and benefits of regular spa equipment maintenance
5. explain the importance of completing spa equipment tests and keeping relevant records
6. explain the importance of completing treatment records
7. describe the **methods of evaluating** the effectiveness of the spa equipment tests
8. explain why the spa area should be maintained following a spa session

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, manufacturer's instructions, positioning of client, removal of accessories, ventilation

Products, tools and equipment

Products: cleaning products

Tools: tools for testing equipment

Equipment: sauna, steam hydrotherapy, flotation

Methods of evaluating

Visual, verbal, written feedback, repeat business.

Unit 326

Provide spa treatments

Level:	3
GLH:	48
Credit value:	7
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
UAN number:	K/601/4116
Aim:	This is a preparation for work unit which is based on capability and knowledge. The unit is about providing spa treatments. The knowledge gained in this unit includes preparing and providing spa 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 spa treatments
2. Be able to provide spa Treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit S3.

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 spa treatments

Practical skills

The learner can:

1. prepare themselves, client and work area for **spa treatments**
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out body assessment and relevant **tests**
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client's treatment needs

Underpinning knowledge

The learner can:

1. explain salon requirements for preparing themselves, the client and work area
2. explain the **environmental conditions** suitable for **spa treatments**
3. explain the different **consultation techniques** used to identify treatment **objectives**
4. explain the importance of carrying out a detailed body assessment and relevant **tests**
5. explain how to select **products, tools and equipment** to suit client's treatment needs
6. explain the **contra-indications** that prevent or restrict spa treatments

Range

Spa treatments

Sauna, steam, body wraps

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

Improve skin condition, the appearance of underlying muscle tissue, body contours, circulation, the appearance of cellulite

Tests

Patch test/sensitivity test

Products, tools and equipment

Products: Body wrap products (to include seaweed, thermal and cryo-based products), cleansing and exfoliation products, body masks

Tools and equipment: Body wrapping materials, heat blankets/heat wraps, body contour wrapping, couch, trolley, bowls, spatulas, and body brush, sauna, steam bath

Environmental conditions

Warmth, ventilation, lighting, 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, skin-allergies, cuts and abrasions, skin disorders, recent fractures and sprains, product allergies, respiratory conditions, dysfunction of the nervous system, recent botox, facial piercing, metal pins and plates and pregnancy

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Outcome 2 Be able to provide spa 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 client's treatment needs
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. explain **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 the effects and benefits of spa equipment and products on the skin and underlying structures
6. describe how treatments can be adapted to suit client treatment needs
7. explain the importance of keeping clients under observation while using spa equipment
8. state the **contra-actions** that may occur during and following treatments and how to respond
9. explain the importance of completing the treatment to the satisfaction of the client
10. explain the importance of completing treatment records
11. explain the **methods of evaluating** the effectiveness of the treatment
12. describe the **aftercare advice** that should be provided
13. explain the structure, growth and repair of the skin
14. explain skin conditions, diseases and disorders
15. explain the structure and function of the circulatory and lymphatic systems for the body
16. explain the structure and function of the nervous system for the body
17. explain how the ageing process, lifestyle and environmental factors affect the skin, body conditions and underlying structures

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: Body wrap products, cleansing and exfoliation products

Tools and equipment: Body wrapping materials, heat blankets/heat wraps, body contour wrapping, couch, trolley, bowls, spatulas, and body brush

Aftercare advice

24 hours following treatment: no heat treatments, no strenuous exercise.

12 hours following treatment: avoid touching the area

Dietary advice, homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

Contra-actions

Severe erythema, swelling, irritation

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 327

Apply airbrush make-up to the face

Level:	3
GLH:	27
Credit value:	4
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
UAN number:	R/601/3932
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in planning and applying airbrush make-up to the face. The knowledge gained in this unit includes airbrush make-up techniques and the research and design of make-up plans.

Learning outcomes

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

1. Be able to plan and prepare for airbrush make-up
2. Be able to provide airbrush make-up application

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B12

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 plan and prepare for airbrush make-up

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. explain the importance of preparing and developing airbrush make-up design plans
2. describe salon requirements for preparing themselves, the client and work area
3. describe the **environmental conditions** suitable for airbrush make-up treatment
4. describe the different **consultation techniques** used to identify treatment **objectives**
5. explain the importance of carrying out a detailed skin analysis and relevant tests
6. describe how to select **products, tools and equipment** to suit client treatment needs, **skin type and conditions**
7. explain the **contra-indications** that prevent or restrict airbrush make-up

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

Equipment: sponges, palette, spatula, headband, gown, brushes, disposable applicators, compressor, airbrush guns

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Environmental conditions

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

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 provide airbrush make up application

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 meet design plan and to suit clients treatment needs, **skin types and conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 meet design plan and to suit clients treatment needs, **skin types and conditions**
5. describe how treatment 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. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the different **skin types and conditions**
12. 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 cooperatively with others, following salon requirements

Health and safety working practices

Methods of sterilisation, 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.

Equipment: sponges, palette, spatula, headband, gown, brushes, disposable applicators, compressor, airbrush guns

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

Contra-actions

Perspiration, irritation, swelling, excessive erythema, watery eyes

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 328

Airbrush design for the nails

Level:	3
GLH:	22
Credit value:	4
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
UAN number:	L/601/3931
Aim:	This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in planning and applying airbrush nail art designs. The knowledge gained in this unit includes airbrush nail art techniques and the research and design of nail art plans

Learning outcomes

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

1. Be able to plan and prepare for airbrush nail art services
2. Be able to provide airbrush nail art services

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit N11.

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 plan and prepare for airbrush nail art services

Practical skills

The learner can:

1. develop airbrush nail art design plans using research material and resources
2. prepare themselves, client and work area for airbrush nail art services
3. use suitable **consultation techniques** to identify treatment objectives
4. carry out a nail and skin analysis
5. provide clear recommendations to the client
6. select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**

Underpinning knowledge

The learner can:

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

Products, tools and equipment

Products: paints

Tools: stencils, airbrush gun

Equipment: compressor

Skin and nail conditions

Skin conditions: 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,

Environmental conditions

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

Contra-indications

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

Restrict treatment: broken bones, recent scar tissue, skin-allergies, cuts and abrasions, skin disorders, recent fractures and sprains, product allergies, respiratory conditions, dysfunction of the nervous system, recent botox, facial piercing, metal pins and plates and pregnancy.

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Outcome 2 Be able to provide airbrush nail art services

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 meet design plan and to suit clients treatment needs **nail and skin conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 meet design plan and to suit clients treatment needs, **nail and skin conditions**
5. describe how treatment 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. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure and function of the nail and skin
12. describe the different **skin types** and conditions
13. 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, legislation, manufacturer's instructions, positioning of client and nail technicians, removal of accessories, PPE, ventilation

Products, tools and equipment

Products: paints

Tools: stencils, airbrush gun

Equipment: compressor

Nail and skin conditions

Skin conditions: 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

Aftercare advice

Suitable products, care of hand and nails, future treatment needs

Contra-actions

Severe erythema, allergic reaction

Methods of evaluating

Visual, verbal, written feedback, repeat business

Skin types

Normal, dry, oily, combination

Nail shapes

Oval, tapered, square, squoval, claw, fan, pointed

Unit 329

Design and apply nail art

Level:	3
GLH:	39
Credit value:	5
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
UAN number:	K/601/4794
Aim:	<p>This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in planning, designing and applying nail art. The knowledge gained in this unit includes nail art techniques and the research and design of nail art plans.</p> <p>To carry out this unit the learner will need to maintain effective health safety and hygiene procedures throughout their work.</p>

Learning outcomes

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

1. Be able to prepare, design and plan for nail art
2. Be able to provide the nail art service

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, units N9 and N10.

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, design and plan for nail art

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Design plan

Physical images of media and special effects, design, record of techniques, tools, equipment and products used to achieve the effects

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

Skin and nail conditions

Skin conditions: 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, lighting, 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, during chemotherapy, during radiotherapy

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

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Outcome 2 Be able to provide the 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 meet **design plan** and to suit clients service needs and **nail and skin conditions**
5. complete the service to the satisfaction of the client
6. evaluate the results of the service
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain 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 service
4. explain the importance of using **products, tools, equipment and techniques** to meet **design plan** and to suit clients service needs, **nail and skin conditions**
5. describe how the service can be adapted to suit client needs
6. state the **contra-actions** that may occur during and following services and how to respond
7. explain the importance of completing the service to the satisfaction of the client
8. explain the importance of completing service records
9. describe the **methods of evaluating** the effectiveness of the service
10. describe the **aftercare advice** that should be provided
11. describe the structure and functions of the nail and skin
12. describe the different **skin and nail conditions**
13. 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, legislation, manufacturer's instructions, positioning of client and nail technicians, removal of accessories, PPE, ventilation

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

Skin and nail conditions

Skin conditions: 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 products, care of hand and nails, future treatment needs

Design plans

Physical images of media and special effects, make-up undertaken, record of techniques, tools, equipment and products used to achieve the effects

Contra-actions

Severe erythema, allergic reaction

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 330

Media make-up

Level:	3
GLH:	60
Credit value:	7
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
UAN number:	T/601/3566
Aim:	This unit is about providing media make-up service. 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 media make-up
2. Be able to provide media make-up

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B11 and B22

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 media make-up

Practical skills

The learner can:

1. prepare themselves, the model and work area for media make-up
2. use suitable **consultation techniques** to identify service objectives
3. identify influencing factors
4. provide clear recommendations based on factors
5. develop a mood board including **components** for media/character/special effect make-up techniques
6. present a **mood board**

Underpinning knowledge

The learner can:

1. describe requirements for **client preparation**, preparing themselves and the work area
2. describe different **consultation techniques** used to identify service objectives
3. describe the factors that need to be considered when selecting techniques, **products and equipment**
4. explain the environmental conditions suitable for media make-up
5. explain the safety considerations that must be taken into account when providing media make-up
6. identify the range of **tools and equipment** used for media make-up
7. identify products used and their key ingredients
8. explain how to develop a **mood board** to include **components** of media/character/special effects make-up techniques
9. describe the **aims and limitations** of media and special effects make-up
10. explain the principles of **colour theory**
11. describe the **skin types and characteristics**
12. explain the importance of skin compatibility checks prior to using media and special effects make-up
13. describe how to carry out compatibility tests
14. describe **adverse skin reactions** to products
15. explain known **contra-indications** that prevent or restrict media make-up

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

Components

Scars, burns, bruises and other 'casualty' effects, skin aging, facial contouring alterations

Mood board

Physical images of media and special effects, make-up undertaken, record of techniques, tools, equipment and products used to achieve the effects

Client preparation

Correct positioning on a suitable chair to ensure comfort for themselves and the individual, protecting clothing, removing accessories, consideration of suitable lighting, comfortable temperature

Products, tools and equipment

Products: liquid latex, liquid 'blood', coloured cosmetics, pancake, petroleum jelly, powders, spirit gum, spirit remover, food colourings, cereals, other texturising materials

Tools and equipment: Brushes, fingers, sponges, velour puffs, cotton wool, disposable spatulas, modelling tools, mixing palette, palette, spatula, headband, gown, disposable applicators, mirrors, towels

Aims and limitations

Consistency, coverage, how colours can be altered in different types of lighting, stability, its variance on different skin types, environment in which it is worn, limitations of colours available

Colour theory

Colour selection, effective blending of a range of media, special effects make-up, the colour wheel

Skin type and characteristics

Oily, dry, combination, different culture, skin tones

Adverse skin reactions

Erythema, skin irritation, swelling

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, dysfunction of the muscular system, dysfunction of the nervous system, eye infections, deep vein thrombosis, during chemotherapy, during radiotherapy

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

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Outcome 2 Be able to provide media make-up

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the model correctly throughout the service
3. select and use **products, tools, equipment** and techniques taking into account identified factors
4. apply media and special effects make-up to age a **character** using **components** and **prosthetic pieces**
5. record the techniques and **products** used
6. follow **safe and hygienic working practices**
7. identify **contra-actions** and take appropriate action during service
8. provide suitable advice on the removal of products
9. complete the service to the satisfaction of the client
10. evaluate the results of the service

Underpinning knowledge

The learner can:

1. describe how to **communicate and behave** in a professional manner
2. describe the importance of positioning themselves and the model correctly throughout the service
3. explain **safe and hygienic working practices**
4. explain **contra-actions** which might occur during and following the service and how to respond
5. explain the advice on the removal of products that should be provided
6. describe the importance of completing the service to the satisfaction of the client
7. describe the **methods of evaluating** the effectiveness of the service
8. explain how to carry out media and special effects make-up techniques to create characters using products
9. describe how to apply, preserve, maintain and safely remove small readymade **prosthetic pieces**
10. explain the importance of accurately recording the techniques and products used and of making a physical recording of the results

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

Products, tools and equipment

Products: liquid latex, liquid 'blood', coloured cosmetics, pancake, petroleum jelly, powders, spirit gum, spirit remover, food colourings, cereals, other texturising materials

Tools and equipment: Brushes, fingers, sponges, velour puffs, cotton wool, disposable spatulas, modelling tools, mixing palette, palette, spatula, headband, gown, disposable applicators, mirrors, towels

Characters

Witches, tramps, monsters, aging a character, scars, burns, bruises and other 'casualty' effects, using liquid latex, liquid 'blood' and coloured cosmetics

Components

Scars, burns, bruises and other 'casualty' effects, skin aging, facial contouring alterations

Prosthetic pieces

Ear tips, noses and chins

Safe and hygienic working practices

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

Contra-actions

Severe erythema, allergic reaction

Methods of evaluating

visual, verbal, written feedback, repeat business

Unit 331

Maintain personal health and wellbeing

Level:	3
GLH:	60
Credit value:	7
Assessment type:	This unit will be assessed by: knowledge and understanding in an on-line test
UAN number:	D/600/8779
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about maintaining personal health and wellbeing to include health eating and lifestyle choices and monitoring weight management

Learning outcomes

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

1. Be able to maintain personal health and wellbeing
2. Be able to monitor weight management

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 maintain personal health and wellbeing

Practical skills

The learner can:

1. access **sources of information** on health and wellbeing
2. compare own dietary intake with recommended daily intake

Underpinning knowledge

The learner can:

1. state sources of information available on personal health and wellbeing
2. describe the **components** that contribute to a balanced diet
3. describe how nutrients are absorbed within the human body
4. describe the effects of nutrients on the human body
5. describe the influencing **factors** that affect food intake and choice
6. state the principles of healthy eating **choices**
7. describe how to interpret retail food labelling
8. describe the **considerations** that need to be identified when looking at body image
9. describe how **lifestyle choices** affect personal health and wellbeing

Range

Sources of information

The Internet, NHS guidelines, government

Components

Fibre and water, and how nutrients are absorbed and their effects within the human body

Factors

Food intake, age, food allergies, pregnancy, eating disorders, cholesterol levels, salt intake, fat and sugar content

Choices

Budgetary constraints, cooking abilities and facilities, time restrictions, food preferences, cultural and religious beliefs

Considerations

Basal metabolic rate, body shape and type (endomorph, ectomorph and mesomorph), posture and weight. How to establish a person's body mass index, measure weight accurately and interpret reference tables and guides

Lifestyle choices

Sleep quality and patterns, working environments, shift patterns, work-life balance, smoking, drug, alcohol and substance abuse, stress levels and ways of coping with stress

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Outcome 2 Be able to monitor weight management

Practical skills

The learner can:

1. evaluate weight management programmes
2. evaluate **safe exercise methods**
3. **communicate** and behave in a professional manner
4. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. explain the principles of figure analysis
2. describe how to identify and analyse good posture
3. describe the **effects of poor posture** on the body
4. explain the principles of safe exercise on the human body
5. describe the benefits that regular activities have on fitness
6. describe how to measure and improve personal fitness
7. outline **safe and hygienic working practices**

Range

Safe exercise methods

Aerobic, isotonic, isometric and yoga

Communicate

Speaking, listening, body language, reading, recording, following instructions, presentation

Safe and hygienic working practices

Methods of sterilization, disposal of contaminated waste, legislation, PPE, relevant Health & Safety, instructions to others and own responsibility

Effects of poor posture

Hereditary and degenerative postural and figure faults, for example body fat and spinal curvatures (lordosis, scoliosis and kyphosis)

Unit 332

Explore technological developments within the hair, beauty and associated areas

Level:	3
GLH:	60
Credit value:	7
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
UAN number:	F/601/3568
Aim:	This is a preparation for work unit which is based on capability and knowledge. The aim of this unit is allow the learner to research the technological innovations within hair, beauty and associated areas in recent years.

Learning outcomes

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

1. Be able to research and produce a report on technological developments
2. Be able to present research results on technological developments

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 research and produce a report on technological developments

Practical skills

The learner can:

1. research into **technological developments** in hair, beauty and associated areas
2. produce a report on **technological developments**

Underpinning knowledge

The learner can:

1. describe the **technological developments** within hair, beauty and associated areas
2. describe the benefits and drawbacks of **technological developments**
3. describe details of the qualifications relevant to each **technological development**
4. describe the licensing and monitoring regulations that apply to each **technological development**
5. outline the popularity of each **technological development**
6. outline the average innovation
7. describe the consumer demand for **technological developments**

Range

Technological developments

Micro-pigmentation – enhancement to eyebrows, eyes, lips, beauty spots

Hair transplants – strips to follicle unit transportation

Hair extensions – clipped in, sewn in, glued or bonded in

Laser and light pulsed equipment – vascularity, pigmentation, removal of epidermal layers/wrinkles, photo-rejuvenation, hair removal

Injectables - dermal fillers, Botox

Chemical skin peeling – developments in chemical solutions

Tooth whitening – professional, home kits

Facial cosmetic surgery – rhinoplasty (nose surgery), otoplasty (ear surgery), rhytidectomy (face lift)

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Outcome 2 Be able to present research results on technological developments

Practical skills

The learner can:

1. present research results into **technological developments** using a variety of **presentation methods**, including ICT

Underpinning knowledge

The learner can:

1. describe different **presentation methods**

Range

Technological developments

Micro-pigmentation – enhancement to eyebrows, eyes, lips, beauty spots

Hair transplants – strips to follicle unit transportation

Hair extensions – clipped in, sewn in, glued or bonded in

Laser and light pulsed equipment – vascularity, pigmentation, removal of epidermal layers/wrinkles, photo-rejuvenation, hair removal

Injectables - dermal fillers, Botox

Chemical skin peeling – developments in chemical solutions

Tooth whitening – professional, home kits

Facial cosmetic surgery – rhinoplasty (nose surgery), otoplasty (ear surgery), rhytidectomy (face lift)

Presentation methods

Using ICT, handouts, visual aid, verbal, diagrams, charts

Unit 333

Camouflage make-up

Level:	3
GLH:	60
Credit value:	7
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
UAN number:	D/601/4355
Aim:	<p>This is a preparation for work unit which is based on capability and knowledge. This unit is about providing camouflage make-up.</p> <p>To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.</p>

Learning outcomes

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

1. Be able to prepare for camouflage make-up
2. Be able to provide the application of camouflage make-up

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B22.

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 camouflage make-up

Practical skills

The learner can:

1. prepare themselves, the client and work area for a camouflage make-up
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 tools and equipment**
4. describe the **environmental conditions** suitable for camouflage make-up
5. describe the safety considerations that must be taken into account when providing camouflage make-up
6. identify the range of **equipment** used for camouflage make-up
7. identify **products** used and their key ingredients, their **qualities and limitations**
8. describe **contra-indications** that prevent or restrict camouflage make-up

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

Hyper and hypo pigmentation, erythema, scar tissue, birth marks, tattoos, skin types, dilated capillaries, client wishes

Preparation

Correct positioning on a suitable chair to ensure comfort for themselves and the individual, protecting clothing, removing accessories, client wishes, consideration of suitable lighting, comfortable temperature

Products, tools and equipment

Products: Creams, powders, setting products

Tools and equipment: Brushes, sponges, palettes, cotton wool, fingers, velour puffs, disposable spatulas, mixing palette

Environmental conditions

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

Qualities and limitations

Density of product, duration, waterproof

Contra-indications

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

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

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Outcome 2 Be able to provide the application of camouflage make-up

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, 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 **origins** of camouflage make-up
9. describe the principles of **colour theory**
10. describe different types of light
11. describe the structure and function of the skin
12. describe different **skin types, conditions and tones**

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, adjusting behaviour to support an individual, adopting a tactful and patient manner, applying empathy, being non-judgemental, being non-discriminatory

Products, tools and equipment

Products: Creams, powders, setting products

Tools and equipment: Brushes, sponges, palettes, cotton wool, fingers, velour puffs, disposable spatulas, mixing palette

Safe and hygienic working practices

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

Contra-actions

Irritation, swelling, erythema

Aftercare advice

Preserving and removing products, further guidance and treatment requirements, product recommendations

Methods of evaluating

Visual, verbal, written feedback, repeat business

Origins

Plastic surgeons in World War II, the present-day position, inter-relationship of camouflage make-up in beauty and allied healthcare sectors, ethical considerations when liaising with other professionals

Colour theory

Colour selection, effective blending of a range of media, special effects make-up, the colour wheel

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated

Unit 334

Nail enhancements and advanced hand and nail art techniques

Level:	3
GLH:	60
Credit value:	7
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
UAN number:	M/601/3565
Aim:	This is a preparation for work unit which is based on capability and knowledge. This unit is about providing nail enhancement 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 nail enhancements and hand and nail art treatments
2. Be able to provide nail enhancements and hand and nail art treatments

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, units N6, N7, N8, N9, N10, N11 and N12.

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 enhancements and hand and nail art treatments

Practical skills

The learner can:

1. prepare themselves, the client and work area for a nail enhancement treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. identify influencing **factors**
4. provide clear recommendations to the client based on **factors**
5. develop a **mood board** that demonstrates the ideas and concepts that can be used to reflect themes

Underpinning Knowledge

The learner can:

1. describe salon's requirement for client **preparation**, preparing themselves and the work area
2. describe different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting **techniques, products and equipment**
4. explain the **environmental conditions** suitable for nail enhancement treatments
5. explain the safety considerations that must be taken into account when providing nail enhancement treatments
6. describe the range of **tools and equipment** used for nail enhancement treatments
7. describe **products** used and their key ingredients
8. describe how to prepare and use nail art **products, tools, equipment and techniques**
9. describe how to plan and develop free-hand designs for hand and arm decoration
10. explain the importance of preparation procedures for natural nails and nail enhancement systems
11. explain the principles of general nail care
12. describe methods of selecting and using natural nail overlays, nail repairs and nail enhancement systems
13. explain known **contra-indications** that prevent or restrict nail enhancement

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

Length, shape and strength of the nail, adverse skin or nail conditions, nail growth rate, occasion, durability, fashion trends and cultural factors

Mood board

Images of nail art used, record of techniques, tools, equipment and products used to achieve the effects

Preparation

Correct positioning on a suitable chair to ensure comfort for themselves and the individual, protecting clothing, removing accessories, client wishes, consideration of suitable lighting, comfortable temperature

Products, tools, equipment and techniques

Products: adhesives, tips, powders, primer oils, UV gels, natural nail cleansers and dehydrators, resins, setting agents, fibreglass, silk, polish, polish remover, acrylic liquid, sanitisers colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

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

Equipment: table, hand support, UV lamp, light, training hand

Techniques: embedding, airbrushing, 3D, cut-outs and free-hand application

Environmental conditions

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

Contra-indications

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

Restrict treatment: broken bones, recent scar tissue, skin-allergies, cuts and abrasions, skin disorders, recent fractures and sprains, product allergies, respiratory conditions, dysfunction of the nervous system, recent botox, facial piercing, metal pins and plates and pregnancy

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Outcome 2 Be able to provide nail enhancements and hand and nail art treatments

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, tools and equipment** correctly taking into account identified **factors**
4. carry out a **nail enhancement** treatment using suitable **techniques**
5. carry out planned free hand designs to the nail, hand and arm using a suitable medium
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. describe the importance of positioning themselves and the client correctly throughout the treatment
3. explain **safe and hygienic working practices**
4. explain **contra-actions** which might occur during and following the treatment and how to respond
5. explain the **aftercare advice** that should be provided
6. describe the importance of completing the treatment to the satisfaction of the client
7. describe the **methods of evaluating** the effectiveness of the treatment
8. describe the importance of the correct maintenance, removal and **aftercare advice**

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

Products, tools, equipment and techniques

Products: adhesives, tips, powders, primer oils, UV gels, natural nail cleansers and dehydrators, resins, setting agents, fibreglass, silk, polish, polish remover, acrylic liquid, sanitisers colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

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

Equipment: table, hand support, UV lamp, light, training hand

Techniques: embedding, airbrushing, 3D, cut-outs and free-hand application

Factors

Length, shape and strength of the nail, adverse skin or nail conditions, nail growth rate, occasion, durability, fashion trends and cultural factors

Nail enhancement techniques

Natural nail overlay, nail repair, one nail enhancement system

Safe and hygienic working practices

Methods of application and removal of products, sterilization, disposal of contaminated waste, legislation, PPE, relevant Health & Safety, instructions to others, own responsibility

Contra-actions

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

Aftercare advice

Correct maintenance, aftercare, correct removal of the selected nail enhancements

Methods of evaluating

Visual, verbal, written feedback, repeat business

Unit 335

Style and fit postiche

Level:	3
GLH:	60
Credit value:	7
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
UAN number:	R/601/5339
Aim:	<p>This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in fitting, styling, dressing postiche. It also includes the cleaning and maintenance of the postiche.</p> <p>To carry out this unit the learner will need to maintain effective health safety and hygiene procedures throughout their work.</p>

Learning outcomes

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

1. Be able to prepare and fit different types of postiche
2. Be able to style postiche

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 and fit different types of postiche

Practical skills

The learner can:

1. prepare themselves, client and work area for styling and fitting postiche
2. use suitable **consultation techniques** to identify service **objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit service **objectives**
5. clean and condition postiche
6. fit and adjust postiche

Underpinning knowledge

The learner can:

1. describe the requirements for preparing themselves, the client and work area
2. describe the **environmental conditions** suitable for styling and fitting postiche
3. describe the different consultation techniques used to identify service objectives
4. describe how to select **products, tools and equipment** to suit service objectives

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, work room order, client patch/skin test

Objectives

To add volume, texture, length, colour

Products, tools and equipment

Products: Conditioning spray, moustache wax (if including facial postiche), wig tape (if doing finger waves), setting lotion, finishing sprays, gel, dressing cream, adhesive and solvents, foundation cleaner/postiche shampoo

Tools: Combs, hairdryer, rollers and postiche pins, hair grips, added hair (padding), section clips, T-pins, hair brushes, hair net, wig cap, crepe hair

Equipment: Malleable block and polythene covering, clamp, postiche oven/hood drier, hand dryer

Environmental conditions

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

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Outcome 2 Be able to style postiche

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 set and style the postiche to suit client and service **objectives**
5. evaluate the results of the service

Underpinning knowledge

The learner can:

1. explain 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 service
4. explain the importance of using **products, tools, equipment and techniques** to meet service objectives
5. explain the importance of completing service records
6. describe the **methods of evaluating** the effectiveness of the service
7. describe the **techniques** used for styling and dressing postiche
8. explain the importance of using finishing products when styling postiche
9. explain the importance of controlling and securing long hair effectively
10. explain the importance of considering tension in hair-up styles
11. explain the **effects of incorrect use of heat** on the postiche
12. state the **purposes of backcombing and back brushing** when dressing postiche
13. describe the methods used to secure ornamentation in **hair-up styles**

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 stylist, removal of accessories, relevant Health & Safety

Products, tools, equipment and techniques

Products: Conditioning spray, moustache wax (if including facial postiche), wig tape (if doing finger waves), setting lotion, finishing sprays, gel, dressing cream, adhesive and solvents, foundation cleaner/postiche shampoo

Tools: Combs, hairdryer, rollers and postiche pins, hair grips, added hair (padding), section clips, T-pins, hair brushes, hair net, wig cap, crepe hair

Equipment: Malleable block and polythene covering, clamp, postiche oven/hood drier, hand dryer

Techniques

Styling techniques: Setting, blow drying, finger-drying, pin curling, finger waving, use of heated styling equipment, waving, smoothing, straightening.

Curling: point to root, root to point.

Dressing techniques: Backcombing, back brushing, shaping, moulding, rolls, knots, twists, plaits, curls, woven effects, frames, Marcel waving

Objectives

To add volume, texture, length, colour

Methods of evaluating

Visual, verbal, written feedback, repeat business, photographs

Effects of incorrect use of heat

Temperature, direction of air flow, frequency of use

Purposes of backcombing and back brushing

Styling duration, shape, securing

Hair-up styles

Plaiting, rolls, braiding, twists, knots, barrel curls, weaving, period, historical, character, commercial, avantgarde

Unit 336

Provide hair extension services

Level:	3
GLH:	45
Credit value:	5
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
UAN number:	A/600/9034
Aim:	This is a preparation for work unit which is based on capability and knowledge. The unit is about creating a variety of styles using a variety of techniques for attaching hair extensions. The knowledge gained in this unit includes use of products and hair attachments, methods of attaching the added hair, health and safety.

Learning outcomes

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

1. Be able prepare for hair extensions services
2. Be able to attach and remove hair extensions

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

This unit is linked to the Hairdressing NOS, unit GH23.

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 styling service

Practical skills

The learner can:

1. prepare themselves, the client and the work area for hair extensions services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the hair and scalp for suitability of hair extension services
4. provide clear recommendations based on **factors**
5. prepare hair extensions

Underpinning knowledge

The learner can:

1. explain the influencing **factors** that need to be considered when preparing for hair extension services
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirements for client preparation, preparing themselves 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: visual aids, work room order

Factors

Attachment method, direction and fall of hair extensions, the quantity of added hair, the need to blend clients' hair and hair extensions, hair growth pattern, clients' own hair length, hair texture, density, elasticity, evident hair damage, traction alopecia, lifestyle, hairstyle

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, decontamination, first aid procedures

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Outcome 2 Be able to provide styling service

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. prepare the hair in suitable sections allowing the hair to fall into direction required
3. use suitable hair **extension methods** to meet the hair type being worked on, taking into account influencing **factors** and following manufacturers' instructions
4. position themselves and the client appropriately throughout the service
5. check the balance and shape throughout the service
6. use suitable tension throughout the service
7. provide hair extensions to the satisfaction of the client
8. monitor and make adjustments throughout the service
9. remove hair extensions following manufacturers' instructions
10. follow **safe and hygienic work practices**
11. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. describe how to remedy **problems** that may occur during the service
2. describe the **aftercare advice** that should be provided
3. outline **safe and hygienic working practices**
4. state how to **communicate and behave** in a salon environment

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

Extension methods

Bonded, plaited, sewing, taped wefts, micro ring or loops.

Factors

Attachment method, direction and fall of hair extensions, the quantity of added hair, the need to blend clients' hair and hair extensions, hair growth pattern, clients' own hair length, hair texture, density, elasticity, evident hair damage, traction alopecia, lifestyle, hairstyle

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

Aftercare advice

Suitable homecare products, tools and equipment, hair care, how to maintain their style, types of problems that can arise and courses of action

Problems

Traction alopecia, matting, dreadlocks, discomfort/sensitivity, glue burns, allergy, ineffective bonding

Unit 337

Style and dress hair using a variety of techniques

Level:	3
GLH:	60
Credit value:	7
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
UAN number:	R/600/8634
Aim:	This is a preparation for work unit which is based on capability and knowledge. The unit is about creating a variety of styles for women using a variety of techniques. A high degree of manual dexterity will be required.

Learning outcomes

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

1. Be able to prepare for styling service
2. Be able to provide styling service

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

This unit is linked to the Hairdressing NOS, unit GH19.

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 styling service

Practical skills

The learner can:

1. prepare themselves, the client and work area for styling services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the potential of the hair to achieve the desired style by identifying the influencing **factors**
4. provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when styling and dressing hair
2. describe the **factors** that need to be considered when styling and dressing hair
3. describe the **physical effects** of styling on the hair
4. describe the effect humidity has on the hair during setting
5. state the importance of planning **hair-up styles** for special occasions
6. describe a range of styles for women
7. describe the different **consultation techniques** used to identify service objectives
8. describe the salon's requirement for client preparation, preparing themselves 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: visual aids, work room order

Factors

Hair: wet, dry, curly, straight

Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, decontamination, first aid procedures

Physical effects

Appearance of the hair, structural changes

Hair up styles

Plaiting, braiding, twists, knots, barrel curls, weaving

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Outcome 2 Be able to provide styling service

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. select and use **products, tools and equipment** to achieve the desired effect
3. position them self and the client correctly throughout the service
4. combine and adapt **styling techniques** to achieve the desired effects
5. personalise **dressing techniques** to take account of influencing **factors**
6. create a finished style that is to the satisfaction of the client
7. provide suitable **aftercare advice**
8. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of styling **equipment and tools**
2. describe the techniques used for styling and **dressing**
3. explain the importance of using styling and finishing products on the hair
4. explain the importance of controlling and securing long hair effectively
5. explain the importance of considering tension in **hair-up styles**
6. explain the **effects of incorrect use of heat** on the hair and scalp
7. state the **purposes of backcombing and back brushing** when dressing hair
8. describe the methods used to secure ornamentation in **hair-up styles**
9. describe the **aftercare advice** that should be provided
10. outline **safe and hygienic working practices**
11. 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 cooperatively with others, following salon requirements

Products, tools and equipment

Products: Styling: lotions, mousses, gels, heat protectors

Finishing: sprays, waxes, gels, serums, dressing creams, oils

Tools and equipment: Hand held dryer, hood dryer, diffuser, nozzle, rollers secured with pins, pin curl clips, round brushes, flat brushes, straighteners, curling tongs, heated rollers

Styling techniques

Setting, blow drying, finger-drying, pin curling, finger waving, use of heated styling equipment, waving, smoothing, straightening, curling (point to root, root to point)

Dressing techniques

Backcombing, back brushing, shaping, moulding, rolls, knots, twists, plaits, curls, woven effects

Factors

Hair: wet, dry, curly, straight

Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications

Aftercare advice

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

Hair-up styles

Plaiting, braiding, twists, knots, barrel curls, weaving

Effects of incorrect use of heat

Temperature, direction of air flow, frequency of use

Purposes of backcombing and back brushing

Styling: duration, shape, securing

Unit 338

Studio photography

Level:	3
GLH:	70
Credit value:	10
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">• a practical task• a knowledge and understanding task <p>Please note that there is no on-line test available for this unit.</p>
UAN number:	J/600/1972
Aim:	<p>The aim of this unit is to provide the learner with the knowledge and skills to coordinate studio photography.</p> <p>The skills developed by the learner include technical, visual and interpersonal. The learner will develop technical skills required for preparing and coordinating studio photography.</p> <p>The knowledge acquired by the learner will enable them to understand how photographic studio work is coordinated and undertaken</p>

Learning outcomes

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

1. Be able to prepare and use studio equipment effectively
2. Be able to manage the imaging process to achieve predetermined results

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

This unit is linked to the NOS and Level 3 N/SVQ in Photo Imaging, units PI 1, PI 2, PI 3, PI 4, PI 7, PI 11, PI 12, PI 15, PI 16, PI 17, PI 18, PI 19, PI 20, PI 22, PI 25, PI 26, PI 28, PI 37, PI 38, PI 40, PI 42, PI 45, F1, F2, X1, X2, X3

Unit 338

Studio photography

Outcome 1

Prepare and use studio equipment effectively

Practical skills

The learner can:

1. monitor and maintain the studio environment
2. prepare for studio photography
3. undertake a risk assessment
4. coordinate the selection, set up, handling, dismantling and storage of studio equipment
5. use a range of **studio equipment** safely
6. **work effectively** with others

Underpinning knowledge

The learner can:

1. describe the main health and safety **hazards and risks** when preparing for and managing photography
2. describe **how the studio environment should be monitored and maintained**
3. describe the roles and relationships of the **main personnel** involved in the **preparation and management** of a studio shoot
4. describe the steps in the preparation and management of studio photography
5. describe how to select, handle and store **studio equipment** safely
6. explain **how to carry out a risk assessment**
7. outline **basic set construction principles**
8. outline the **principles of lighting and lighting balance**
9. describe how to **work effectively** with others

Range

Studio equipment

Cameras, camera accessories, storage media, card readers, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters, security of equipment and environment

Work effectively

Communicate with and instruct personnel, oversee the care of staff, minors, clients and visitors

Hazards and risks

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire emergencies, working with liquids and electricity, obstruction to access and egress, working with lights, noise, equipment

How the studio environment should be monitored and maintained

Security of equipment and environment, safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness). Specialised maintenance, repairs, instruct and monitor the first line maintenance

Main personnel

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff

Preparation and management

Assessment of concepts/self-initiated ideas/client briefs, assessment of facilities, monitor the provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel

How to carry out a risk assessment

Published procedures relating to controlling risks

Step 1 - Look for and identify the hazards

Step 2 - Decide who might be harmed and how

Step 3 - Evaluate the risks and decide whether the existing precautions are appropriate, reasonable and practicable or should more be done

Step 4 - Record your findings and implement them

Step 5 - Review your assessment and revise if necessary

(see guidance)

Basic set construction principles

Construction of small and large sets

Principles of lighting and lighting balance

Photographic studio lighting quality, colour temperature, use of gels/filters, lightshapers, lighting balance to control image contrast, camera exposure, brief

Unit 338

Studio photography

Outcome 2

Manage the imaging process to achieve predetermined results

Practical skills

The learner can:

1. coordinate the efficient preparation and application of **materials, equipment and processes**
2. capture and **quality check** images
3. coordinate the safe and secure handling, processing and storage of **captured images**
4. complete relevant **documentation**

Underpinning knowledge

The learner can:

1. describe **materials, equipment and processes**
2. explain **how to capture images**
3. describe how to **quality check** the captured image
4. outline the role of **external image processors**
5. explain how to document and store finished images securely
6. explain the process of storing images safely and securely
7. describe the **legal and ethical considerations**
8. outline the **documentation** associated with studio photography

Range

Materials, equipment and processes

Silver-based materials and processing, digital capture materials (storage media, card readers, image-processing programmes, hardware, software)

Quality check

Suitability of images against brief/client requirements

Documentation

Image/file cataloguing, model release forms, copyright assignment forms, delivery notes, receipts

How to capture images

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively

External image processors

Processing laboratories, digital bureaux, methods of instruction and terminology

Legal and ethical considerations

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality

Unit 339

Principles of studio photography

Level:	3
GLH:	60
Credit value:	8
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• a practical task• a knowledge and understanding task Please note that there is no on-line test available for this unit.
UAN number:	F/600/1954
Aim:	<p>The aim of this unit is to introduce the learner to studio photography.</p> <p>The skills developed by the learner include technical, visual and interpersonal. These skills will include setting up, using, dismantling and storing equipment and materials.</p> <p>The knowledge acquired by the learner will enable them to understand how photographic studio work is prepared, organised, carried out and concluded</p>

Learning outcomes

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

1. Be able to prepare, set up, use, dismantle and store equipment safely
2. Be able to contribute to the imaging process in order to achieve predetermined results

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

This unit is linked to the NOS and Level 2 N/SVQ Photo Imaging, units PI 1, PI 2, PI 3, PI 4, PI 6, PI 7, PI 11, PI 12, PI 15, PI 16, PI 17, PI 18, PI 19, PI 20, PI 25, PI 40, X1, X2, X3

Unit 339

Principles of studio photography

Outcome 1

Prepare, set up, use, dismantle and store equipment safely

Practical skills

The learner can:

1. maintain the studio environment
2. contribute to the **preparation and management** of studio photography
3. select, set up, prepare, handle and dismantle studio equipment safely
4. use a range of studio equipment safely
5. store **studio equipment** according to the studio procedures
6. **work effectively** with others

Underpinning knowledge

The learner can:

1. outline the main health and safety **hazards and risks** when preparing for and managing photography
2. describe **how the studio environment should be maintained**
3. outline the roles and relationships of the **main personnel** involved in the **preparation and management** of a studio shoot
4. outline the steps in the preparation and management of studio photography
5. describe how to select, handle and store studio equipment safely
6. outline **basic set construction principles**
7. outline the **principles of lighting and lighting balance**
8. describe how to **work effectively** with others

Range

Preparation and management

Assessment of concepts/self-initiated ideas/client briefs, assessment of facilities, provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel

Studio equipment

Cameras, camera accessories, storage media, cardreaders, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters

Work effectively

Communicate, co-operate and assist with personnel involved, contribute to care of: staff, minors, clients and visitors

Hazards and risks

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire, emergencies, working with liquids and electricity, obstruction to access and egress, noise, working with lights, equipment

How the studio environment should be maintained

Safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness)

Main personnel

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff

Basic set construction principles

Construction of small and large sets

Principles of lighting and lighting balance

Photographic studio lighting quality, colour temperature, use of gels/filters, lightshapers, lighting balance to control image contrast, camera exposure, brief

Unit 339

Principles of studio photography

Outcome 2

Contribute to the imaging process in order to achieve predetermined results

Practical skills

The learner can:

1. contribute to the efficient preparation and application of **materials, equipment and processes**
2. capture and assess images
3. handle, process and store captured images safely and securely
4. complete relevant **documentation**

Underpinning knowledge

The learner can:

1. identify **materials, equipment and processes**
2. describe how to **capture images**
3. describe how to assess the captured image
4. outline the role of **external image processors**
5. explain how to document and store finished images securely
6. outline **legal and ethical considerations**
7. identify the **documentation** associated with studio photography

Range

Materials, equipment and processes

Silver-based materials and processing, digital capture materials (storage media, card readers, image processing programmes, hardware, software)

Documentation

Delivery notes, receipts, model release forms

Capture images

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively

External image processors

Processing laboratories, digital bureaux, methods of instruction and terminology

Legal and ethical considerations

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality

Unit 340

Apply prosthetic pieces and bald caps

Level:	3
GLH:	40
Credit value:	6
Assessment type:	This unit will be assessed by an assignment, which will be graded Pass, Merit or Distinction
UAN number:	M/601/9432
Aim:	This unit is about the knowledge and skills required to apply prosthetic pieces and bald caps. It covers the preparation, application, recording information, storage and cleaning required for prosthetics and equipment and an understanding of removal techniques.

Learning outcomes

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

1. be able to prepare for the application of small prosthetic pieces and bald caps
2. be able to apply small prosthetic pieces and bald caps
3. be able to maintain records, store and clean prosthetics and equipment
4. understand the requirements of a design brief
5. understand procedures for safe application and removal of prosthetics.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCSkills NOS, Unit HM13, HM14, HM16.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by CCSkills.

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Outcome 1 Be able to prepare for the application of small prosthetic pieces and bald caps

Practical skills

The learner can:

1. agree the design brief requirements
2. **prepare** the skin and hair for **prosthetic** application
3. perform skin tests and take action in the event of adverse reaction
4. check for known skin allergies and compatibility of cosmetic ingredients, and adhesives
5. position the performer correctly to achieve desired effect and minimise discomfort
6. **communicate** professionally and explain the application stages to the performer

Range

Prepare

Make-up free skin, use bald cap, cleanse skin (if not using bald cap)

Prosthetics

25% of face, full face - can be multiple pieces put together to create a full face design

Communicate

Verbal, body language, visual

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Outcome 2 Be able to apply small prosthetic pieces and bald caps

Practical skills

The learner can:

1. apply adhesives using correct application to ensure durability and mobility
2. select the appropriate block release agents, sealers and adhesive removers
3. apply prosthetics to meet design briefs
4. apply the correct **make-up** to the prosthetic to meet the design brief
5. apply prosthetics to meet the requirements of the production schedule
6. apply and remove prosthetics using techniques to minimise discomfort to the performer

Range

Make-up:

Prosthetic

Skin illustrators, water-based, oil-based, coloured inks, airbrush make-up, alternative texturising materials

Bald cap:

Flesh coloured, fantasy

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Outcome 3 Be able to maintain records, store and clean prosthetics and equipment

Practical skills

The learner can:

1. store **prosthetics** correctly
2. maintain records of the formula, procedure and process for future replication
3. use appropriate **materials and techniques** to clean tools and equipment

Range

Prosthetics

Gel foam, silicon, latex (dependant on organisational health and safety procedures), bald cap

Materials and techniques

UV cabinets, sterile fluid, brush cleaner, disposal of equipment and materials safely and hygienically

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Outcome 4 Understand the requirements of a design brief

Underpinning knowledge

The learner can:

1. identify the features and characteristics of the required prosthetics for the performers' roles
2. describe the importance of time management and working within a budget

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Outcome 5 Understand procedures for safe application and removal of prosthetics

Underpinning knowledge

The learner can:

1. explain safe and hygienic working practices
2. describe possible **adverse skin reactions** to products and cosmetic ingredients
3. explain the known **contra-indications** that can prevent or restrict the application of prosthetics
4. describe the appropriate action to take in the event of adverse skin reaction
5. describe the importance of safe storage of **chemicals, solvents and flammable materials**
6. describe the importance of the correct disposal of **materials** used in the application and removal of prosthetics

Range

Adverse skin reactions

Skin irritation, blisters, skin sensitivity, latex (dependant on organisational health and safety procedures)

Contra-indications

Prevent: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, dysfunction of the muscular system, dysfunction of the nervous system, eye infection, deep vein thrombosis, during chemotherapy, during radiotherapy

Restrict: broken bones, recent fractures and sprains, cut and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, diabetes, high/low blood pressure, undiagnosed lumps and swellings

Chemicals, solvents and flammable materials

Bald cap plastic, skin illustrators, activators, adhesive remover, adhesives, surgical spirit, acetone, brush cleaner, shellac, releasing agents

Materials

Acetone, adhesives, removers

Unit 341

Create and cast small prosthetic pieces and bald caps

Level:	3
GLH:	40
Credit value:	6
Assessment type:	This unit will be assessed by an assignment, which will be graded Pass, Merit or Distinction.
UAN number:	R/601/9441
Aim:	This unit is about the knowledge and skills required to create and cast prosthetics and bald caps. It covers preparation requirements and a range of techniques, methods and materials.

Learning outcomes

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

1. understand the process of creating small prosthetic pieces and bald caps
2. be able to prepare for creating and casting small prosthetic pieces and bald caps
3. be able to create and cast small prosthetic pieces and bald caps.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCSkills NOS, Unit HM13, HM14, HM16

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by CCSkills.

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Outcome 1 Understand the process of creating small prosthetic pieces and bald caps

Underpinning knowledge

The learner can:

1. describe the importance of the **preparation techniques** for making small **prosthetic pieces** and bald caps
2. describe the **products and key ingredients** used in casting prosthetics
3. explain the importance of positioning and joining sections, and trimming and marking of the positive impression
4. explain the importance of using correct techniques, materials and methods to create **small prosthetic pieces that do not require casting, sculpting or moulding**
5. describe the importance of correctly measuring patterns to fit individual performers' heads
6. explain the importance of using the correct techniques to create bald caps
7. explain the importance of using the correct techniques to remove bald caps from the blocks.=

Range

Preparation techniques

General: initial research/design of a character, PPE, performer positioning, preparation of performer's skin and hair, preparing a design plan/workroom order

Prosthetic pieces: preparation of performer's facial hair, nostrils clear, checking performer is well/not of ill health, face cast

Bald caps: preparation of hair (gel or soap), head template, head measurements, prepare the block

Prosthetic pieces

25% of face, full face – can be multiple pieces put together to create a full face design

Products and key ingredients

Prosthetic pieces: alginate, bandages, plaster of Paris, cold water, clay, modelling and texturising tools, petroleum jelly

Bald caps: cap plastic, head blocks, cling film, petroleum jelly

Small prosthetic pieces that do not require casting, sculpting or moulding

Alternative products, alternative shapes, alternative surfaces

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Outcome 2 Be able to prepare for creating and casting small prosthetic pieces and bald caps

Practical skills

The learner can:

1. assess for skin allergies and compatibility of cosmetic ingredients and solvents for performers
2. check for **medical conditions** that could preclude performers from having a cast taken
3. gain medical advice and other medical supervision where necessary
4. **prepare** performers skin, hair, facial hair and clothing for having a cast taken
5. position the performer for casting and to minimise discomfort
6. use **communication** and interpersonal skills to explain the preparation, casting and removal process to performers
7. provide advice to performers on the actions to take in the event of an emergency

Range

Medical conditions

Common cold, bruising, open wounds, swollen lips/glands etc, head lice, last stages of pregnancy, contact lenses, general healthcare

Prepare

General: PPE, performer positioning

Prosthetic pieces: preparation of performer's facial hair, nostrils clear, checking performer is well/not of ill health, face cast

Bald caps: preparation of hair (gel or soap), head template, head measurements, prepare the block

Communication

Verbal, body language, visual

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Outcome 3 Be able to create and cast small prosthetic pieces and bald caps

Practical skills

The learner can:

1. use **techniques** to obtain replication of performers features without defects or distortion of the cast
2. select the appropriate block release agents, sealers and adhesive removers
3. remove casts and restore performers skin and hair to its original condition
4. use techniques, **materials and methods** to create sculptures and moulds
5. use techniques, **materials** and methods to create small prosthetic pieces that can be applied directly onto the skin
6. confirm with clients that sculptures and moulds meet all technical requirements of design briefs
7. develop patterns that fit the individual head shapes of performers
8. transfer patterns to head blocks
9. use techniques, **materials** and methods to create bald caps
10. use techniques, **materials** and methods to remove bald caps from blocks

Range

Techniques (PS1)

Prosthetics: on a performer

Bald caps: on a block

Materials and methods (PS3)

Negative/Positive - Plaster of Paris, alginate, plaster, bandage

Moulding and sculpting - Clay, modelling tools, petroleum jelly

Negative (not for latex) - build wall, clay, any other forms, Plaster of Paris

Materials (PS4)

Prosthetics: petroleum jelly, shellac, mould release, foam gelatine, silicon, latex (dependant on organisational health and safety procedures), sealant spray, translucent powder, alginate

Materials (PS8)

Head blocks, block preparation materials, template making materials, gel or soap

Materials (PS9)

Translucent powder

Unit 209

Apply make-up

Level:	2
GLH:	41
Credit value:	5
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
UAN number:	J/601/4222
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

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
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
UAN number:	F/601/3554
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, lighting, 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

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 212

Create an image based on a theme

Level:	2
GLH:	60
Credit value:	5
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
UAN number:	T/601/5642
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

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 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 sterilization, 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
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
UAN number:	J/600/8761
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

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 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

GDPR, Legislation, Trades Descriptions Act, Sales and Consumer Rights 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 Consumer Rights Act , Consumer Protection Act, Consumer Safety Act, Prices Act

Unit 216

Salon reception duties

Level:	2
GLH:	24
Credit value:	3
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
UAN number:	A/600/8773
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, unit 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 styling service

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

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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 226

The art of colouring hair

Level:	2
GLH:	60
Credit value:	7
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
UAN number:	T/600/8626
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** outcome 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 cooperatively 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

Appendix 1 Anatomy and physiology

Anatomy and physiology

The following list contains all of the Anatomy and Physiology tasks for the Level 3 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 provided in this Section 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**

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

Cardiovascular system

- describe functions of the blood
- list the constituents of blood
- describe the structure and purpose of blood vessels
- label the diagram: primary vessels in the common treatment areas: head and body
- define the term *blood pressure*

Lymphatic system

- describe the structure and function of the lymphatic system
- describe the composition of lymph fluid
- label the diagram: major lymph nodes: head, neck and body

Nervous system

- describe the structure of the nervous system: central, peripheral and autonomic

Skeletal system

- label the diagram: structure of the skeleton: bones of the head, bone and structure of the spine, bones of the torso, bones of the upper limbs, bones of the hands, bones of the lower limbs and bones of the feet
- describe the range of movement provided by each type of joint
- state the types of synovial joints and their location

Muscular system

- describe the different types of muscular tissue and indicate the typical location
- state the main functions of skeletal muscle
- label the diagram: muscles of the head, face, neck, shoulder, arm and hand, hip, leg and feet, thorax and abdomen
- state the action of muscles of the head, face, neck, shoulder, arm and hand, hip, leg and feet, thorax and abdomen

Urinary

- describe the structure and function of the urinary system: kidneys, ureters, bladder, urethra

Digestive system

- briefly describe the process of digestion

Endocrine system

- describe the function of the endocrine system
- label the diagram: location of the following glands: pituitary, pineal, thyroid, parathyroid, thymus, adrenals, pancreas (islets of langerhans) and gonads
- for each of the above endocrine glands state the functions and hormones they secrete

Reproductive system

label the diagram: male/female genitalia

Anatomy and Physiology: Overview by Unit

Assessment	305	306	307	308	309	311	312	313	314	315	317	318	319	320	321	322	323	324	326	327	328	329	333	209	210
Skin/Hair/Nails*	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P
Cardiovascular system*	P	P	P	P	P	P										P			P					P	
Lymphatic system*	P	P	P	P	P	P										P			P					P	
Nervous system	P		P		P														P						
Skeletal system*	P	P	P		P	P										P			P					P	
Muscular system*	P	P	P		P	P										P			P					P	
Urinary	P				P																				
Digestive system	P		P		P																				
Endocrine system	P		P	P	P																				
Reproductive system												P	P												

Tasks for *Skin/*Hair/*Nails, *Cardiovascular, *Lymphatic, *Skeletal and *Muscular systems cover a range of knowledge relating to different parts of the body to meet the requirements of different units. Please see individual units/assignments for specific requirements.

Anatomy and physiology range

The range of knowledge for each system is listed on 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 Cells and tissue
- B Skin
- C Nail
- D Hair
- E Cardiovascular system
- F Lymphatic system
- G Nervous system
- H Skeletal system
- I Muscular system
- J Urinary system
- K Digestive system
- L Endocrine system
- M Reproductive system

A Cells and tissue

Structure and division of a cell; Major tissue types

- 1 structure of a cell
 - a membrane
 - b nucleus
 - c cytoplasm and the organelles
 - d matrix

- 2 cell division
 - a mitosis

- 3 major tissue types
 - a epithelial tissue
 - b connective tissue
 - i fibrous
 - ii areolar
 - iii adipose
 - iv lymphatic
 - v cartilage
 - vi bone
 - c muscular tissue
 - i skeletal/voluntary
 - ii viscera/involuntary
 - iii cardiac
 - d nervous tissue
 - i neurons
 - e blood
 - i red blood cells
 - ii white blood cells
 - iii platelets
 - iv plasma

B 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 hair bulb
 - vi dermal papilla
 - vii arrector pili muscle
 - viii eccrine and apocrine sweat glands and ducts
 - ix sebaceous gland and sebum
 - x blood and lymph capillary network
 - xi sensory and motor nerve fibres and 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 of the skin – 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 or shingles
 - iii verrucae or warts
 - c infestations
 - i scabies or itch mites
 - ii pediculosis capitis or head lice
 - iii pediculosis pubis
 - iv pediculosis corporis
 - d fungal diseases
 - i tinea corporis – body ringworm
 - ii tinea capitis – ringworm of the head
 - iii tinea pedis – athlete’s foot
 - e sebaceous gland disorders
 - i milia
 - ii comedones – blackheads
 - iii seborrhoea
 - iv sebaceous cysts
 - v acne vulgaris
 - vi rosacea
 - f sudoriferous (sweat) gland disorders
 - i bromidrosis – body odour
 - ii anhidrosis – lack of sweating
 - iii Hyperhidrosis – excessive sweating
 - iv miliaria rubra (prickly heat)
 - g pigmentation disorders

- i ephelides – freckles
- ii chloasma
- iii vitiligo
- iv albinism
- v vascular naevi
- vi erythema
- vii dilated capillaries
- h skin disorders involving abnormal growth
 - i psoriasis
 - ii seborrheic or senile warts
 - iii verrucae filiformis or skin tags
 - iv keloids
- i malignant tumours
 - i squamous cell carcinomas or prickle-cell cancers
 - ii basal cell carcinomas or rodent ulcers
 - iii melanoma
- j allergies
 - i dermatitis
 - ii eczema
 - iii urticaria – nettle rash or hives

5 the effects of aging on the skin

C Nail

Function, normal structure, characteristics, diseases and disorders

- 1 the function of the nails
 - a protection of extra sensitive areas of fingers and toes

- 2 the structure of the nail unit
 - a technical terminology: onyx = nail
 - b nail bed
 - c hyponychium
 - d eponychium
 - e perionychium
 - f mantle or proximal nail fold
 - g lateral nail fold
 - h nail grooves
 - i matrix
 - j lunula
 - k cuticle
 - l nail plate
 - m free edge

- 3 natural nail shapes and related terminology
 - a fan
 - b narrow
 - c square
 - d oval
 - e ski jump- spoon or concave
 - f hook — claw or convex
 - g 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 of the nail — their appearance and causes
 - a beau's lines — deep horizontal depressions on all nails
 - b hang nail — dry, split cuticle or skin at nail groove
 - c soft nails
 - d koilonychia — spoon-shaped nails
 - e flaking end of nail
 - f leukonychia — white nails or white spots
 - g longitudinal furrows
 - h onychophagy — nail biting

- i onycholysis — separation of the nail from the nail bed
- j paronychia — bacterial infection of the cuticle
- k nail shedding - new growth split/separated from old
- l tinea unguium — ringworm of the nail
- m onychauxis — thick, curved
- n onychocryptosis — ingrowing nail
- o pterygium — overgrowth of cuticle
- p severely bruised nail

D Hair

Normal structure, composition, properties, and adverse conditions and disorders

- 1 the basic classes of hair and where they are found
 - a vellus hair
 - b terminal hair
 - c 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 hair papilla, artery, vein, capillary loop
 - ii hair bulb
 - iii germinal matrix
 - iv dividing cells
 - v dermal papilla
 - b growth cycle of the hair – the characteristics stages
 - i anagen
 - ii catagen
 - iii telogen
 - c the hair follicle
 - i sebaceous gland
 - ii sweat gland
 - iii arrector pili muscle
 - iv inner root sheath

- 3 the structure of the hair shaft
 - a hair shaft structure
 - i hair cuticle
 - ii cortex
 - iii medulla (where present)

- 4 hair types and growth characteristics
 - a hair texture
 - i fine
 - ii coarse

E Cardiovascular system

Structure, function, diseases and disorders

- 1 the basic structure of the cardiovascular system
 - a the heart
 - b the blood
 - c the blood vessels

 - 2 the main circuits of the cardiovascular system, their location and function
 - a systemic
 - b pulmonary: particular purpose of
 - c portal/hepatic

 - 3 the location, structure and functioning of the heart
 - a location of the heart
 - i behind the sternum between the lungs, in thoracic cavity
 - ii centrally placed but angled to left of midline of body
 - iii contained within protective pericardial sac
 - c internal structure of heart: identity and location
 - i right atrium
 - ii left atrium
 - iii right ventricle
 - iv left ventricle
 - v pulmonary artery
 - vi pulmonary vein
 - vii aorta
 - d passage of blood through the heart
 - i returned blood received via right atrium, except from lungs
 - ii right atrium to right ventricle
 - iii right ventricle to right and left pulmonary arteries, to lungs
 - iv oxygenated blood returned via pulmonary veins to left atrium
 - v left atrium to left ventricle
 - vi left ventricle to ascending aorta, to branches of the aorta to the heart and the rest of the body

 - 4 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

5 the constituents of the blood

- a appearance (relative oxygenation)
 - i arterial blood: bright red
 - ii venous blood: dark red
- b blood volume in the body
 - i 5 – 6 litres in an adult
- c basic constituents
 - i 55% fluid: plasma
 - ii 45% solids: blood cells (corpuscles)
- d components of blood plasma
 - i water = 90%+ of volume
 - ii salts
 - iii hormones
 - iv proteins
 - v enzymes
 - vi antibodies
 - vii antitoxins
 - viii food substances: products of digestion
 - ix waste products
 - x gases
- e types of blood corpuscles: purpose
 - i erythrocytes (red blood cells) – carry oxygen to the body cells
 - ii leucocytes (white blood cells) – destroy disease causing micro-organisms, ingest bacteria and dead matter
 - iii platelets – role in clotting

6 the connection of the functions of the spleen and the liver to the cardio vascular system

- a the liver
 - i cells break down worn out blood cells and destroy bacteria
 - ii stores iron from broken down red blood cells
- b the spleen
 - i role in immune response: T- and B- lymphocytes activated by the presence of disease organisms
 - ii can break down old, worn-out blood cells

7 types of blood vessel: their structure and purpose

- a arteries

- i thick-walled, muscular, elastic vessels conveying blood from the heart to the arterioles
 - ii help maintain blood pressure
 - b arterioles
 - i small arteries which convey blood to the capillaries
 - capillaries
 - i microscopic blood vessels composed of a single layer of cells
 - ii connect arterioles and venules
 - iii allow the passage of nutrients and waste products between the blood and tissue cells
 - iv capillaries help to regulate body temperature by dilating or contracting
 - c venules
 - i form when groups of capillaries join
 - ii collect blood from capillaries and drain into veins
 - iii thinner walled than arteries
 - d veins
 - i convey blood back to the heart from the venules
 - ii contain valves to prevent back flow
 - iii thinner walled than arteries
- 8 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
 - vi subclavian artery
subclavian vein
 - b hand, wrist and forearm
 - i brachial artery
 - ii radial artery
 - iii ulnar artery
 - iv cephalic vein
 - v basilic vein
 - c foot, ankle, and lower leg
 - i femoral artery
 - ii anterior tibial artery
 - iii posterior tibial artery
 - iv saphenous vein
 - v iliac vein
 - vi femoral vein

- 9 blood pressure
 - a source
 - i force exerted by blood on walls of blood vessels
 - b factors affecting blood pressure
 - i force of the heartbeat
 - ii volume of blood in the cardiovascular system
 - iii resistance to the flow of blood in the arteries
 - iv viscosity of the blood
 - c simple cause of changes in blood pressure
 - i a decrease in volume, eg blood loss, causes drop in pressure
 - ii an increase in volume, eg fluid retention, causes an increase in pressure
 - iii activity/exercise/massage/heat
 - d related mechanisms
 - i varicose veins: definition and causes
 - ii erythema: definition and causes

- 10 contra-indications associated with disorders of the cardiovascular system
 - a angina
 - b deep vein thrombosis
 - c hypertension
 - d hypotension
 - e stroke

F Lymphatic system

Function, structure, diseases and disorders

- 1 the origin, composition, basic flow of lymph fluid
 - a clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration
 - b comprises plasma substances eg fibrinogen; serum albumin; serum globulin; water; lymphocytes
 - c lymphatic system returns tissue fluid to blood

 - 2 the basic functions of the lymphatic system: to
 - a carry excess fluid and foreign particles from the body tissues and cells
 - b transport fats from the digestive tract to the blood: chyle
 - c produce lymphocytes to deal with waste and toxins
 - d develop antibodies to defend the body against infection

 - 3 definitions and basic considerations
 - a antigens, lymphocytes and antibodies
 - b notion of immunity acquired from infection
 - c notion of autoimmunity
 - d allergy triggers and the body's response

 - 4 the general structure of the lymphatic system
 - a lymphatic capillaries
 - b lymphatic vessels
 - c lymphatic nodes (glands)
 - d lymphatic ducts
 - e lymphoid tissue including tonsils, spleen, appendix and Peyer's patches

 - 5 the structure and function of lymph capillaries and lymph vessels
 - a lymphatic capillaries
 - i thin-walled, permeable,
 - ii collect tissue fluid
 - iii return some interstitial fluid to veins
 - iv carry lymph to lymphatic vessels
 - b lymphatic vessels
 - i contain valves to prevent backflow
 - ii transport lymph through lymphatic nodes

 - 6 the structure, function, characteristics of lymph nodes and lymph nodules
 - a vary in size from a pin head to an almond
 - b found all over the body
-

- c nodes generally found at sites where infection can pass from one part of the body to another
 - d structure of lymphatic nodes
 - i are a mass of lymphoid tissue
 - ii surrounded by connective tissue capsule
 - iii fed by lymphatic vessels
 - iv efferent and afferent vessels
- 7 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 parotid group
 - vi superficial cervical group
 - vii deep cervical group
 - b nodes in the body
 - i cervical
 - ii axillary
 - iii intestinal
 - iv iliac
 - v inguinal
 - vi supratrochlea
 - vii popliteal
 - c function
 - i lymph drainage
 - ii produce antibodies
 - iii detoxify lymph to fight infection
- 8 location and function of lymphatic organs
- a spleen; its location and function
 - i largest lymphatic tissue mass in body
 - ii located in abdomen behind and left of the stomach
 - iii produces lymphocytes and assists in fighting infection
 - iv produces phagocytes to destroy worn out erythrocytes (red blood cells) and abnormal cells
 - v selectively filters white cells and platelets
 - b thymus
 - i processes lymphocytes into active 'T' cells vital to immune system
 - ii located behind sternum (breastbone)
 - iii endocrine function, pre-puberty, in the control of growth

- 9 location and function of the lymphatic ducts
- a location
 - i thoracic duct
 - ii right lymphatic duct
 - iii cisterna chyli
 - b function
 - i general: drain lymph and return it to the blood stream
 - ii thoracic duct: drains lymph from abdomen and lower limbs; drains into left subclavian vein
 - iii right lymphatic duct: drains upper right quadrant; drains into right subclavian vein
 - iv cisterna chyli: drains lymph laden with digested fats (chyle) from the intestines
- 10 contra-indications associated with diseases and disorders of, or linked to, the lymphatic system
- a cancer
 - b HIV (and AIDS)
 - c lymphoedema
 - d mastitis
 - e oedema

G Nervous system

Structure, function, diseases and disorders

- 1 the basic function, to
 - a sense change within the body
 - b sense change in the environment outside the body
 - c interpret and respond to change to maintain homeostasis

- 2 the structure, organisation and basic function
 - a the three major parts of the nervous system
 - i the central nervous system (CNS)
 - ii the peripheral nervous system (PNS)
 - iii the autonomic nervous system (ANS)
 - b the three nerve types and roles of the peripheral nervous system
 - i the motor nerves
 - ii the sensory nerves
 - iii the autonomic nerves
 - c nerve cell structure
 - d the two basic functions of the peripheral nervous system
 - i the afferent system: conveys information from the sense organs and receptors to the central nervous system
 - ii the efferent system: conveys information from the central nervous system to the muscles and glands
 - e the basic parts and functions of the autonomic nervous system
 - i sympathetic system: stimulates activity
 - ii parasympathetic system: inhibits activity

- 3 the structure and basic function of the central nervous system
 - a the basic components
 - i the brain
 - ii the spinal cord

- 4 the structure and basic function of the brain
 - a the thalamus and hypothalamus
 - i helps to control autonomic nervous system, eg by regulating heartbeat, the secretions of many glands
 - ii receives sensory impulses
 - iii is the principal intermediary between the nervous system and the endocrine system: stimulating or inhibiting the action of the anterior pituitary gland
 - iv controls normal body temperature
 - v stimulates hunger and inhibits food intake when full
 - vi produces a sensation of thirst when fluid is reduced in the body

- vii helps maintain sleeping and waking patterns
 - b the cerebrum: functions of
 - i mental activities eg memory, intelligence, sense of responsibility, thinking and reasoning
 - ii sensory perception of pain, temperature, touch, sight, hearing, taste and smell
 - iii initiation and control of voluntary muscle action
 - c cranial nerves
 - i their location
 - ii olfactory

- 5 the function and structure of the spinal cord
 - a function
 - i conveys impulses to and from the brain and the peripheral nervous system
 - ii provides fast response reflexes to external/internal stimuli to help maintain homeostasis
 - b structure
 - i continuation of brain, extending down the vertebral column
 - ii vertebral column protects the spinal cord

- 6 contra-indications associated with disorders of the nervous system
 - a Bell's palsy
 - b cerebral palsy
 - c epilepsy
 - d multiple sclerosis (MS)
 - e Parkinson's

H Skeletal system

Function, structure, characteristics, homeostasis, diseases and disorders

- 1 the function of the skeleton – to provide
 - a shape
 - b allows for movement: attachment for skeletal muscles and leverage
 - c support
 - d protection of internal organs
 - e blood cell production
 - f calcium storage

- 2 the structure and classification of bone
 - a types of bone tissue
 - i compact
 - ii cancellous
 - iii bone marrow

- 3 basic production of erythrocytes (red blood cells/ haemoglobin) and thrombocytes (platelets) and leucocytes in the marrow of spongy (cancellous) bones

- 4 Effects of ageing on the skeletal system

- 5 the structure of the skeleton
 - a distinction between axial and appendicular skeleton
 - b the bones of the head, features and functions
 - 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
 - iii lumbar vertebrae

- iv sacral vertebrae
 - v coccygeal vertebrae
 - vi intervertebral discs
 - vii functions of the vertebral column
 - d the bone structure of the torso
 - i ribs
 - ii sternum
 - iii function of the thoracic cage
 - iv clavicle
 - v scapula
 - vi pelvic girdle: ilium; ischium; pubis
 - 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
- 6 types of joints and range of movement provided
- a basic types of joint
 - i fibrous
 - ii cartilaginous
 - iii synovial
 - b types of synovial joint
 - i gliding
 - ii hinge
 - iii pivot
 - iv ball and socket
 - v condyloid and saddle
 - vi comparative movement range provided
 - vii location of examples of synovial joint types

- c anatomical terms associated with joint movement and their meaning
 - i flexion
 - ii extension
 - iii abduction
 - iv adduction

- 7 contra-indications associated with homeostatic disorders and conditions of the skeletal system
 - a arthritis: osteo; rheumatoid; gout
 - b bursitis
 - c torn cartilage
 - d tendonitis
 - e sprain
 - f dislocation
 - g osteoporosis
 - h rickets
 - i bunions
 - j hammer toes

- 8 contra-indications or disorders of the spine
 - a scoliosis
 - b kyphosis
 - c lordosis
 - d herniated (slipped) disc

I Muscular system

Function, structure, characteristics, diseases and disorders

- 1 the common properties of muscle tissue
 - a ability to contract, response to nervous stimuli
 - b ability to return to original shape

- 2 types of muscle tissue: typical location
 - a skeletal: voluntary; striated; attached to bone
 - b visceral: involuntary; non-striated (smooth)
 - c cardiac: involuntary; only found in the heart

- 3 the functions of skeletal muscles
 - a facilitate movement
 - b raise body temperature
 - c maintain posture
 - d assist venous return

- 4 skeletal muscle condition
 - a muscle tone
 - b muscle fatigue

- 5 the structure and organisation of skeletal muscles
 - a muscle
 - b muscle fibres (muscle cells)
 - c nucleus of muscle cell
 - d myofibrils

- 6 the location and action of skeletal muscles
 - 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
- xx the role of the muscles of the head and neck in the control of facial expression

b muscles and associated tissues of the 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 and associated tissues of the hip, leg and foot

- i tensor fasciae latae
- ii sartorius
- iii adductor longus
- iv adductor brevis
- v adductor magnus
- vi gracilis
- vii gluteus maximus
- viii vastus lateralis
- ix vastus intermedius
- x vastus medialis
- xi biceps femoris (hamstrings)
- xii gastrocnemius
- xiii tibialis anterior
- xiv Soleus

d muscles of the thorax, and abdomen

- i pectoralis major
- ii trapezius
- iii sacro-spinalis (erector spinae)
- iv latissimus dorsi
- v serratus anterior

- vi quadratus lumborum
- vii external obliques
- viii rectus abdominis
- ix internal obliques
- x transversus abdominis

8 physical working of skeletal muscles

- a notion of antagonistic pairing
 - i prime mover
 - ii antagonist

9 contra-indications associated with disorders of the muscular system

- a fibrositis
- b lumbago
- c muscular dystrophy
- d RSI (repetitive strain injury) variants
 - i tennis/golfers elbow
 - ii tendonitis
 - iii carpal tunnel

J Urinary system

Function, structure, diseases and disorders

- 1 the basic function of regulation of body fluids
 - a distribution of intracellular and extra cellular fluid
 - b the need to balance fluid intake with fluid output
 - c general electrolyte composition and the need to maintain electrolyte balance
 - d pH values of the body's fluid systems
 - e basic mechanism of regulation of blood pressure

- 2 the general structure of the urinary system
 - a kidneys
 - b ureters
 - c bladder
 - d urethra

- 3 the functions of the urinary system
 - a kidneys
 - i the secretion and excretion of urine
 - ii filtration under pressure
 - iii basic action of osmosis
 - iv selective reabsorption
 - v active secretion
 - b ureters
 - i direction of urine from kidneys to bladder
 - c bladder
 - i average capacity
 - d urethra
 - i to conduct urine to the exterior
 - ii in males functions as part of both reproductive and urinary system

- 5 contra-indications associated with diseases of the urinary system and those that are detectable by the composition of urine
 - a cystitis
 - b nephritis
 - c diabetes

K Digestive system

Nutrition, function, structure, diseases and disorders

- 1 the basic dietary components
 - a carbohydrates
 - i starch
 - ii sugar
 - iii cellulose
 - b lipids/fats
 - c proteins
 - d vitamins
 - i A (retinol)
 - ii B1 (thiamine)
 - iii B2 (riboflavin)
 - iv B3 (nicotinic acid)
 - v B12
 - vi C (ascorbic acid)
 - vii D (calciferol)
 - viii E
 - ix K
 - e minerals
 - f fibre
 - g water

- 2 the structure, location and function of the components of the alimentary canal
 - a mouth
 - i tongue
 - ii teeth: types and purpose
 - iii salivary glands
 - b oesophagus
 - c stomach
 - d small intestine
 - e appendix
 - f ileocecal valve
 - g large intestine

- 3 the structure, location and function of the components of the accessory digestive organs
 - a liver
 - i production of bile
 - ii deactivates amino acids and converts simple sugars
 - iii stores various fat- and water-soluble vitamins, iron and copper

- iv synthesizes Vitamin A from carotene
 - v detoxifies drugs and noxious substances
 - vi metabolises ethanol in alcohol
 - vii desaturates fat
 - viii produces heat
 - b gall bladder
 - i stores, concentrates and bile
 - c pancreas
 - i produces enzymes to act upon carbohydrates, protein and fat in the small intestine
- 4 contra-indications associated with diseases and disorders of the digestive system
- a Crohn's disease
 - b gall stones
 - c hiatus hernia
 - d irritable bowel syndrome (IBS)

L Endocrine system

Function, structure, characteristics, diseases and disorders

- 1 the basic function of the endocrine system
 - a meaning of endocrine as 'ductless': hormone secretion directly into the blood stream
 - b function, in relation the nervous system, in the maintenance of homeostasis
 - c controlling effect on body's functions
 - i emotion
 - ii appetite
 - iii sexual activity
 - iv metabolism
 - v water balance

- 2 the location in the body, and the basic structure of the endocrine glands
 - a pituitary (anterior and posterior)
 - b pineal
 - c thyroid
 - d parathyroids
 - e thymus
 - f adrenals
 - g pancreas (islets of Langerhans)
 - h gonads (ovaries and testes)

- 3 the function of the hypothalamus
 - a primary link with the autonomic nervous system
 - b enables or inhibits the actions of the pituitary
 - c produces antidiuretic hormone (vasopressin) and oxytocin: both stored in the posterior pituitary

- 4 the anterior pituitary: the hormones secreted, their target sites, and functions
 - a thyroid stimulating hormone (TSH); targets thyroid; regulates metabolism,
 - b adrenocorticotrophic hormone (ACTH); targets cortex of suprarenal glands;
 - c somatotrophic (growth) hormone; targets hard tissues of the body; increases rate of growth and maintains size in adults
 - d follicle stimulating hormone (FSH); targets sexual organs; oestrogen and maturation of ovarian follicles in females and sperm production in males
 - e luteinising hormone (LH); targets sexual organs; prepares breasts for lactation and progesterone in female and testosterone in the male
 - f lactogenic hormone (prolactin PRL); targets mammary glands; production of milk

- 5 the posterior pituitary: the hormones secreted, their target sites, and functions

- a antidiuretic hormone (vasopressin) ADH; targets kidneys and arteries; decreases urine production
 - b oxytocin; targets uterus and breasts; stimulates labour and ejects milk from the nipple
- 6 the role of the pineal gland in production of melatonin and regulating the 'body clock'
- 7 the thyroid and parathyroid glands: the hormones secreted, their target sites, and functions
- a thyroxine; target cells and tissues throughout the body; controls the basal metabolic rate
 - b calcitonin; targets bones and kidneys to regulate calcium levels
 - c parathormone PTH; targets bones; regulates calcium/phosphorus levels, increases blood calcium levels and activates Vitamin D
- 8 the adrenal glands: the hormones secreted, their target sites, and functions
- a mineralocorticoids e.g. aldosterone: targets water content of tissues; regulates mineral content of body fluids, salt and water balance, blood pressure;
 - b glucocorticoids e.g. cortisone, cortisol; targets liver, blood sugar; regulates metabolism of carbohydrates, involvement in response to stress
 - c sex hormones (androgens and oestrogen) target reproductive organs; development and function of the sex organs, and the physical and psychological characteristics of both sexes
 - d adrenaline; in conjunction with and stimulated by the sympathetic nervous system; controls 'fight or flight' mechanism
 - e no-adrenaline; targets circulation; contracts blood vessels and raises blood pressure;
- 9 the pancreas: the hormones secreted, their target sites, and functions
- a relationship between its endocrine and exocrine functions
 - b insulin: target site – blood sugar; controls metabolism of carbohydrates and lowers blood sugar levels.
 - c glucagon: target site – blood sugar; releases glycogen stored in the liver to raise blood sugar levels
 - d somatostatin: same hormone as released from hypothalamus but secreted from the pancreas inhibits growth hormone and glucagon, insulin and pancreatic enzymes
- 10 the gonads: the hormones secreted, their target sites, and functions
- a oestrogen: affects secondary sexual characteristics in females; development of female reproductive system, external genitalia, uterus and breasts, regulates menstrual cycle
 - b progesterone: affects structures involved in pregnancy; maintenance of pregnancy, development of the placenta, preparation of breast for lactation
 - c androgens: development of male reproductive system, male hair growth patterns, voice deepening, muscle bulk
 - d testosterone: controls male secondary sex characteristics and promotes development of sperm in the testes

- 11 disorders of the endocrine system; the glands affected, causes of the disorders and the characteristic presentation
- a goitre
 - b thyrotoxicosis (hyperthyroidism)
 - c myxoedema (hypothyroidism)
 - d polycystic ovaries
 - e Cushing's syndrome
 - f Addison's disease
 - g diabetes insipidus
 - h diabetes mellitus

M Reproductive system

Female and male – basic anatomy

- 1 internal female genitalia
 - a ovaries
 - b fallopian tubes
 - c uterus
 - d cervix
 - e vagina

- 2 external female genitalia
 - a clitoris
 - b labia minora
 - c labia majora

- 3 internal male genitalia
 - a testes
 - b scrotum
 - c penis

- 4 describe the function of hormones on the
 - a female system
 - i puberty
 - ii menstruation
 - iii ovulation
 - iv menopause
 - b male system
 - i puberty

- 5 disorders of this system affecting other systems should be discussed e.g. polycystic ovaries syndrome affecting hair growth

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 Beauty Therapy Level 3

Relationship to NVQ Standards

The following grid maps the knowledge covered in the City & Guilds Level 2 Diploma/Certificates and Awards in Hairdressing and Barbering against the underpinning knowledge of the Level 2 N/SVQ in Hairdressing, Level 2 N/SVQ in Barbering and Level 2 N/SVQ Hairdressing (Combined Hair Types)

	Unit G8	Unit G22	Unit G22	Unit G17	Unit G18	Unit G7	Unit B11	Unit B12	Unit B13	Unit B14	Unit B15	Unit B20	Unit B21	Unit B22	Unit B23	Unit B24	Unit B25	Unit B26	Unit B27	Unit B28	Unit B29	Unit N6	Unit N7	Unit N8	Unit N9	Unit N10	Unit N11	Unit N12	Unit S2	Unit S3	Unit	Unit	Unit	Unit H32	
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Unit 316																																	ü		

	Unit G8	Unit G22	Unit G22	Unit G17	Unit G18	Unit G7	Unit B11	Unit B12	Unit B13	Unit B14	Unit B15	Unit B20	Unit B21	Unit B22	Unit B23	Unit B24	Unit B25	Unit B26	Unit B27	Unit B28	Unit B29	Unit N6	Unit N7	Unit N8	Unit N9	Unit N10	Unit N11	Unit N12	Unit S2	Unit S3	Unit	Unit	Unit	Unit H32	
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	Unit G8	Unit G22	Unit G22	Unit G17	Unit G18	Unit G7	Unit B11	Unit B12	Unit B13	Unit B14	Unit B15	Unit B20	Unit B21	Unit B22	Unit B23	Unit B24	Unit B25	Unit B26	Unit B27	Unit B28	Unit B29	Unit N6	Unit N7	Unit N8	Unit N9	Unit N10	Unit N11	Unit N12	Unit S2	Unit S3	Unit	Unit	Unit	Unit H32	
Unit 334																																			
Unit 336																																		ü	
Unit 337																															ü				

Appendix 3 The 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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