# City & Guilds Level 2 Technical Award in Hair and Beauty Studies (3038-24)

**Version 1.3 (April 2024)**

## Qualification Handbook

# Qualification at a glance

| | |
|---|---|
| **Industry area** | Hair and Beauty |
| **City & Guilds qualification number** | 3038-24 |
| **Age group** | 14 – 16 (Key Stage 4) |
| **Assessment** | This qualification will be assessed through,<br><br>• One externally set, externally moderated assignment<br>• One externally set, externally marked exam, sat under examination conditions |
| **Grading** | This qualification is graded Pass/Merit/Distinction/Distinction*<br><br>For more information on grading, please see Section 6: Grading. |
| **Approvals** | This qualification requires full centre and qualification approval |
| **Support materials** | Sample assessments<br>Guidance for delivery<br>Guidance on use of marking grids |
| **Registration and certification** | Registration and certification of this qualification is through the Walled Garden and is subject to end dates. |
| **External quality assurance** | This qualification is externally quality assured by City & Guilds. Internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification. |

| Title and level | Size (GLH) | TQT | City & Guilds qualification number | Ofqual accreditation number |
|---|---|---|---|---|
| City & Guilds Level 2 Technical Award in Hair and Beauty Studies | 120 | 160 | 3038-24 | 610/0656/7 |

| Version and date | Change detail | Section |
|---|---|---|
| 1.0 May 2022 | Initial version | All |
| 1.1 July 2022 | Cap on number of resits removed. | Administration |
| 1.2 March 2024 | Change to reference of grade scale from X/P/M/D to U/P/M/D | 6. Grading |
| 1.3 April 2024 | Revision to UMS scores in UMS grade table | 6. Grading |

# Contents

# 1   Introduction

## What is this qualification about?

The following purpose statement relates to the **City & Guilds Level 2 Technical Award in Hair and Beauty Studies.**

| Area | Description |
|---|---|
| OVERVIEW | |
| Who is this qualification for? | This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate. |
| | If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you. |
| What will the student study as part of this qualification? | You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services. |
| | This qualification has three units:<br>• Exploring the world of hair and beauty<br>• Science of hair and beauty<br>• Design in the hair and beauty sector. |
| What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies? | The qualification develops the following knowledge, understanding and skills:<br>• specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns<br>• evolution of hair and beauty from use in ancient times to the mid 90s<br>• how technological advancements, changes to the economy, and social factors have influenced the sector<br>• chemistry of cosmetics and biology related to hair and beauty<br>• uses of design and images for business use<br>• technical hair styling, make-up and manicure skills. |

| | Your understanding and skills can be developed further through progression to other qualifications, such as A levels or specific to a sector, including: |
| --- | --- |
| | • City & Guilds Level 2 Diploma in Beauty Therapy/Beauty Consultancy/Hair and Media Make-up<br>• City & Guilds Level 2 Diploma in Women's Hairdressing/ Barbering<br><br>You would also find the understanding and skills useful to progress to an apprenticeship. |
| Which subjects will complement this course? | GCSEs in Biology, Chemistry, Business Studies, Computer Science and Graphic Design will complement this qualification. |

## Qualification structure

For the **City & Guilds Level 2 Technical Award in Hair and Beauty Studies** the teaching programme must cover the content detailed in the structure below:

| Unit number | Unit title | GLH |
|---|---|---|
| 201 | Exploring the world of hair and beauty | 30 |
| 202 | Science of hair and beauty | 60 |
| 203 | Design in the hair and beauty sector | 30 |

## Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level | Size (GLH) | TQT |
|---|---|---|
| City & Guilds Level 2 Technical Award in Hair and Beauty Studies | 120 | 160 |

## Assessment requirements

To achieve the **City & Guilds Level 2 Technical Award in Hair and Beauty Studies** candidates must complete **both** mandatory assessment components.

| Component number | Title |
|---|---|
| 005 | Level 2 Hair and Beauty Studies – Synoptic assignment |
| 505 | Level 2 Hair and Beauty Studies – Theory exam |

# 2 Centre requirements

## Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

## Resource requirements

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

### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessments.

### Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of assessment being marked by tutors. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

## Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

## Age restrictions

This qualification is approved for learners aged 14 – 16.

# 3 Delivering technical qualifications

## Delivering a Technical Award – key tips

Our Technical Awards are high-quality qualifications that give learners a broad introduction to an industry sector. The **City & Guilds Level 2 Technical Award in Hair and Beauty Studies** provides learners with exciting opportunities to develop both their applied knowledge and theoretical understanding, alongside their development of key practical and technical skills within the hair and beauty sector.

### Taking a holistic approach to delivery

Tutors are encouraged to take a holistic approach to the delivery of topics and themes from across the units that make up this Technical Award. Linking key related concepts from across different units will help to develop learners' understanding of the connections between the different elements of knowledge and skills, as well as preparing them to complete the synoptic assessment requirements.

### Engaging with employers to develop links between theory and practice

The use of employers and valuable work-related learning contexts are beneficial in developing links between theory and practice. Trips and visits to a range of industry sector providers can help bring concepts to life, enabling learners to apply and deepen their understanding of

- how key terms, processes and models can be applied in different contexts
- the scale and scope of their industry sector
- the local skills gaps and needs that may exist.

### Use of learning technologies

The use of learning technologies can be useful in developing learners' independent learning skills. Online learning content, provided through a virtual learning environment or similar platform, can offer valuable opportunities for reinforcing key concepts and extending learning outside the classroom. Learners should be challenged to develop both their industry related technical knowledge and understanding along with skills in digital literacy and applied English and mathematics. For example, the safe and appropriate use of online discussion forums may help learners to develop their critical evaluation skills when sharing key resources or debating a key concept or process. Smart devices, audio-visual tools and social media should be harnessed, to support learners in researching and recording industry related practices.

### Development of learning and thinking skills

Learners should be encouraged to develop confidence in their independent research skills, making effective use of both online and offline information sources. Relevant industry magazines and trade journals, along with good quality websites should be signposted as key sources of sector information. Teaching activities should promote the evaluation of different information sources to consider their validity and reliability.

Tutors are encouraged to use creative and collaborative learning activities which inspire and engage learners to confidently apply and evaluate their developing technical knowledge and skills. Learners should be encouraged to take responsibility for their own learning and development; drawing on their own experiences where possible. Meaningful self and peer-assessment activities are encouraged to develop learners' self-awareness

and reflective practice as independent, critical thinkers. Inclusive learning activities which challenge stereotypes and develop learners' awareness of diversity in their industry sector are particularly important.

## Support materials

The following resources are available for this qualification:

| Description | How to access |
|---|---|
| Sample assessments<br>Guidance for delivery<br>Guidance on use of marking grids | Available on the qualification pages on the City & Guilds Website: **www.cityandguilds.com** |

# 4   Assessment

## Summary of assessment methods and conditions

| Component numbers | Assessment method | Description and conditions |
|---|---|---|
| 005 | Externally moderated synoptic assignment | This assignment is **externally set, internally marked and externally moderated**, and is designed to require the candidate to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole content area. Candidates will be judged against the assessment objectives.

Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.

Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.

Guidance on equipment, resources and duration will be released as appropriate to ensure centres can plan for delivery of practical assignments in advance. The marking grids for the assignments will be available to centres from the start of the learning programme.

Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking process and associated marking grid in the assessment pack for the qualification, and in the Guidance on the use of marking grids. |

| Component numbers | Assessment method | Description and conditions |
|---|---|---|
| 505 | Externally marked exam | The exam is **externally set and externally marked** and will be taken as a paper-based test.

The exam is designed to assess candidate's depth and breadth of understanding across the mandatory content in the qualification at the end of the period of learning and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations**

The exam specification shows the coverage of the exam across the qualification content.

For exam dates, please refer to the Assessment and Examination timetable. |

# What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome. These are detailed on page 15.

# How the assignment is synoptic for this qualification

The typical assignment brief could be to create a hair and beauty image to meet the design brief set for a specific audience.

Learners will plan how to best meet the brief by
- making decisions on use of products depending on client specification
- understanding the target audience for image use
- demonstrating technical hair and beauty skills appropriate to the brief.

Learners will evaluate the suitability of their proposals against the brief.

# External exam for stretch, challenge and integration

The external assessment will draw from across the full content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

# Terminal assessment

For the KS4 2024 Performance table qualifications, Ofqual introduced the requirement for a 'terminal rule' relating to the examination which specifies:

> "An assessment by examination must be taken at the end of a pupil's course of study ("terminal assessment") and this must contribute at least 40% of the total marks available for the qualification. Ofqual's QLCs require that pupils must use towards their final overall grade the result of the assessment by examination sat in

the series in which they are completing the course. This should typically lead to candidates sitting the assessment by examination at the end of year 11."

For this qualification, due to its assessment structure, this means that both the examination and synoptic assessment must take place at the end of the programme. Details of assessment dates are published in the assessment and examination timetable. To allow candidates to certificate within the KS4 year if they fail the examination on their first attempt, we have amended the grading arrangements (see *Grading* section); removing the requirement to pass the assessments for certification.

## Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

| Assessment objective | City & Guilds Level 2 Technical Award in Hair and Beauty Studies<br>Typical expected evidence of knowledge, understanding and skills | Approximate weighting |
|---|---|---|
| **AO1** Recalls knowledge from across the breadth of the qualification. | Facts about hair and beauty, selection of appropriate products, equipment and techniques, product ingredients, health and safety considerations, use of imagery. | 15% |
| **AO2** Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | Comparison of hair and beauty between different eras, justification for cosmetics used against brief, importance of using imagery in business, how design ideas are presented to different audiences, how trades and businesses are linked, technological advancements and understanding how they have shaped today's hair and beauty sector, the impact of changes to the economy. | 20% |
| **AO3** Demonstrates technical skills from across the breadth of the qualification. | Interpretation of design brief, blending of past hair and beauty styles to modern style A range of hair and beauty technical skills used, creating of design image, compliance with health and safety, carrying out relevant hair testing, application of products, recognising effect of selected cosmetic products on hair and skin, evaluation of final design image, original piece of work, originality of format. | 20% |
| **AO4** Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | Applying and linking knowledge and understanding to the given scenario, researches, plans, creates, evaluates and presents design image, methods of communication and presentation are appropriate for given audience. Evidence of research through use of bibliography, project evidence, design plan, interpreting data via questionnaires, teachers, peers and self-reflection to improve their performance. | 30% |
| **AO5** Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions. | Application of technical skills, written report, alignment of design image against customer brief, quality and detail of either posters, slides, mood boards. Use of accurate presentation, assignment and report writing skills, layout and presentation aids effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar. | 15% |

## Exam specification

AO weightings per exam

| AO | Exam weighting (approx. %) |
|---|---|
| AO1 Recalls knowledge from across the breadth of the qualification. | 36 |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | 44 |
| A04 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 20 |

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type**: Examiner marked, written exam delivered on paper
**Assessment conditions**: Invigilated examination conditions*
**Grading**: U/P/M/D

| Exam 505 | Duration: 2 hours | | |
|---|---|---|---|
| Unit | Outcome | Number of marks | % |
| 201 | 1. Understand key features of the hair and beauty sector | 8 | 13 |
| | 2. Understand the development of the hair and beauty sector | | |
| 202 | 1. Understand chemistry of cosmetics and consider their uses within hair and beauty products | 35 | 59 |
| | 2. Understand biology related to the hair and beauty sector | | |
| 203 | 1. Understand the use of design in business | 5 | 8 |
| | 2. Develop technical skills required to create a hair and beauty image | | |
| | 3. Plan, create and evaluate an image for business use | | |
| N/A | Integration across units | 12 | 20 |
| | **Total** | **60** | **100** |

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
**http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations**.

Entry for exams can be made through the City & Guilds Walled Garden.

# 5 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is detailed below. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

## Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires:
- candidates to sign the *Declaration of authenticity* form to confirm that any work submitted is their own
- tutors to confirm on the record form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down in the assessment documentation

The tutor must be sufficiently aware of the candidate's standard and level of work to make a judgement whether the work submitted is within the expected ability and style of the candidate or whether a further investigation into the authenticity of the work is required.

If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

## Internal standardisation

For internally marked work the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. If two or more markers are involved in marking assessments, one must be designated as the lead tutor responsible for internal standardisation. The lead tutor takes responsibility during standardisation for ensuring a single approach and standard is achieved. If there is a disagreement the lead tutor will have the final say.

For standardisation purposes, before final marking takes place, common pieces of work must be selected and marked by all tutors, and any differences between interpretation and marks awarded must be discussed and reconciled at an internal standardisation session in which all tutors must participate.

The Internal Quality Assurer (IQA) must ensure that the training includes the use of reference and archive materials such as work from previous years as appropriate.

The IQA must sign the *Centre Declaration Sheet* (CDS) to confirm that internal standardisation has taken place. If only one tutor has undertaken the marking, that person must sign this form.

The completed record form must be attached to each candidate's work and the CDS must be submitted to City & Guilds during the moderation. The record form and CDS must be signed in order for the candidate's results to be processed.

## Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

## Moderation

Moderation is the process where external examiners are standardised to a national standard in order to review centre marking of internally marked assessments. These examiners are referred to as 'moderators'. Moderators will mark a representative sample of centre marked, candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with the national standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidates' work. In these instances a complete remark of the candidates' work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidates' work to City & Guilds. This may involve digital or postal submission. The deadline for submission of evidence will be available on Walled Garden.

In most cases candidates' work will be submitted directly to the moderator for moderation, either postally or electronically. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the

moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

## Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then select a sample of work to be used for awarding, the process by which grade boundaries are set.

## Centres retaining evidence

Centres must also retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

## Use of technology and innovation

City & Guilds will set evidence requirements for moderated assignments based on their fitness for purpose in terms of validity, reliability and manageability. This will include use of digital evidence and new technologies to support the moderation process wherever current available technology allows.

# 6  Grading

## Awarding individual assessments

Individual assessments will be graded pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a judgemental process using technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidates' work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

## Grade descriptors

### To achieve a pass, a candidate will be able to

- Demonstrate the broad knowledge and understanding related to the industry/occupational/ technical area, its key principles, practices and legislation.
- Describe some of the main factors impacting on the industry/occupational/technical area to show good awareness of how the industry/occupational/technical area is shaped by the social, environmental, and business environment it operates within.
- Use the broad technical and specific terminology commonly used in the industry/occupational/technical area with accuracy.
- Demonstrate the application of relevant theory and understanding to solve straightforward problems.
- Interpret briefs for routine tasks, attending to the key aspects, and showing a secure understanding of the main concepts and themes across the industry/occupational/technical area.
- Carry out routine planning which shows an ability to identify the relevant information in the brief and use broad knowledge and understanding from across the qualification (including basic technical information) to interpret what a fit for purpose outcome would be, developing a plausible plan to achieve it.
- Achieve an outcome which meets the key requirements of the brief with some success.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out routine tasks and procedures, and having some confidence in attempting more complex tasks.

### To achieve a distinction, a candidate will be able to

- Demonstrate an excellent knowledge and understanding related to the industry/occupational/technical area, its key principles, practices and legislation.
- Analyse the impact of different factors on the industry/occupational/technical area to show good understanding of how it is shaped by the social, environmental, and business environment it operates within.
- Use technical and industry/occupation specific terminology commonly used in the industry area accurately and with confidence.

- Demonstrate the application of relevant theory and understanding to solve problems which are sometimes non-routine.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve a fit for purpose outcome.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it meets the brief completely and to a high quality.
- Carry out an evaluation focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

## Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **City & Guilds Level 2 Technical Award in Hair and Beauty Studies** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

The approximate pass grade boundary for the synoptic assignment in this qualification is:

| Synoptic Assignment | Pass Mark (%) |
|---|---|
| 005 | 42 |

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

| Assessment method | Grade scale | % contribution | UMS |
|---|---|---|---|
| Synoptic Assignment (005) | U/P/M/D | 60% | 144 |
| Exam (505) | U/P/M/D | 40% | 96 |

Both synoptic assignments and exams are awarded in every series (see 'Awarding individual assessments', at the start of Section 6, above) to identify the raw mark representing the boundary pass merit and distinction standards. These raw mark boundaries are used to make the conversion of raw marks onto a uniform mark scale (UMS). Using a UMS approach allows all of the candidate's marks count when taken into the aggregation process, and ensures their uniform mark has the same value in each series, allowing aggregation of assessments from different series where necessary.

After the conversion of the candidate's raw scores into uniform marks for both the examination and the synoptic assignment, they are added together to give the total uniform mark for the candidate.

There is no minimum mark requirement for either the exam or the synoptic assignment as long as both assessments have been attempted.

The candidate's qualification grade is determined by comparing their total UMS mark to the mark ranges given in the table that follows.

| Total UMS | Qualification Grade | % of UMS boundary set at |
|---|---|---|
| 0 - 95 | U | n/a |
| 96 - 131 | P | 40 |
| 132 - 167 | M | 55 |
| 168 – 203 | D | 70 |
| 204 - 240 | D* | 85 |

# 7   Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

## External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.
City & Guilds requires the Head of Centre to
- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

## Enquiries about results

The services available for enquiries about results include a review of marking for assignment and exam results. Requests must be submitted within the specified period after the publication of results for individual assessments.

For further details of enquiries about results services, please visit the City & Guilds website at **www.cityandguilds.com.**

## Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments. For the exam, the most recent result will count towards the final qualification due to the terminal rule. For the synoptic assignment, the best result will count. In a situation where a learner resits the synoptic assignment after certification and in an attempt to improve their grade, then this will require the exam to be resat and the result of this sitting will be used to towards their qualification grade. See guidance on individual assessment types in Section 5.

## Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

## Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments.* This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments.* Alternatively, please complete the form, JCQ/M1. Copies of this form can be found on the JCQ website: http://www.jcq.org.uk

# Access arrangements and special consideration

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We can make arrangements so that candidates with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made before assessment takes place.

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:
**http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

## Special consideration
We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process.*

# Unit 201    Exploring the world of hair and beauty

| | |
|---|---|
| **UAN:** | M/507/7031 |
| **Level:** | 2 |
| **GLH:** | 30 |

## What is this unit about?

The purpose of this unit is for learners to explore the exciting world of hair and beauty and the global environment in which its industries operate. They will explore key features of typical hair and beauty businesses and know how a range of trades and industries link to the sector.  They will study how hair and beauty has developed from ancient times to the present day and understand how technological advancements have changed and shaped the range of products and services on offer today.

For most young people this will be the first time they have researched a customer led business and, through a journey of discovery, they will identify how iconic eras have shaped this dynamic sector.  Along with this, learners will discover how technological advancements, changes to the economy and social factors have influenced the delivery of hair and beauty treatments and services.

## Learning outcomes

In this unit, learners will be able to:
1.  Understand key features of the hair and beauty sector
2.  Understand the development of the hair and beauty sector

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

## Learning outcome:

**1. Understand key features of the hair and beauty sector**

## Topics

1.1 The industries within the sector
1.2 Key features of hair and beauty careers
1.3 Business and industry links

**Topic 1.1**

The hair and beauty sector employs 0.87% of the total workforce in the UK and contributes to the UK economy with an annual turnover of over £6 billion (Habia 2012). It provides a range of employment opportunities, supports many other industries and sectors and is an attractive option for many young people looking to work in a creative industry.

Learners will understand the industries listed below, including
- Hair – Hairdressing and Barbering
- Beauty – Beauty therapy, Nail technology, Spa therapy and Media make-up.

**Topic 1.2**

Learners will understand the key features of hair and beauty careers by exploring the following and taking into consideration specific services carried out, roles and responsibilities and typical working patterns (such as freelance/part time/full time/shift work)
- hairdresser (cutting, styling, shaving, colouring, perming, relaxing, extensions)
- beauty therapist (manicure, pedicure, facials, lash and brow treatments, make up, massage, hair removal)
- spa therapist (massage, body wrap, body scrub, hot stone, facial, thermal services, holistic treatments)
- media/make-up artist (wig-making, fashion / photographic make up, special effects, prosthetics, body art, hair styling)
- cosmetic consultant (give advice and sell specialist brands)
- trichologist (treat a range of hair and scalp disorders)
- nail technician (manicure, pedicure, nail art, extensions)
- barber (male grooming services e.g. cutting and finishing, facial skin care, massage, shaving)
- educator / teacher
- receptionist.

**Topic 1.3**

Learners will understand how each of the following trades and businesses are linked to the hair and beauty sector by considering the reliance (bracketed) that each has upon it, including
- manufacturers (developing and manufacturing new and existing products and equipment)
- wholesalers (selling to salons and practitioners)

- trichologist (supporting the sector by dealing with a range of diseases and disorders of the hair and scalp)
- retail (selling associated products and equipment for use within the sector)
- media (supporting the sector by working with modelling agencies, TV / film, fashion, theatre, advertising etc.)
- leisure industries (reliant upon the spa, beauty and hair industries with businesses running simultaneously).

Learners will understand how each of the following are linked to the hair and beauty sector in terms of applicable, transferrable skills (bracketed) which may be used to advance or change career options through additional training, including
- leisure industries eg entertainment, recreation, sports, and tourism (linked by communication, customer facing skills and anatomy and physiology)
- cosmetic research and development and para-medical services eg laser treatments, cosmetic injections (linked by extensive knowledge of anatomy and physiology and diseases and disorders)
- health and well-being industries e.g. complementary therapies, dietician, health and lifestyle (linked by knowledge of disorders of the body and consultation services)
- journalism (in the subject area of specialism – hair / beauty).

## Learning outcome:
**2. Understand the development of the hair and beauty sector**

## Topics
2.1 The key features of hair and beauty in ancient eras and decades of the past hundred years
2.2 Hair and beauty in today's society

The concept of beauty has emerged over time and presents itself as a diverse set of ideals throughout the world. Although hair and beauty is subject to changes in fashion, cultures often have a fixed conception of beauty. This set of ideals is directly influenced by past times, and current trends often look at the past to stimulate ideas for new designs.

**Topic 2.1**
Learners will understand key features of each of the following eras:
- Ancient Egypt:
  - make-up using copper and lead ore
  - use of wigs for males and females
  - use of henna
  - scented oils and ointments
- Ancient Greece:
  - Hair styling techniques (braiding, curling etc).
  - Typical male facial hair
  - Hair lightening (achieved by bleaching properties of the sun)
  - The use of face masks made from ass's milk
  - Natural, pale facial skin
- Ancient Japan:
  - Use of rice powder to make facial skin white

- o Eyebrows were shaved off
- o Teeth were painted gold or black
- o Henna to stain hair and skin
- o Bright red rose-bud lips were drawn over natural lip-lines
- 20s and 30s:
  - o Make-up looks included smudgy, smoky eyes, cupids bow lips in matte red, thin eye brows and natural nails.
  - o Women's hair was short, bobbed with flat finger-waves.
  - o Men's hair was typically short back and sides and slicked back top
- 40s and 50s:
  - o Men wore small, fine moustaches and slicked back hair.
  - o Women favoured red lips and set, rolled hair.
  - o 'Movie star glamour' was typified by Marilyn Monroe
  - o The war had an impact on product availability
  - o Media and celebrity played a big part in post war fashion in the 50s and hair colouring rose in popularity
- 60s and 70s:
  - o Wigs and hair pieces were used to give weight and volume for bee-hives
  - o Precision cutting by Vidal Sassoon contrasted the heavily lacquered bouffant styles
  - o The natural curly look of the 'Afro' was mimicked by Europeans who permed their hair
  - o Pale eye shadows and black eye-liner was popularised by the model Twiggy
  - o The Beatles influenced men to have longer hair
- 80s and 90s:
  - o The 'Mullet' hair style was worn by males and females and bright neon make-up was popular
  - o 'Big hair' was achieved by perming and many people had 'white-blonde' highlights
  - o Flat-tops were revived
  - o Lady Diana introduced a more subtle, feminine look
  - o Rachel from TVs Friends had a big influence and straighter styles became iconic in the 90s.
  - o The 'barely there' or 'nude' make up look was popular with fresh, natural brown and fawn shades

**Topic 2.2**
Learners will understand key developments and technological advancements and understand how they have shaped today's hair and beauty sector

Technological advancements:
- products (anti-ageing, mineral based, light reflecting hair colourants, high definition make up (designed for use in TV/film), organic, low sensitivity, gel nail products)
- equipment (air brushing, photographic editing, computer generated imagery)
- media (the use of the internet and social media for professional training, demonstrating skills and displaying looks)

Changes to the economy:
- effects of recession on hair and beauty businesses (unemployment, staffing levels and disposable income)

- gross domestic product (GDP) (the importance of the hair and beauty sector in changes to economic growth of the UK)
- product pricing (price wars, luxury items)

Social factors:

Social diversity, culture and celebrity have impacted the sector by increasing demand for each of the following:

- products - make up ranges for different skin tones, the vast range of hair and makeup products
- services – hair (relaxing, straightening, shaving (e.g. patterns), extensions, wefts). Beauty (semi-permanent make up, tanning, lash and brow extensions, cosmetic enhancements, nail enhancements)
- equipment - heated styling, shaving and hair removal.

## Guidance for delivery

Learners will discover and gain an understanding of how services and treatments within the hair and beauty sector have evolved through major civilisations of history and modern decades. They will discover and understand the key influences that have had a major impact on those developments.  Learners need to be given the opportunity to explore technological developments within the hair and beauty sector.

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

## Suggested learning resources

### Books

Fashions in Hair.  The first five thousand years          Corson, R
Published: Peter Owens, 2005
 ISBN: 978-072061-0932

Manual of ladies hairdressing for students          Mallemout, A
Published: Bramcost, 2008
ISBN: 978-1934268-698

Westmore beauty book          Westmore, B
Published: Bramcost, 2009
ISBN: 978-1936049-318

The History of Hair: Fashion and Fantasy down the Ages    Bryer, R
Published: Philip Wilson, 2000
ISBN: 978-0856675065

Encyclopaedia of Hair: A Cultural History                    Sherrow, V
Published: Greenwood Press, 2006
ISBN: 978-0313331459

## *Journals and magazines*

- Hairdressers Journal

## *Websites*

Habia                                          www.habia.org.uk

Beauty Guild                                   www.beautyguild.com

Beauty Web                                     www.beautyweb.com

Marie Claire                                   www.marieclaire.co.uk

UK Hairdressers                                www.ukhairdressers.com

You Beauty                                     www.youbeauty.com

# Unit 202      Science of Hair and Beauty

| | |
|---|---|
| **UAN:** | T/507/7032 |
| **Level:** | 2 |
| **GLH:** | 60 |

## What is this unit about?

The purpose of this unit is to encourage learners to explore the relevance of the associated sciences in hair and beauty and how science influences the development of products in the hairdressing and cosmetic industry. The study of the application of science in the hairdressing and cosmetic industry should promote an understanding of the commercial application of science and how it may affect personal decisions that are not solely related to hair and beauty.

The process of how to set up and conduct a scientific experiment will be introduced; this will include the method of investigation, analysis of data and drawing of conclusions. Learners will carry out pH testing on a range of products, compare the results and relate each to their effects on hair and skin. They will explore typical tests carried out in the sector and investigate the properties of ingredients in cosmetics. Learners will also have the opportunity to debate the ethics of product testing.

On completion of this unit the learner will be able to identify and apply the sciences related to hair and beauty. Additionally, they will be able to transfer their learning and identify the influence of science in a range of contexts.

## Learning outcomes

In this unit, learners will be able to:

1. Understand chemistry of cosmetics and consider their uses within hair and beauty products
2. Understand biology related to the hair and beauty sector

## Scope of content
There is no requirement for learners to have prior knowledge of the science of hair and beauty, however it is anticipated that learners will possess basic numeracy and literacy skills.

## Learning outcome:
**1. Understand chemistry of cosmetics and consider their uses within hair and beauty products**

## Topics
1.1 The effects of acids and alkalis on hair and skin
1.2 The scientific principles of ingredients in hair and beauty products
1.3 Ingredients in hair and beauty products
1.4 Ethical consideration for testing cosmetics

**Topic 1.1**
Acids and alkalis are present in the human body and are essential for continued life, however if the normal balance of these chemicals are tilted, the body may not be able to function normally. Identification of the correct balance will aid in identifying what products are best suited to individuals.

Learners will understand:
- the following classifications:
  - Acids
  - Alkalis
  - pH balanced with hair/skin
- methods of testing pH values of solutions
  - universal indicator
  - litmus paper
- the typical pH value of the following products:
  - Skin products – soap, shower gel, sun protection creams, skin cleansers, astringents/toners, moisturisers, shaving products, depilatory products, exfoliants
  - Nail products - cuticle remover, nail polish remover, cuticle creams
  - Hair products - shampoos, lightening products, hydrogen peroxide, perm lotion, hair relaxing agents, surface and treatment conditioners
- the effects of acids and alkalis:
  - hair – strong alkalis swell the hair and have a depilatory action. Weak acids close the cuticle scales and help protect and smooth the hair.
  - skin – Strong acids cause skin burns and limit its protective function. Weak acids are soothing to the skin. Strong alkalis break down skin cells and have exfoliating properties

**Topic 1.2**
Identifying the effect of cosmetic products on hair and skin will further enable learners understanding of their appropriate use.

Learners will understand the scientific principles relevant to each of the following products
- shampoo/detergents: wetting, suspending, emulsifying: keep oil and water (immiscible), from separating. Hydrophilic head breaks water's surface tension, hydrophobic tail bonds with oil or fat molecules
- hair conditioners: moisturising, closing hair cuticle scales and re-structuring bonds in the hair's cortex
- skin sun protection creams: absorption or reflection of UV rays

- skin cleansers: surfactants and emollients lower surface tension, remove dirt, sebum
- exfoliators: Beta and Alpha hydroxides (BHA, AHA) soften and remove dead skin cells, encourage cell regeneration and brighten skin tone. Bead exfoliators remove dead skin cells, can cause irritation.
- cuticle remover: reduction of keratin to remove dead skin cells to clear the nail plate

**Topic 1.3**

Learners will understand the main ingredients, properties and functions of substances used in hair and beauty products:

- Parabens - Preservative (anti-fungal, bactericidal and fungicidal)
- Mineral oils - Occlusive to increase moisture levels by providing a physical barrier to skin or hair moisture loss
- Emollient – To provide some occlusivity and improve the appearance of the skin by smoothing flaky skin cells
- Oxidising agents - Used in redox reactions (to provide oxygen to aid chemical services such as neutralising perms and colouring / lightening hair)
- Stabilisers - To maintain shelf life of a product
- Antiseptics - To prevent infection of the skin by bacteria
- Humectants - A substance used to preserve moisture content
- UV filters - Absorbs or reflects UV rays
- Pigments - Addition of colour to products
- Emulsifiers - To mix a number of immiscible products
- Exfoliators - To remove dead skin
- Astringents - A drying effect on skin
- Hydrating - Adding moisture
- Hypoallergenic - Tested to reduce allergic reactions
- Non-comedogenic – Minimises the clogging of pores/anti-acne
- Soothing - Calming to reduce erythema
- Regenerating - Encourages cell renewal
- Anti-oxidant - To help prevent/reduce free radicals (skin), to reduce the effects of oxidation in redox reactions (hair)
- Stimulating - To encourage growth and skin cell repair
- Dihydroxyacetone (DHA) – Pigments used in tanning products
- Depilatory - Removal of unwanted hair
- Paraphenylenediamine - Pigment used in permanent hair colours

Learners will understand the possible causes and signs of allergic reactions.

Ingredients which commonly cause allergic reactions/skin sensitivities in hair and beauty products:

- para dyes: paraphenylenediamine, para-toluenediamine sulfate
- detergents
- oils
- methylisothiazoline (MI)

Common signs of allergic reaction/skin sensitivities:

- dermatitis: swelling, redness, itchy skin, flaking skin
- Anaphylactic shock

**Topic 1.4**

The use of animals to test cosmetics products or their ingredients is banned in the UK and all other member states of the European Union. Since March 2013, it has also been

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illegal to sell cosmetics products within the EU which have been, or which contain ingredients, newly tested on animals.

A number of countries outside the EU are also now seeking to adopt similar bans. However, in others - including China and the United States of America - animals are still used to test cosmetics ingredients and products.

Learners will understand why cosmetic products are tested prior to being made available:
- For safety - Cosmetics Products (Safety) Regulations
- To fit its description, be fit for purpose and satisfactory quality – Trades Descriptions Act, Sale of Goods Act

Learners will understand that it is illegal to test cosmetics on animals due to legislation and pressure from other supportive organisations for the prevention of animal testing of cosmetic products:
- People for the Ethical Treatment of Animals (PETA)
- Royal Society for the Prevention of Cruelty to Animals (RSPCA)

Learners will understand that a complete ban on the sale of cosmetics developed through animal testing has taken effect in the EU and that alternative methods of skin testing are now commonly carried out on hair and beauty products, including
- use of humans
- scientific research - use of reconstructed tissue (eg Episkin).

## Learning outcome:
**2. Understand biology related to the hair and beauty sector**

## Topics
2.1 Anatomy and physiology terminology of hair, skin and nails
2.2 Hair, skin and nail conditions and how they can affect or limit treatments and services

**Topic 2.1**
The anatomy of hair and beauty will be explored giving the learner a greater understanding of their physiology. Factors that affect the health and condition of hair, skin and nails and how disorders adversely affect the well-being of the body will be examined; this topic will give the learners breadth and depth knowledge of the subject and will be fundamental in aiding learners make future lifestyle decisions.

Learners will understand the location and main function of hair structures:
- hair follicle- anchors each hair into the skin
- inner and outer root sheath- surrounds and protects the growing hair
- hair shaft –visible part of the hair
- cuticle- the outer layer of hair protects the cortex
- cortex- provides the hair's strength, determines hair colour and texture
- medulla- inner most layer, not always present

Learners will understand the location and main function of nail structures where applicable:
- nail plate - protects the nail bed
- nail bed - provides the blood supply
- nail cuticle - protects the matrix from bacteria
- matrix - responsible for producing cells that become the nail plate

- lunula - visible part of the nail root
- hyponychium - works as a seal to protect the nail bed
- free edge - protects fingertips
- nerve endings - provides sensation

Learners will understand the location and main function of the epidermis structures:

- basal cell layer - bottom layer of cells in the epidermis, attaches to dermis, where cells reproduce by mitosis
- prickle cell layer - layer above the basal cell layer, where keratin is produced and injected into cells
- granular layer- layer above the prickle cell layer, where keratinisation takes place
- clear layer- layer above the granular layer forming a waterproof barrier
- horny layer - outer layer of the epidermis made of dead, flat, keratinised cells which are shed and helping to prevent dehydration

Learners will understand the location and main function of the dermis structures:
- collagen- Structural protein fibres that add strength and support to the dermis
- subcutaneous layer - made up of fat cells for protection
- elastin - elastic protein fibres allow the skin to stretch and recoil, providing the skin's elasticity
- sweat glands - excretes watery substances onto the skin's surface
- sensory nerve endings - end organs for pain, touch, heat, cold and pressure sensations
- sebaceous gland - attached to hair follicles creating sebum
- arrector pili muscle - reacts to cold and heat, traps warm air in the body keeping in heat
- blood vessels - provide nutrients to the skin and help regulate body temperature
- dermal papilla - contains nerve endings and blood capillaries to help nourish the hair

Learners will understand the location and main function of hypodermis structures:
- fat cells - provide protection and heat to the body
- loose connective tissue- body tissue supporting internal structures

Learners will know the functions of the hair, skin and nails:
- Absorption of moisture
- Sensation reacts to touch etc.
- Elimination of waste products
- Secretion of oil and water
- Protection against harmful bacteria, UV rays etc.
- Regulation of heat
- Produces vitamin D

**Topic 2.2**
Learners will know that pathogens are disease-causing micro-organisms. Learners will understand how the human body is defended against pathogens
- Internal defence:
    o Skin forms a protective barrier
    o White blood cells surround the pathogen to fight against disease
    o Histamine a natural immune response.
    o Skin's acid mantle creates a natural barrier to bacteria
- External defence

- o Protective face masks – to prevent inhalation through mouth and nose when in contact with chemicals
- o Eye protection wear– to prevent absorption through the eye
- o Dressing to cover open cuts – to prevent passage through the skin

Learners will understand how each of the following non-contagious disorders may affect treatments and services provided in hair and beauty:
- damaged cuticle
- trichorrhexis nodosa (damaged hair)
- monilethrix (beaded hair disorder)
- fragilitas crinium (split ends)
- Alopecia -  alopecia areata, traction alopecia, androgenic baldness, alopecia totalis, cicatricial alopecia
- pityriasis capitis (dandruff)
- seborrhoea
- eczema
- psoriasis
- keloids
- acne – vulgaris/rosacea
- dermatitis – allergic / irritant
- in-growing hair

Learners will understand how each of the following contagious disorders may affect treatments and services provided in hair and beauty:
- bacterial infections: impetigo, carbuncles, folliculitis
- fungal infections: (Ringworm) tinea capitis /pedis/unguium (ringworm of the scalp/feet/nails)
- viral infections: herpes simplex and warts
- infestations: pediculosis capitis (head lice) humanus (body lice), sarcoptes scabei (scabies -itch mite)

Learners will understand the following hair tests to understand hair strength and condition in the context of limiting treatments / services:
- Elasticity- hair in good condition can stretch up to a third of its length and recoil to its original length
- Porosity- Hair with low porosity is harder to process, and is resistant to chemicals, hair with high porosity readily absorbs and releases moisture easily
- Density- The main consideration of hair density in styling
- Hair pull test – to determine if there is excessive hair loss

## Guidance for delivery

Tutors delivering this unit will have an opportunity to use a wide range of techniques, industry experts, DVD's lectures, guest speakers and video footage. Tutors are advised to include supervised practical activities, research using the internet and use library resources.

**Hair products:**
Learners are encouraged to use products already in use at home and to carry out basic experiments, such as comparisons between the conditioning properties of different types of conditioners/two-in-ones, etc. and breaking surface tension with a range of detergents, such as washing powder/washing up liquid/shampoo/shower gels.

**Beauty products:**
Learners are encouraged to use products already in use at home and to carry out basic experiments, such as comparisons of different brands of cuticle remover/cleansers. A case study could be set up at home or in a learning environment to be carried out over a number of weeks whereby, for example, comparisons of different cleansers and facial products are made.

## Suggested learning resources

### *Books*

Level 2 VRQ Diploma in Beauty Therapy
Published by: City and Guilds, 2012
ISBN-10: 0851932045
ISBN-13: 978-0851932040

Beckmann, H & Rawlings, K

The Science of Beauty Therapy (3rd Edition)
Published by: Hodder Arnold, 2004
ISBN-10: 0340814667
ISBN-13: 978-0340814666

Bennett, R

The Science of Hair Care (2nd Edition)
Published by: CRC Press, Baca Raton, 2005
ASIN: B013RQ4WW0

Bouillon, C & Wilkinson, J

Level 2 VRQ Diploma in Hairdressing
Published by: City and Guilds, 2012
ISBN-10: 085193207X
ISBN-13: 978-0851932071

Titmus, K.

Skin Care and Cosmetic Ingredients Dictionary
Published by: Delmar Cengage Learning, 2014
ISBN-10: 1285060792
ISBN-13: 978-1285060798

Varinia Michalun, M & DiNardo, J

### *Websites*

PETA                                    www.peta.org.uk

RSPCA                                   www.rspca.org.uk/adviceandwelfare
                                        /laboratory/testingchemicals/cosmetics

Legislation                             www.gov.uk/government/uploads/
                                        system/uploads/attachment_data/file/
                                        39334/10-761-guide-to-cpsr.pdf

Science Net Links                       http://sciencenetlinks.com

# Unit 203          Design in the hair and beauty sector

| | |
|---|---|
| **UAN:** | A/507/7033 |
| **Level:** | 2 |
| **GLH:** | 30 |

## What is this unit about?

The purpose of this unit is for learners to explore the creative world of design used in business.  Learners will have the opportunity to plan and create their own design image using technical hair and beauty skills.

Design within the hair and beauty sector is exciting and creative and learners will explore ideas, perspectives, attitudes and images which promote businesses, products and services.  Many businesses rely extensively on visual imagery to showcase branding globally; this unit will allow learners to develop transferrable skills which are valuable in many other businesses.

Learners will develop skills to plan and implement a design image and demonstrate their imaginative and creative skills. Whilst creating their image, they will demonstrate the ability to work on their own initiative and/or as part of a team.  Learners will also develop their communication skills by their interaction with other audiences and the production of written reports.  Learners will also draw on wider skills such as research, analysis and evaluation.

Learners may be introduced to this unit by asking themselves questions such as:
- How will I be able to develop ideas for design images?
- What opportunities are there in the hair and beauty sector for designing images?
- How can I apply my creative design skills to the business world?

## Learning outcomes

In this unit, learners will be able to:
1. Understand the use of design in business
2. Develop technical skills required to create a hair and beauty image
3. Plan, create and evaluate an image for business use

# Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

## Learning outcome:

**1. Understand the use of design in business**

## Topics

1.1 The importance of using design

1.2 The factors to consider when creating design images

**Topic 1.1**

An increasing number of businesses are using design to deliberately differentiate themselves from competition. Design imagery acts as a mechanism for business growth and innovation. Customer trust is placed on familiar brands through advertising, so achieving the right image is key to business progression.

Learners will understand the range of purposes for using design in business:
- as a marketing tool, to launch or strengthen a new or existing business brand
- to aid sales and illustrate examples of services or products provided within the business
- to use during the design and development phase of bringing new products to market.

Learners will understand how design is commonly used in hair and beauty businesses:
- Product or equipment packaging
- Brand logos
- Salon interiors (retail stands, décor, window displays)
- Web pages
- Promotional materials (information leaflets, business cards, signage, window displays, product displays, newspaper / magazines, email, social media, and television).

**Topic 1.2**

Learners will understand how each of the following factors can impact the planning process:
- the purpose of the design (see range of purposes in topic 1.1 above)
- target audiences/customer requirements/expectations (gender appeal, age, pricing)
- relevant legal requirements (The Equality Act 2010, Health and Safety at Work Act, Trades Descriptions Act)
- resources required to create the design (people, specialist products/equipment, budget, location, timescales, ICT).

## Learning outcome:

**2. Develop technical skills required to create a hair and beauty image**

## Topics

2.1 Develop technical hair styling skills

2.2 Develop technical make up skills

2.3 Develop technical manicure skills

The hair and beauty businesses often rely on producing their own imagery to sell specific looks and seasonal trends. Learners will study and experience some of the basic technical skills required to create these looks and the relevant health and safety considerations.

**Topic 2.1**
Learners will apply hairdressing products, to include
- mousse/lotion
- serum/oil/wax/gel
- hair spray
- heat protectors.

Learners will use hairdressing equipment, to include
- brushes
- combs
- electrical equipment.

Learners will understand the effects of hair techniques, to include
- blow-drying
- thermal styling
- hair up.

**Topic 2.2**
Learners will apply beauty products, to include
- skin care products: cleanser/toner/moisturiser
- makeup products: eye shadow/lip liner/mascara/lipstick/concealer/foundation/ highlighter/blusher/powder/eye liner

Learners will use beauty equipment, to include
- variety of make-up brushes
- spatula
- make-up palette.

Learners will understand the effects of beauty techniques, to include
- contouring
- concealing.

**Topic 2.3**
Learners will apply nail products, to include
- nail enamel remover
- base/top coat /coloured nail enamel
- gems/glitter.

Learners will use nail equipment, to include
- nail file
- nail art equipment.

Learners will understand the effects of nail techniques, to include
- nail polishing
- nail art.

## Learning outcome:

**3. Plan, create and evaluate images for business use**

## Topics

3.1 Plan design images

3.2 Create design images

3.3 Review design images

**Topic 3.1**

Learners will understand how to plan for design images by taking into consideration the factors identified in Topic 1.2.

Learners will present their planning in any of the following ways, including

- notes from market research conducted by interview, questionnaire or visits, or from secondary research
- mood boards containing 2D/3D displays, photographs, plans, sketches, diagrams, accessories, nail art, hair pieces, makeup, clothing
- story board/timeline showing the chronological process of the design image idea, through to its completion
- presentation slides including images of the design process and any other relevant data
- action plans.

**Topic 3.2**

Learners will understand how to follow a design plan when creating images for any of the following:

- Product or equipment packaging
- Brand logos
- Salon interiors
- Web pages
- Promotional materials

**Topic 3.3**

Learners will use any of the following methods of reviewing their design. They will gain feedback to critically analyse its success and explain how to make improvements on their design.

- Self-evaluation - making realistic comparisons
- Peer-to peer assessment
- Teacher's review of performance - steps for future improvements

## Guidance for delivery

Learner focussed activities will range from technical hair and beauty skills, researching, planning and developing a design for a hair and beauty image. Learners will prepare a design plan, work to an agreed negotiated timescale, demonstrating the ability to work within a team, as well as being able to work using their own initiative.

Learners will develop a design idea into a design plan, which matches the objectives that have been set out and review their own design image including how to improve and strengthen it.

The importance and use of science can be linked to this unit when considering bringing a product to market and utilising product design. Opportunities to develop English, maths and ICT skills are also available when undertaking this unit. Learners will develop communication and presentation skills and will learn how to interpret data supplied from feedback gained via questionnaires, teachers, peers and self-reflection to improve their performance. Using specialist speakers and observing practical demonstrations would be useful to the learner.

Visits to industry exhibitions or design museums, or similar, will reinforce the importance of design across a range of industries.

When delivering this unit teachers should use a wide range of teaching and learning techniques including: demonstration, group work, discussion, independent research, peer review, guest speakers and interactive resources. Hair and beauty practical tasks may also be carried out in a salon setting, providing an opportunity for exposure to a professional environment where learners will be encouraged to work independently and as part of a team.

## Suggested learning resources

### Books

Diploma in Hair & Beauty Studies, Higher Level               Goldsbro, J & White, E
Published by: CENGAGE Learning, 2009
ISBN: 978-1-40801761-6

Level 2 VRQ Diploma in Beauty Therapy                        Beckmann, H &
Rawlings, K
Published by: City and Guilds, 2012
ISBN: 9780851932040

Diploma in Hair & Beauty Studies, Foundation Level           Goldsbro, J & White, E
Published by: CENGAGE Learning, 2009
ISBN: 978-1-40801796-2

Entry 3/Level 1 in Hairdressing and Beauty Therapy           Armstrong, J &
Hemmings, L
Published by: City and Guilds, 2012
ISBN: 978-085193205-7

Level 2 VRQ Diploma in Hairdressing                              Titmus, K
Published by: City and Guilds, 2012
ISBN: 978-0-85193207-1


Hair & Make-up Artist's Handbook                          Briasdell, B & Lenard, J
Published by: BraHodder Education, 2011
ISBN: 978-1-44413838-2


Business Management for Hairdressers and Therapists        Cressy, S
Published by: Heinemann, 2003
ISBN 978-0-435456-41-9


## *Journals and Magazines*

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


## *Websites*

City & Guilds            http://www.smartscreen.co.uk

Black Beauty and Hair    http://www.blackbeatuyandhair.com

Habia                    http://www.habia.org.uk

Dermalogica              http://www.dermalogica.co.uk

Elemis                   http://www.elemis.com

Boots Web MD             http://www.webmd.boots.com/healthy-skin/hair-care-directory

British Spas             http://www.britishspas.co.uk

Enterprise and Marketing http://www.enterprise-marketing.co.uk

# Appendix 1    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:

### *Quality Assurance Standards: Centre Handbook*
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.

### *Quality Assurance Standards: Centre Assessment*
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, ***Contact us***

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people, organisations and economies develop their skills for growth. We work with education providers, employers and governments in over 100 countries across the world to help people, businesses and economies grow by shaping skills systems and supporting skills development.

The Group is made up of City & Guilds, ILM, Kineo, The Oxford Group, Gen2, and Intertrain. Together we set the standard for professional and technical education and corporate learning and development around the world.