



Level 2 Technical Certificate in Beauty Retail (6003-21)

Version 1.4 (March 2018)

Qualification Handbook

Qualification at a glance

| | | | | |
|---|---|-------------------|--|--|
| Industry area | Beauty | | | |
| City & Guilds number | 6003-21 | | | |
| Age group | 16-18 (Key Stage 5), 19+ | | | |
| Entry requirements | Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met. | | | |
| Assessment | To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions | | | |
| Additional requirements to gain this qualification | Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured. | | | |
| Grading | This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading. | | | |
| Approvals | These qualifications require full centre and qualification approval | | | |
| Support materials | Sample assessments Guidance for delivery 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, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification. | | | |
| Title and level | GLH 360 | TQT 600 | City & Guilds qualification number 6003-21 | Ofqual accreditation number 603/0358/X |
| Level 2 Technical Certificate in Beauty Retail | | | | |

| Version and Date | Change Detail | Section |
|------------------|--|---|
| June 2017 V1.2 | Addition of the examination paper based module number | 1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results |
| | Removal of AO 6-8 from Synoptic Assignments | 5. Assessment – Assessment Objectives |
| | Addition of Provisional Grade Boundaries for the Synoptic Assignment | 7. Grading |
| | Revised Exam Specification and AO weightings | 5. Assessment – Exam Specification |
| | Branding Changes | Front page |
| June 2017 V1.3 | Addition of outcome in Exam Specification | 5. Assessment – Exam Specification |
| March 2018 V1.4 | Revised duration for written examination | 5. Assessment – Exam Specification |

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1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Beauty Retail (603/0358/X)**

| Area | Description |
|-------------------------------------|--|
| OVERVIEW | <p>Who is this qualification for?</p> <p>This Level 2 Technical Certificate in Beauty Retail aims to provide you with a range of essential technical practical skills and knowledge, which will equip you to seek employment or further training within the Beauty retail Industry.</p> <p>Following successful completion of this qualification you will be qualified to work in a number of employment destinations such as; shops, department stores or in salons.</p> <p>This qualification is suitable for anyone over the age of 16 years. You don't need any previous knowledge or experience to start this qualification.</p> |
| What does this qualification cover? | <p>This qualification covers all the core skills you will need to progress to further learning and training, or to enter the world of work within the beauty retail industries. You will study the following mandatory content:</p> <ul style="list-style-type: none">• Working in the beauty retail industry• Communication and customer service• Sales and promotional activities• Skin care for beauty retail• Make-up for beauty retail• Retail of additional products for beauty retail <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with both local and national beauty retail businesses, include:</p> <ul style="list-style-type: none">•structured work-experience or work-placements within their business•your attendance at classes or lectures given by industry experts•employers input into projects and exercises, or are involved with setting assessments and examinations•employers who act as 'expert witnesses' to contribute to the assessment of your work. <p>This practical based training is ideal preparation for gaining employment in agricultural industry or further specialist study.</p> |

How does this qualification relate to a wider learning programme?

This qualification provides a real opportunity for you to gain work specific skills and knowledge in beauty retail as well as studying English and maths that would benefit you in your progression opportunities and into employment. It will provide an opportunity to connect your technical learning with real-life work placement through the work experience element of your course. There will be other non-qualification activities which you will engage in whilst studying such as enrichment activities which might include the development of employability skills, team work and problem solving techniques, communications and customer care, which are really important when thinking about working in this industry. You will also receive personal tutorials which will provide opportunities to set meaningful targets for yourself and to carryout self-evaluation and reflection.

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

Achievement of this qualification demonstrates to an employer that you have the essential technical skills, knowledge and customer service to be employed as a beauty retailer.

This qualification could lead to a job in beauty retail working in one of the following establishments:

- Department store
- Shop – single or multi-brand

Why choose this qualification over similar qualifications?

City & Guilds offers different technical certificate qualifications at Level 2 covering the skills and knowledge needed to work within the beauty industry within different job roles such as a Beauty Therapist, Beauty Retailer, Nail Technician or Make-up Artist.

You are likely to choose this qualification if you want to cover all of the technical skills and knowledge needed to work as a beauty retailer.

Will the qualification lead to further learning?

This qualification will allow you to progress into employment or onto the a Level 3 Technical Diploma qualification such as:

- City & Guilds Level 3 Advanced Technical Diploma in Media Make-up Artistry
- Alternatively into employment.

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

Hale Country Club & Spa

Dermalogica

Benefit

British Association of Beauty Therapy & Cosmetology (BABTAC) – professional association

Federation of Holistic Therapists (FHT)

FURTHER INFORMATION

Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

Qualification structure

For the **Level 2 Technical Certificate in Beauty Retail** the teaching programme must cover the content detailed in the structure below:

| Unit number | Unit title | GLH |
|------------------|---------------------------------------|-----|
| Mandatory | | |
| 220 | Working in the beauty retail industry | 60 |
| 221 | Communication and customer service | 30 |
| 222 | Sales and promotional activities | 90 |
| 223 | Skin care for beauty retail | 60 |
| 224 | Make-up for beauty retail | 60 |
| 225 | Retail of additional beauty products | 60 |

Total Qualification Time

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 | GLH | TQT |
|--|-----|-----|
| Level 2 Technical Certificate in Beauty Retail | 360 | 600 |

Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Beauty Retail** candidates must successfully complete **both** mandatory assessment components.

| Component number | Title |
|------------------|--|
| Mandatory | |
| 022 or 522 | Level 2 Beauty Retail - Theory exam (1)* |
| 023 | Level 2 Beauty Retail - Synoptic assignment (1)* |

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

| Employer involvement | |
|----------------------|----------------------|
| Component number | Title |
| Mandatory | |
| 821 | Employer involvement |

*Number of mandatory assessments per assessment type

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 these qualifications 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 assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. 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

These qualifications are approved for learners aged 16-18, 19+.

3 Delivering Technical qualifications

Initial assessment and induction

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

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualifications,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of Technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for these qualifications:

| Description | How to access |
|----------------------------------|--|
| Sample assessments | |
| Guidance for delivery | Available 2016 on the qualification pages on the City & Guilds Website: www.cityandguilds.com |
| Guidance on use of marking grids | |

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

- require all students to undertake meaningful activity involving employers during their study; and
- be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.

Extract from: **Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90**

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities must relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims. To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows¹:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification;*
- *students undertake project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have

¹ Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016.

signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as ‘live involvement’.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

| Component numbers | Assessment method | Description and conditions |
|-------------------|------------------------|--|
| 022/522 | Externally marked exam | <p>The exam is externally set and externally marked, and will be taken either online through City & Guilds' computer-based testing platform (022), or as a paper based test (522).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types 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</p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have one opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p> |
| 023 | Synoptic assignment | <p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>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.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-</p> |

| Component numbers | Assessment method | Description and conditions |
|-------------------|-------------------|--|
| | | <p>sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.</p> |

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.

How the assignment is synoptic for this qualification

The typical assignment brief could be to carry out a promotional activity, sell and demonstrate products on customers. This will require the candidate to use their skills and knowledge of a range of techniques from across the qualification, including product application techniques, selling techniques and communication skills, in a holistic way to meet the brief. Candidates will also need to draw on their knowledge and understanding of the beauty retail industry and apply this throughout the assignment.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, 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.

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 | Typical expected evidence of knowledge, understanding and skills | Approximate weighting (Assignment) |
|--|---|------------------------------------|
| AO1 Recalls knowledge from across the breadth of the qualification. | Appropriate techniques, products, tools, legislation, terminology, marketing methods, steps for planning promotional activities, calculation of sales targets | 10% |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | Why and when different products and selling techniques are used, sales process followed in a logical sequence and applied to different customers, linking selling to targets, application of promotional planning steps to a situation/brief, justification of marketing methods used | 15% |
| AO3 Demonstrates technical skills from across the breadth of the qualification. | Product application techniques, methods of communication, selling techniques, ability to adapt to a variety of situations, following good working practices | 30% |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | Linking products chosen to customer needs, matching complementary products, closing sales, ability to demonstrate and sell/explain features and benefits of products simultaneously, promotion run efficiently and in accordance with plans | 30% |
| AO5 Demonstrates perseverance in achieving high standards and attention to detail | Evaluation and reflection, counter preparation and set up, attending to customer | 15% |

| Assessment objective | Typical expected evidence of knowledge, understanding and skills | Approximate weighting (Assignment) |
|--|--|------------------------------------|
| while showing an understanding of wider impact of their actions. | needs, time keeping, personal presentation | |

Exam specification

AO weightings per exam

| Assessment objective | Component 022/522 weighting (approx. %) |
|--|---|
| AO1 Recalls knowledge from across the breadth of the qualification. | 35% |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | 45% |
| AO4 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*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

| 022/ 522 | | Duration: 2 hours 30 minutes | | |
|-------------|---|------------------------------|--------------------|-----|
| Unit | Outcome | | Number of marks | % |
| 220 | 1. Understand the beauty retail industry | | | |
| | 2. Understand rights and responsibilities within the industry | | 12 | 20 |
| | 3. Work professionally on the shop floor | | | |
| 221 | 1. Build and maintain customer relationships | | | |
| | 2. Handle challenging situations | | 9 | 15 |
| 222 | 1. Carry out sales administration activities | | | |
| | 2. Use sales techniques in beauty retail | | 10 | 17 |
| | 3. Prepare for promotional activities to enhance sales | | | |
| | 4. Evaluate sales techniques and promotional activity planning | | | |
| 223 | 1. Know the skin and conditions which may affect skin care demonstrations | | 9 | 15 |
| | 2. Understand skin care products | | | |
| 225 | 1. Understand hair and hair products | | | |
| | 2. Recommend fragrances to customers | | 8 | 13 |
| | 3. Understand nails and nail products | | | |
| | Integration across the units | | 12 | 20 |
| | | Total | 60 | 100 |

*This exam is 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.

6 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 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 both tutors and candidates to sign declarations of authenticity. 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. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

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 markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' 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 candidate work. In these instances a complete remark of the candidate 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 candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. 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 carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must 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.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by 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 candidate 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 knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- 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 tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- 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 an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, 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 **Level 2 Technical Certificate in Beauty Retail** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

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

| Synoptic Assignment | Pass Mark (%) |
|---------------------|---------------|
| 023 | 40 |

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 |
|---------------------------|-------------|----------------|
| Exam (022/055) | X/P/M/D | 40% |
| Synoptic assignment (023) | X/P/M/D | 60% |

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

| | Pass | Merit | Distinction |
|-----------------|------|-------|-------------|
| Exam: 40% | 6 | 12 | 18 |
| Assignment: 60% | 6 | 12 | 18 |

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

| Qualification Grade | Points |
|----------------------------|---------------|
| Distinction* | 20.5 |
| Distinction | 17 |
| Merit | 11 |
| Pass | 6 |

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 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 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 exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals** page of 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 once only. The best result will count towards the final qualification. 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 (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*.

Access arrangements and special consideration

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.

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-](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. This document is 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>**

Unit 220 Working in the beauty retail industry

| | |
|--------------------|---------|
| Unit level: | Level 2 |
| GLH: | 60 |

What is this unit about?

The purpose of this unit is for learners to understand the beauty retail industry and the different careers and opportunities available. Learners will understand why brand is so important and will have the opportunity to explore a variety of influences on the industry, including the use of social media and how celebrities can attract customers to a particular brand. Through this unit, learners will be exposed to different types of brands, their culture and history, as well as a range of retail distribution channels which will give them an understanding of the beauty retail industry as a whole and its background. Personal and counter working practices must be to a high standard at all times when working on the shop floor and through this unit, learners will know what good presentation is and how to apply this in the workplace in order to represent a brand.

This unit will provide learners with knowledge of the legislation which applies to the beauty retail industry, which is essential for safe working and selling in the workplace. They will be introduced to typical terminology such as 'mystery shopping' and 'hotspot' and how it is used on the shop floor.

The learner may be introduced to this unit by asking themselves questions such as:

- What career paths are there in the beauty retail industry?
- What retail distribution channel will suit me?
- How does society influence brands and their products?
- What are my responsibilities in the workplace?
- How should I present myself when working on a shop floor?

Learning outcomes

In this unit, learners will be able to

- 1 Understand the beauty retail industry
- 2 Understand rights and responsibilities within the industry
- 3 Work professionally on the shop floor

Learning outcome

- 1 Understand the beauty retail industry
-

Topics

- 1.1 Retail distribution channels
- 1.2 Job roles in the beauty retail industry
- 1.3 Brand and competitor awareness
- 1.4 Retail terminology
- 1.5 Influences in the industry

Topic 1.1

Types of beauty retail distribution channels, their strengths and weaknesses, and the differences between them.

- Department stores
 - Make-up counters
 - Perfumery departments
 - Apothecary departments
 - Multi-sector counters (counters with skin care, make-up, body care, hair care, nail care and fragrance)
 - Bespoke beauty areas
 - Nail/hair salons on the shop floor
- Stand alone stores
- Duty free
- Pharmacy
- Online

Topic 1.2

Types of job roles and responsibilities, how they fit into the beauty retail industry and the routes for progression

- Entry level roles
 - Beauty advisor/ assistant/associate (BA)
 - Brand specialist (for bespoke beauty)
 - Skin care specialist
 - Make-up artist
 - Fragrance demonstrator
- In-store management roles
 - Supervisor
 - Assistant manager
 - Counter/business manager
 - Floor/store manager
 - Senior sales assistant
- Remote management roles
 - Area manager

- o Regional manager
- o Trainer
- o Country manager
- Head office roles

Topic 1.3

Importance of brand awareness

- Types of brands within the industry
- History of different brands
- Culture and image
- Products (cult products for brands)

Impact competitors can have on a brand

- Products (cult products, new product launches)
- Activity calendars (discounts, gift with purchase (GWP))
- Online channels (multi-brand websites)

Topic 1.4

Types of retail terminology used in the industry

- AUS (average unit sales)
- ATV (average transaction value)
- USP (unique selling point)
- Hotspot
- Mystery shopping
- POS (point of sale)
- Cash wrap
- Planogram
- Fiscal year
- CRM (customer relationship management)
- Sales floor
- VM (visual merchandising)
- Traffic stopping
- GWP (gift with purchase)

Topic 1.5

Factors that influence brands and their impact on the industry

- Technology
- Fashion
- Culture
- Media

Advantages and disadvantages of the different methods used to promote brands and attract customers

- Bloggers
- Social media
- Magazines

- Newspapers
- TV adverts
- Celebrity endorsements
- Shop floor/ window displays

Learning outcome

2 Understand rights and responsibilities within the industry

Topics

- 2.1 Legislation relevant to the beauty retail industry
- 2.2 Employment principles that apply to beauty retail

Topic 2.1

The impact of legislation on working practices within beauty retail and responsibilities of the employee

- Health and safety
 - Health and Safety at Work etc Act
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - Control of Substances Hazardous to Health Regulations (COSHH)
 - Manual Handling Operations Regulations
- Data protection
 - Data Protection Act
 - Consumer Protection Act
- Sales and goods
 - Consumer Rights Act
 - Sale and Supply of Goods Act
 - Trades Description Act
- Working Time Regulations
- Equality Act

Topic 2.2

Principles of employment within beauty retail

- Agency/self-employed
- Employment by brand and store
- Franchises
- Commission (individual, counter)

Learning outcome

3 Work professionally on the shop floor

Topics

- 3.1 Standards of personal presentation
- 3.2 Workplace practices in beauty retail
- 3.3 Prepare the retail counter

Topic 3.1

Maintain personal presentation and hygiene standards in the workplace

- Clothes, uniform and shoes are clean and meet brand standards
- Make-up applied using brand products and to brand standards
- Hair is clean and tidy
- Nails are clean and meet brand standards
- Personal hygiene (body odour, fresh breath)
- Professional posture when on counter

The importance of maintaining high standards of personal presentation and hygiene

Topic 3.2

Workplace practices to follow when working in the beauty retail industry

- Time management
- Adhering to rotas and being flexible
- Absence reporting and holiday booking
- Safe working practices
 - Adhering to legislation, industry and brand requirements
 - Recognising and responding to hazards and risks
 - Safe storage and handling of products
- Cash handling procedures (cash, cards, vouchers)
- Security procedures for personal belongings

Importance of team working and demonstrating respect and consideration for others

- Colleagues
- Employers
- Management

Topic 3.3

Prepare the retail counter and stock

Setting up the retail counter

- Counter is clean, tidy and set to brand standards
- Product testers are clean and available
- Hygiene consumables are re-stocked (tissues and cotton wool)
- Tools and equipment clean and ready to use

Stock control

- Replenish stock
- Ensure stock rotation
- Prevent stock loss (protection against theft, ensuring vigilance on counter)
- Maintain the stock room

Importance of counter presentation and stock control

Guidance for delivery

This unit provides learners with a mixture of skills and knowledge required for the beauty retail industry and the working standards expected of them. The unit should be embedded across all other units within the qualification and skills and knowledge learnt can be utilised throughout teaching of the rest of the qualification.

Learners should be introduced to a wide range of brands, for example luxury and high street, as well as a range of distribution channels such as department stores and stand alone stores. Learners should be encouraged to carry out their own research into different brands and channels and tutors may wish to have discussions with and/or ask learners to produce mood boards, to illustrate a brand's culture and image. As part of this, learners can consider the typical employee profile that brands will look for and the different ways of working in different brands or retail channels. Online videos and tutorials by bloggers, articles and sources of industry news can provide learners with an understanding of the influences on brands and the industry as a whole, as well as current trends and the factors that draw customers to particular brands.

To aid understanding of the careers available, tutors may wish to use diagrams to highlight the various career paths and opportunities for progression within the industry.

Topic 1.4 may be taught alongside unit 222, where learners will consider how retail terminology can be effectively used as part of the selling process and through product promotion.

Tutors must ensure that candidates are familiar with any legal requirements for minors under the age of 16, including their employee responsibilities and the impact of legislation upon demonstrations in particular.

Tutors should make learners aware of the fact that there can be a shared responsibility when an employee works for a brand within a department store. This could consist of agreement within the recruitment process, the day to day managing of the individual up to and including removal of store approval/dismissal.

To enhance their understanding of the standards expected within the industry, learners may produce general grooming guidelines that would be applicable to most brands within the industry.

Learners should have the opportunity to discuss good working practices and how this can affect the day to day running of the business. Tutors should highlight the importance of looking and acting in a professional manner at all times and that they act as representatives of the brand.

Tutors should link with employers to deliver talks or present to a class on their own brand presentation, for example uniforms and grooming guidelines, as well as their products and brand culture. Engagement with employers is essential to maximise the learners' experience throughout the teaching of this unit and should provide learners with opportunities to learn from employers through work experience or by carrying out tasks which have had input from employers.

Suggested learning resources

Journals and magazines

- Professional beauty
- Esprit magazine
- Beauty magazine
- Guild news

Websites

| | |
|---------------------------|---|
| Sale of Goods information | https://www.gov.uk/browse/business/sale-goods-services-data |
| HSE | http://www.hse.gov.uk/legislation/ |
| ACAS | http://www.acas.org.uk/ |
| Hair and beauty jobs | http://www.hairandbeautyjobs.com/ |

Unit 221 Communication and customer service

| | |
|--------------------|---------|
| Unit level: | Level 2 |
| GLH: | 30 |

What is this unit about?

This unit is designed to provide the learner with an understanding of the customer service standards expected of them within a beauty retail environment. Excellent communication and customer service skills are essential in the beauty retail industry and it is important that learners have the confidence and skills to enable them to speak with a range of customers in the workplace. By going the extra mile and providing a positive customer experience and communicating professionally, learners will not only retain customers for the business, but will excel and be recognised throughout their career. Learners will gain skills in handling the challenging situations that they may encounter whilst working in the beauty retail industry and will be able to adapt to a variety of circumstances to ensure the best possible service is provided to customers.

The learner may be introduced to this unit by asking themselves questions such as:

- What is customer service?
 - Why is good customer service and communication important?
 - What impact does negative customer service have on me and the business?
 - How do I deal with a difficult situation?
-

Learning outcomes

In this unit, learners will be able to

- 1 Build and maintain customer relationships
- 2 Handle challenging situations

Learning outcome

- 1 Build and maintain customer relationships
-

Topics

- 1.1 Communicate professionally with the customer
- 1.2 Use questioning techniques during customer interactions
- 1.3 Retain customers
- 1.4 Provide value added experience

Topic 1.1

Methods of communicating professionally to build rapport with the customer

- Verbal communication
 - Language used
 - Confident attitude
 - Tone of voice
- Listening techniques
- Body language
 - Posture
 - Eye contact
 - Facial expressions
- Use of visual aids

Impact communication can have on the advisor, retail counter and business

Positive impacts

- Building customer relationships
- Repeat business
- Reaching personal and business targets
- Attracts new customers (word of mouth)
- Increased profits
- Recognition

Negative impacts

- Loss of business and footfall
- Complaints
- Targets not met
- Disciplinary action
- Damage to brand

Topic 1.2

Methods of questioning customers

- Open questions
 - Who, what, why, when, how
- Probing questions
 - Gathering specific information
 - Drawing information out of a customer who is not forthcoming
- Closed questioning
 - Confirming customer's understanding
 - Defining customer's needs
 - Closing the sale

The purpose of questioning techniques and when they should be used

Topic 1.3

Methods of retaining customers to encourage repeat business

- Take customer details
- Provide business cards
- Provide incentives
 - Loyalty cards
 - Discounts
 - Gift with Purchase (GWP)

Topic 1.4

Provide value added experience to go the extra mile for customers

- Locating out of stock products
- Providing a personal experience
- Reassurance on product purchases

Learning outcome

2 Handle challenging situations

Topics

- 2.1 Dealing with customer complaints
- 2.2 Rejection and objection by customers

Topic 2.1

Methods of dealing with customer complaints

- Communication
 - Adapt body language
 - Listening techniques
 - Adapt verbal communication
 - Provide reassurance
- Referring to policies
 - Receipts
 - Store/brand policies
 - Referring to the line manager

Topic 2.2

Methods of dealing with rejection and objection

- Rejection
 - Evaluate approach used
 - Maintain positivity and professionalism
 - Motivate and support others within the team
- Objection
 - Be understanding of the customer
 - Suggest alternative products or samples

Difference between rejection and objection by customers

- Rejection from traffic stopping and approaching on counter
- Objection (product too expensive, no interest in link sales)

Guidance for delivery

This unit will provide learners with invaluable skills and knowledge which can be utilised across the qualification. Learners will be able to apply their communication and customer service techniques throughout, in particular to develop their sales techniques in unit 222 and improve their ability to liaise with customers and make product recommendations during demonstrations in units 223, 224 and 225.

For this unit, it is important that learners are quickly introduced to role play, working with other members of their group so that they may become confident in their approach and have the opportunity to practice and perfect their customer service and communication techniques. The importance of good communication and customer service should be clearly highlighted to learners and they should gain an understanding as to why this is and what the impact may be, not only on themselves, but also the wider business, if they fail to provide good customer service. Tutors should ensure that they continue to incorporate communication and customer service skills throughout training across the whole qualification.

Learners will benefit from seeing and experiencing positive and negative communication techniques from store visits or videos, to really enhance their own communication skills and underpinning knowledge of what makes good customer service and the various methods of communicating professionally.

Learners should be made aware of the fact that brands and stores will have different policies and guidelines for dealing with customers and they may wish to research some of these policies to gain an understanding of the types of guidelines they may need to refer to in practice.

Employer involvement in delivery of this unit is essential, so opportunities for work placements should be provided where possible, to enable learners to observe and use their communication and customer service skills in the real working environment. Additionally, tutors may wish to engage employers to input into the creation of training tasks, to provide valuable experience and practice to learners as they progress through this unit.

Suggested learning resources

Books

Communication Skills: Discover the Best Ways to Communicate,
Published by: CreateSpace Independent Publishing Platform, 2014

Unit 222 Sales and promotional activities

| | |
|--------------------|---------|
| Unit level: | Level 2 |
| GLH: | 90 |

What is this unit about?

The purpose of this unit is for learners to develop skills in selling beauty retail products as well as be able to plan promotional activities to sell products and engage with customers. Learners will understand how reaching their sales targets could help with increasing salary and commission, as well as learn how to calculate their own sales targets and commission. They will develop skills in a range of sales techniques, which are essential in the workplace for achieving personal and business targets, as well as providing a positive customer experience.

Merchandising and marketing activities enable brands to promote their products, maximise sales opportunities and attract customers. Learners will be able to express their creativity by putting in place their own promotional activity plan and advertising materials for promoting products. Learners will know how to create a positive and exciting experience for customers to ensure repeat business. The ability to evaluate promotional activities as well as their own sales techniques is a key skill for Beauty Advisors, which ensures continuous self improvement whilst also helping to enhance the brand and contribute to its success.

The learner may be introduced to this unit by asking themselves questions such as:

- What recognition will I receive from reaching my sales targets?
 - How do I calculate my commission?
 - What do I need to do to plan a promotion?
 - What is the most effective way of engaging customers?
 - How do I know if I have run a successful promotion?
-

Learning outcomes

In this unit, learners will be able to

- 1 Carry out sales administration activities
- 2 Use sales techniques in beauty retail
- 3 Prepare for promotional activities to enhance sales
- 4 Evaluate sales techniques and promotional activity planning

Learning outcome

- 1 Carry out sales administration activities
-

Topics

- 1.1 Calculate sales targets
- 1.2 Use administrative documents to monitor sales

Topic 1.1

Calculate sales targets

- Counter/business targets
- Individual targets
 - Daily
 - Weekly
 - Monthly
 - Average Transaction Value (ATV)
 - Average Unit Sale (AUS)
- Commission

Importance of setting sales targets and the benefits of achieving them

- Business turnover and profits
- Individual recognition (gift, bonus, pay rise, award)
- Commission
- Counter/business recognition (gift, money, award)
- Career progression
- Selling new products

Topic 1.2

Types of administrative documents to monitor sales and their uses

- Personal and counter sales sheets (daily, weekly, monthly)
- Commission sheets
- Sales focus sheets

Learning outcome

2 Use sales techniques in beauty retail

Topics

2.1 Use sales techniques to sell products

2.2 Factors that impact sales

Topic 2.1

Use sales techniques to sell products to customers

- Traffic stopping (approachable and non-approachable customers)
- Positive customer engagement
 - Non-business related conversation
 - Active listening
 - Building rapport
- Product testing or carrying out demonstrations
- Explaining key features, actions, benefits and unique selling points of products
- Identify buying signals
 - Spending time looking at a particular product
 - Asking specific questions about a product
 - Discussing prices
 - Holding money/purse/wallet
 - Displaying positive body language
- Link selling
- Upselling
- Customer incentives (gift with purchase, loyalty cards, promotions)
- Providing product samples

The stages of the selling process within beauty retail

- Identify customer needs
- Identify which products will meet customer needs
- Describe the features and benefits of the products
- Allow customers to try products
- Overcome problems
- Purchase products/close sales
- Promote additional products

Importance of using sales techniques to achieve targets and their uses through the different stages of the selling process

Topic 2.2

Impact of internal factors on sales

- New product launches
- Seasonal launches

- In house promotions or offers
- Stock issues
- Staff issues
- Brand targets or goals

Impact of external factors on sales

- Competitors
- Online promotions
- Temporary external factors (local and national events and holidays, building works, weather, public safety issues)

Learning outcome

3 Prepare for promotional activities to enhance sales

Topics

3.1 Prepare for promotional activities

3.2 Set up counters and promotion merchandise

Topic 3.1

Gather information for promotional activities

- Competitor promotional activities
- In-store activities
- Current brand or counter focus

Prepare for and plan promotional activities

- Pick product/s
- Set and agree a sales target
- Arrange date and time
- Choose a theme
- Source space
- Check staffing levels
- Check stock levels
- Communication with appropriate personnel
- Possible risks to the promotion
- Use of incentives (free gift or service, samples)
- Methods of marketing the promotion
 - Leaflets
 - Posters
 - Social media
- Use of customer relationship management (CRM)
- Display of collateral (on counter posters, leaflets)
- Networking (link ups with other businesses or departments)

Purpose of planning promotional activities and the impact planning has on the success of the promotion

Topic 3.2

Set up the counter and merchandise for a promotional activity

- Stock available and set out to guidelines
- Collateral displayed (on counter posters, leaflets)
- Sufficient tools and equipment available and ready to be used

Impact of the counter display on the success of the promotion

Learning outcome

4 Evaluate sales techniques and promotional activity planning

Topics

4.1 Evaluate sales techniques

4.2 Evaluate promotional activity planning

Topic 4.1

Evaluate own sales techniques used and the importance of self evaluation

- Self reflection
 - Units sold and transaction value
 - Whether customer needs were met
 - Customer experience
 - What went well, what could be improved
- Feedback
 - Peers
 - Managers
 - Customers

Topic 4.2

Evaluate promotional activity planning and the importance of self evaluation

- Self-reflection
 - Information gathered
 - Marketing methods used
 - Display
 - Achievements (targets)
 - Adapting to change
 - Communication and team work
 - What went well, what could be improved
- Feedback
 - Peers
 - Managers
 - Customers

Guidance for delivery

This unit provides learners with key skills and knowledge to utilise across units 223, 224 and 225, enabling them to effectively sell beauty products.

Tutors should demonstrate sales techniques within the learning environment to enable learners to identify good selling techniques and those which they should avoid. Learners should be encouraged to role play within groups to provide them with the skills required to liaise with customers and increase their confidence, particularly for traffic stopping a range of customers. Tutors should present different scenarios which may occur whilst on the shop floor during the selling of products or traffic stopping. Learners may also wish to view online clips to be exposed to the range of techniques and how they are used in a realistic environment.

Employer involvement is key to the delivery of this unit and learners would benefit from industry leaders, employers and/or brand representatives delivering talks or tutorials to provide advice on sales techniques used within the industry, as well as providing an overview of the selling process as it operates within a working environment. Employers may also present on the theme of running promotional activities, bringing along sample advertising materials and promotional information, to enable learners to get an insight into the planning and running of a typical promotion. Learners should also be encouraged to go out and observe Beauty Advisors in the work environment. Observing traffic stopping and how an advisor entices customers into the business is particularly important. Tutors may wish to link with employers to provide work experience opportunities for learners, enabling them to gain a valuable insight into the retail environment and can seek input from employers when devising tasks for the delivery of the unit, in order to contribute to the employer involvement requirement.

Tasks should be set to enable learners to calculate a variety of sales targets, which include different percentages and the impact of a range of targets on their commission. Tutors should also highlight the importance of sales targets and how they influence the selling of beauty products. The importance of various sales techniques should also be clearly explained to learners, so that they understand why each sales technique is used, when they are appropriate to use and how they can help achieve sales targets.

Tutors may choose to combine customer facing role play activities with other unit delivery, for example unit 221, to create different scenarios for learners to experience and allow them to utilise a range of skills learnt from across the qualification.

Research of different brands and how they advertise their promotional activities is an important learning activity. Learners may wish to support their own research by attending beauty counter events and mystery shopping. The creation of a promotional activity calendar, by visiting stores over a period of time, can be used to plot brand/product promotional activity, so that they can get a feel for activity planning. Visiting trade shows, where possible, will also provide learners with a valuable experience of large scale promotional events. Learners should also look at how different brands set up their counters during promotional activities and put together their own ideas for product promotions, through activities such as creating mood boards.

Suggested learning resources

Websites

- | | |
|---------------------|---|
| Business Balls | http://www.businessballs.com |
| The Marketing Donut | http://www.marketingdonut.co.uk/ |

Unit 223 Skin care for beauty retail

| | |
|--------------------|---------|
| Unit level: | Level 2 |
| GLH: | 60 |

What is this unit about?

The purpose of this unit is to enable learners to sell products to customers through skin care demonstrations, whilst providing suitable advice and recommendations in a professional and articulate manner. Carrying out demonstrations is a key part of selling products within the beauty retail industry and it is important that learners gain the necessary skills to effectively demonstrate products. Beauty Advisors use a range of techniques when demonstrating products to customers and, as part of this unit, learners will gain skills in using these techniques and know how to apply them to different situations within the workplace. They will learn about a range of skin care products available within the beauty industry and understand their features and benefits, enabling them to provide suitable advice and make product recommendations. Learners will gain an understanding of the factors that should be considered when selecting skin care, as well as gaining knowledge of the skin, which will help them to tailor products to suit customer needs and enhance their features.

Upon completion of this unit learners will feel confident in demonstrating skin care and providing advice and recommendations, which will allow them to earn commission by reaching personal and business targets.

The learner may be introduced to this unit by asking themselves questions such as:

- What different skin care products are available?
- Why do I need to carry out a demonstration?
- How would I ensure that I make the right recommendations?

Learning outcomes

In this unit, learners will be able to

- 1 Know the skin and conditions which may affect skin care demonstrations
- 2 Understand skin care products
- 3 Carry out skin care demonstrations

Learning outcome

- 1 Know the skin and conditions which may affect skin care demonstrations
-

Topics

- 1.1 Structure and function of the skin
- 1.2 Skin types and conditions
- 1.3 Contra-indications
- 1.4 Contra-actions

Topic 1.1

Structure of the skin

- Epidermis
- Dermis
 - Sensory nerve endings
 - Arector pili muscle
 - Sebaceous glands
 - Hair shaft
 - Hair follicle
 - Blood capillaries
 - Lymph capillaries
 - Sweat gland
 - Pore
 - Collagen
 - Elastin
- Subcutaneous layer

Function of the skin

- Protection
- Heat regulation
- Vitamin D production
- Sensation
- Absorption
- Excretion
- Secretion

Topic 1.2

Skin types and conditions which influence skin care product selection

- Skin types
 - Dry
 - Oily
 - Combination
- Skin conditions

- o Dehydrated
- o Sensitive
- o Mature

Topic 1.3

Types of contra-indications which may impact skin care demonstrations

- Bacterial – Impetigo, styes
- Fungal – Tinea (Ringworm)
- Viral – Herpes Simplex (Cold sores), conjunctivitis
- Parasitic – Scabies
- Psoriasis
- Eczema
- Injuries (cuts and bruising)
- Acne

Impact of contra-indications on skin care demonstrations

- Use of disposable consumables
- Follow enhanced hygiene procedures
- Seek further advice and guidance

Topic 1.4

Types of contra-actions and how to respond

Contra-actions

- Irritation
- Allergic reaction
- Redness
- Swelling

Remedial action to take and its importance

- Remove product
- Apply a cold compress
- Rinse with water
- Refer to a medical practitioner

Learning outcome

2 Understand skin care products

Topics

- 2.1 Facial care products used in the industry
- 2.2 Body care products used in the industry

Topic 2.1

Types of facial care products and their purpose

- Pre-cleanser
- Cleanser (oil based, water based, foaming, cream)
- Toner
- Day/night moisturiser (cream, lotion)
- Exfoliator (scrub, peel)
- Masks (setting, non-setting)
- Serums
- Eye products (cream, serum, mask)
- Lip products (exfoliator, balm)
- Sun protection (spray, cream, lotion)
- Tanning products
- Anti-ageing products

Topic 2.2

Types of body care products and their purpose

- Body wash
- Exfoliator (scrub, buff, brush)
- Moisturiser (cream, balm, lotion, oil)
- Hand cream
- Foot cream
- Sun protection
- Tanning products
- Firming and toning (serums, creams, anti-cellulite)

Learning outcome

- 3 Carry out skin care demonstrations
-

Topics

- 3.1 Prepare for demonstrations
- 3.2 Carry out facial care demonstrations
- 3.3 Carry out hand and arm massage
- 3.4 Importance of carrying out demonstrations

Topic 3.1

Prepare for skin care demonstrations

- Establish customer needs (skin type and skin condition), expectations and preferences
- Prepare the customer
 - o Ensure customer comfort and care
 - o Ensure hygiene (sanitisation and protect clothing)
 - o Confirm the demonstration that is to take place
- Prepare self (hygiene and sanitisation)

Topic 3.2

Carry out facial care demonstrations and provide advice to the customer

- Apply products
 - o Pre-cleanser
 - o Cleanser
 - o Toner
 - o Eye products
 - o Serum
 - o Moisturiser
 - o Lip products
- Explain features and benefits of chosen products throughout the demonstration
- Advise the customer on product application methods throughout the demonstration
- Recommend products to purchase
 - o Those used in the demonstration
 - o Additional products

Topic 3.3

Carry out hand and arm massage and provide advice to the customer

- Apply products
 - o Hand moisturiser
 - o Body moisturiser
- Techniques for hand and arm massage:
 - o Effleurage

- o Petrissage
- Explain features and benefits of products throughout the demonstration
- Advise the customer on application methods throughout the demonstration
- Recommend products to purchase
 - o Those used in the demonstration
 - o Additional products

Topic 3.4

Importance of carrying out product demonstrations

- Allows the customer to experience the product
- Customer engagement
- Attracts customers to the counter
- Can lead to additional sales

Guidance for delivery

Underpinning knowledge and skills learnt through units 220, 221 and 222 should be utilised throughout delivery of this unit and tutors should highlight the areas where learners should draw on particular skills and knowledge learnt. For example, tutors should highlight how communication methods will be used throughout a demonstration of skin care and how selling techniques are to be used when recommending products for purchase.

Learners should be made aware that a counter should be prepared for the day prior to store opening and maintained, whilst also ensuring that they act professionally and present themselves accordingly throughout. Tutors should highlight the importance of carrying out demonstrations and how they link to selling of products and the meeting of their sales targets. Learners will be expected to provide quality product and application advice to customers, in a way in which the customer understands, as well as have the ability to sell products during the demonstration. Learners should regularly practice communication alongside the practical skills of the demonstration, to ensure that they can do both successfully in conjunction with one another.

It would benefit the learners if the tutor uses a variety of teaching techniques, but particularly role play. This will help learners to gain confidence with their peers before working with customers in a workplace environment.

Learners will need guidance and support throughout this unit to ensure that they are up to date with the most recent products that come onto the market and should be introduced to a range of brands throughout the course and able to experience products for themselves.

They should be made aware that different brands may require different standards and that their products may differ slightly from each other. As such, they should be encouraged to research and visit different brands, as well as experience counter demonstrations themselves or go on work placements to gain an insight into how demonstrations are carried out in a working environment. Employers may also provide masterclasses in skin care demonstrations and may deliver lectures/talks within class, to explain and show how skin care demonstrations are conducted for their own brand, as well as the products that they will typically use.

This unit will provide learners with the underpinning knowledge of the structure and function of the skin, which will help them understand how products work once applied to the skin and how they will benefit customers. Learners should be able to adjust their application methods and recommendations for customers, based on knowledge gained within learning outcome 1. Tutors should use diagrams or illustrations of the skin structure when delivering this learning outcome.

Suggested learning resources

Books

Level 2 VRQ Diploma in Beauty Therapy Beckmann, H, Rawlings, K
Published by: City & Guilds
ISBN: ISBN 978-0-85193-204-0

Journals and magazines

- Professional beauty
- Esprit magazine
- Beauty magazine

Unit 224 Make-up for beauty retail

| | |
|--------------------|---------|
| Unit level: | Level 2 |
| GLH: | 60 |

What is this unit about?

This unit will enable learners to sell products to customers through make-up demonstrations, whilst providing suitable product advice and recommendations in a professional and articulate manner. Demonstration of make-up products on counter is an effective way of selling products and providing a positive and exciting experience for customers. Learners will gain skills in applying make-up to create key make-up looks using a range of techniques, tools and equipment. They will understand the range of make-up products available and the factors to consider, including customer needs and current trends in make-up, in order to select the most suitable make-up products to demonstrate and sell to customers. The skills and knowledge learnt through this unit will enable learners to adapt to a variety of different brands within the industry.

Upon completion of this unit, learners will feel confident in demonstrating a range make-up products and providing advice and recommendations to customers.

The learner may be introduced to this unit by asking themselves questions such as:

- What different make-up products are available?
 - How do I demonstrate make-up and what looks can I create?
 - How do I ensure that I make the right recommendations?
-

Learning outcomes

In this unit, learners will be able to

- 1 Know the skin and conditions which may affect make-up demonstrations
- 2 Understand make-up products
- 3 Carry out make-up demonstrations

Learning outcome

- 1 Know the skin and conditions which may affect make-up demonstrations
-

Topics

1.1 Skin types and conditions

1.2 Contra-indications

1.3 Contra-actions

Topic 1.1

Skin types and conditions which influence make-up product selection

- Skin types
 - Dry
 - Oily
 - Combination
- Skin conditions
 - Dehydrated
 - Sensitive
 - Mature

Topic 1.2

Types of contra-indications which may impact make-up demonstrations

- Bacterial – Impetigo, styes
- Fungal – Tinea (Ringworm)
- Viral – Herpes Simplex (Cold sores), conjunctivitis
- Parasitic – Scabies
- Psoriasis
- Eczema
- Injuries (cuts and bruising)
- Acne

Impact of contra-indications on make-up demonstrations

- Use of disposable consumables
- Follow enhanced hygiene procedures
- Seek further advice and guidance

Topic 1.3

Types of contra-actions and how to respond

Contra-actions

- Irritation

- Allergic reaction
- Redness
- Swelling

Remedial action to take and its importance

- Remove product
- Apply a cold compress
- Rinse with water
- Refer to a medical practitioner

Learning outcome

2 Understand make-up products

Topics

2.1 Make-up products used in the industry

Topic 2.1

Types of make-up products and their purpose

- Primer
- Foundation (Cream, liquid, mousse, powder)
- Concealer (Liquid, cream, powder)
- Colour corrector (Green, lilac, peach)
- Powder (Loose, compact, coloured, translucent)
- Bronzer and blusher (cream, powder, liquid)
- Eye shadow (Powder, cream)
- Eyeliner (Pencil, liquid, gel)
- Mascara (Coloured, clear, waterproof)
- False lashes (Strip, individual)
- Eyebrow product (Pencil, powder, template, gel)
- Lip liner
- Lipstick (Cream based, moisturising, long lasting, SPF)
- Lip gloss
- Make-up fixer (Spray)

Learning outcome

3 Carry out make-up demonstrations

Topics

- 3.1 Prepare for make-up demonstrations
- 3.2 Carry out make-up demonstrations

Topic 3.1

Prepare for make-up demonstrations

- Establish customer needs and expectations
- Prepare the customer
 - Ensure customer comfort and care
 - Confirm the demonstration that is to take place
- Prepare self, products, tools and equipment (hygiene and sanitisation)

Factors to take into account when selecting make-up products for demonstrations

- Skin type and condition
- Gender, ethnicity
- Skin tone (cool and warm)
- Face shape
 - Oval
 - Round
 - Diamond
 - Heart
 - Long
 - Square
- Eyebrow shape
 - Straight
 - Rounded
 - Arched
 - Steep arched
 - S shaped
 - Thin
 - Thick
- Trends and seasonal products
- Preference of customer
 - Lifestyle
 - Budget
 - Occasion

Topic 3.2

Carry out make-up demonstrations and provide advice to the customer

- Make-up looks
 - Natural/day
 - Evening
 - Bridal
- Products used during demonstration
 - Primer
 - Foundation
 - Concealers
 - Powder
 - Eye/eyebrow products
 - Lip products
- Make-up application tools
 - Palette
 - Spatulas
 - Brushes
 - Sponges
 - Disposable applicators
- Techniques for applying make-up
 - Blending
 - Shading
 - Highlighting
 - Corrective techniques
 - Contouring
 - Colour correction
 - Colour matching
- Explain the features and benefits of chosen products throughout the demonstration
- Advise the customer on application methods to re-create looks throughout the demonstration
- Recommend products to purchase
 - Those used in the demonstration
 - Additional products

Differences between make-up demonstration methods and their purpose

- Demonstration of individual products
- Creating a look for a customer by applying make-up

Guidance for delivery

Underpinning knowledge and skills learnt through units 220, 221 and 222 should be utilised throughout delivery of this unit and tutors should highlight the areas where learners should draw on particular skills and knowledge learnt. For example, tutors should highlight how communication methods will be used throughout a demonstration of make-up and how selling techniques are to be used when recommending products for purchase.

Learners should be aware that a counter should be prepared for the day prior to store opening and maintained throughout. Learners will also be able to utilise their communication and selling techniques, alongside demonstrating make-up on customers. Tutors should highlight the importance of carrying out demonstrations and how they link to selling of products and meeting of their sales targets. Learners will need to be taught the difference between carrying out a short demonstration on a customer, where individual products may be demonstrated, compared with the creation of a particular look on a customer who has booked to come back to the counter. Learners should be taught to use a variety of application techniques, to achieve different looks and demonstrate make-up products. It is important that learners understand the nature of applying make-up in a retail environment and that they will likely be working under time pressures, whilst also needing to ensure make-up application is to the quality a customer expects.

Tutors should use a range of techniques when delivering this unit, such as role play, mood boards, encouraging learners to carry out their own research and practising make-up application. Employers should also be encouraged to provide work experience or work placements where possible, to allow learners to experience the working environment. Employers may also provide make-up masterclasses or deliver talks to learners in order to provide the essential employer involvement required for this qualification.

Tutors will need to ensure that learners are up to date with the most recent products that come onto the market and trends within make-up, including the range of techniques used. They should be made aware that different brands may require different standards and that their products may differ from one another. As such, they should be encouraged to research and visit different brands to gain a rounded view of the industry as whole. Learners should also be encouraged to go to counters and try out make-up demonstrations for themselves, to experience how Beauty Advisors apply and sell make-up on a day to day basis.

Suggested learning resources

Books

Level 2 VRQ Diploma in Beauty Therapy Beckmann, H, Rawlings, K
Published by: City & Guilds
ISBN: ISBN 978-0-85193-204-0

Journals and magazines

- Warpaint
- Professional Beauty

Unit 225 Retail of additional beauty products

| | |
|--------------------|---------|
| Unit level: | Level 2 |
| GLH: | 60 |

What is this unit about?

The purpose of this unit is to enable learners to enhance their retail sales by recommending additional beauty products such as hair care, nail care and fragrance alongside skin care and make-up products. The ability to match products which complement one another and link sell is an essential skill to have when working as a Beauty Advisor. Having knowledge of a variety of beauty products will enable link selling on the shop floor, allowing personal and business targets to be met. Exposure to a range of brands and products will provide the learner with extra knowledge and skills, enhancing employability. Learners will gain an understanding of the hair structure, hair types and hair care products available which will enable them to select the right products to suit customer needs. Learners will also understand the range of fragrances available, as well as gaining knowledge of the nail and nail products available.

Upon completion of this unit learners will feel confident in selecting hair care, nail care and fragrances for a range of customers, as well as demonstrating fragrance, whilst also providing quality advice and recommendations, which is essential within the retail environment.

The learner may be introduced to this unit by asking themselves questions such as:

- What different hair products are available?
- How do I choose the right fragrance for a customer?
- What are the latest trends in the nail industry?
- How do I recommend products which complement each other?

Learning outcomes

In this unit, learners will be able to

- 1 Understand hair and hair products
- 2 Recommend fragrances to customers
- 3 Understand nails and nail products

Learning outcome

1 Understand hair and hair products

Topics

- 1.1 Hair structure, types and conditions
- 1.2 Hair products used in the industry

Topic 1.1

Structure of the hair

- Medulla
- Cuticle
- Cortex

Hair types and conditions which influence hair care product selection

- Hair types
 - Afro-Caribbean
 - Asian
 - Caucasian
- Hair conditions
 - Dry
 - Damaged
 - Oily
 - Chemically treated
 - Coloured

Topic 1.2

Types of hair care products their purpose

- Shampoo (wet, dry)
- Conditioner (rinse, leave in)
- Treatments (masques, oils, serums)
- Styling products (mousse, hairspray, wax, gel, putty, cream, pomade)
- Specialist hair products (anti-dandruff, colour and heat protectors, anti-aging)

Learning outcome

2 Recommend fragrances to customers

Topics

- 2.1 Characteristics of fragrances
- 2.2 Demonstrate fragrance on customers

Topic 2.1

Fragrance types which influence customer preference

- Floral
- Oriental
- Woody
- Fresh

Fragrance notes which characterise the scent

- Base notes
- Middle/ Heart notes
- Top/ Head notes

Types of fragrance products, differences between them and their application methods

- Eau de toilette (apply on body and clothing)
- Eau de parfum (apply on pulse points)
- Vaporiser (apply on hair and body)
- Solid (apply on pulse points)

Topic 2.2

Demonstrate fragrance and make recommendations to customers

- Establish customer fragrance preference
- Confirm application method (fragrance card, skin and clothing)
- Explain fragrance type and note during application
- Advise on application techniques based on product type
- Recommend fragrances
 - o Those used in the demonstration
 - o Match to other products that complement

Learning outcome

3 Understand nails and nail products

Topics

3.1 Nail structure

3.2 Selection of nail products

Topic 3.1

Structure of the nail

- Nail plate
- Nail bed
- Cuticle
- Free edge
- Matrix
- Nail wall
- Lunula
- Nail groove

Topic 3.2

Types of nail products, their purpose and benefits

- Ridge filler
- Strengthener
- Brightener
- Base coats
- Top coats
- Quick dry (spray, drops)
- Colour and French polish
- Hand cream
- Cuticle oil and cream
- Nail polish remover

Factors to consider when selecting nail products for customers

- Nail type and condition
- Skin tone
- Trends and seasonal products
- Nail designs
- Preference of the customer

Guidance for delivery

Underpinning knowledge and skills learnt through units 220, 221 and 222 should be utilised throughout delivery of this unit and tutors should highlight the areas where learners should draw on particular skills and knowledge learnt. For example, tutors should highlight how communication methods will be used when demonstrating a product and when questioning a customer to establish their needs and preferences. Selling techniques will also be utilised when recommending suitable products for purchase.

When delivering this unit it would benefit the learners if the tutor uses role play as a teaching method. Learners will need guidance and support throughout this unit to ensure that they are up to date with the most recent products that come onto the market. They should also be made aware that different brands may require different standards and that their products may differ slightly from one another other. Learners should be encouraged to research and visit different brands to gain an insight into the realistic working environment.

This unit may be taught alongside units 223 and 224 and learners should be encouraged to select products which link to and complement other skin care and make-up products. Being able to justify their reasons for selecting the products and explain why they complement each other, is essential and tutors should highlight the importance of link selling additional beauty products alongside skin care and make-up.

Tutors should make learners aware of allergies that could arise when using hair care, nail care and fragrance.

Tutors may use diagrams or illustrations of the hair structure when delivering learning outcome 1, which will help them understand how products work and how they will benefit customers.

Tutors should expose learners to all fragrance types during delivery to enable learners to experience each fragrance type. Tutors may wish to provide tasks to learners, either individually or in group work, where they try different fragrances and identify a fragrance type by smell and characteristic.

When delivering learning outcome 3, tutors should associate products with any relevant nail conditions. Learners should be made aware of the latest trends and designs in the industry, including the influences of celebrities and fashion. Learners should carry out their own research to include different nail designs and colours and may wish to create mood boards to showcase their ideas.

Suggested learning resources

Books

Level 2 VRQ Diploma in Beauty Therapy
Published by: City & Guilds
ISBN: ISB10:0851932045

Beckmann H, Rawlings K

Journals and magazines

- Scratch
- Professional Beauty
- Hairdressers Journal

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 **Centres and Training Providers homepage** on www.cityandguilds.com.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden:** how to register and certificate candidates online
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.
- Useful contacts

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

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City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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