



Level 2 Technical Certificate in Nail Treatments (6003-22)

Version 1.6 (March 2018)

Qualification Handbook

Qualification at a glance

Industry area	Beauty
City & Guilds number	6003-22
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	This qualification requires 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	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Nail Treatments	360	600	6003-22	603/0378/5

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
August 2017 V1.3	Amends to exam specification to include learning outcomes	5. Assessment – Exam Specification
October 2017 V1.4	Unit 205, 206, 207, 233 & 234 removed 'dehydrated' from skin type and moved to skin condition	Unit 205, 206, 207, 234 (topic 1.3) Unit 233 (topic 2.3)
October 2017 V1.5	Unit 233 amendment in the wording	Unit 233 (Topic 1.1) amendment in the wording
March 2018 V1.6	Revised duration for written examination	5. Assessment – Exam Specification

Contents

Qualification at a glance	2
Contents	4
1 Introduction	6
What is this qualification about?	6
Qualification structure	9
Total Qualification Time	9
Assessment requirements and employer involvement	10
2 Centre requirements	11
Approval	11
Resource requirements	11
Learner entry requirements	11
3 Delivering Technical qualifications	12
Initial assessment and induction	12
Employer involvement	12
Support materials	12
4 Employer involvement	13
Qualification approval	13
Monitoring and reporting learner engagement	13
Types of involvement	14
Types of evidence	14
Quality assurance process	15
Sufficiency of involvement for each learner	15
Live involvement	15
Timing	15
5 Assessment	16
Summary of assessment methods and conditions	16
What is synoptic assessment?	17
How the assignment is synoptic for this qualification	17
External exam for stretch, challenge and integration	17
Assessment objectives	17
Exam specification	19
6 Moderation and standardisation of assessment	21
Supervision and authentication of internally assessed work	21
Internal standardisation	21
Internal appeal	21
Moderation	21
Post-moderation procedures	22

	Centres retaining evidence	22
7	Grading	23
	Awarding individual assessments	23
	Grade descriptors	23
	Awarding grades and reporting results	24
8	Administration	26
	External quality assurance	26
	Enquiries about results	26
	Re-sits and shelf-life of assessment results	27
	Factors affecting individual learners	27
	Malpractice	27
	Access arrangements and special consideration	27
Unit 205	Manicure services	29
Unit 206	Pedicure services	35
Unit 207	Light cured gel polish	41
Unit 231	Anatomy and physiology for hands and feet	48
Unit 232	Introduction to working in the nail industry	56
Unit 233	Nail enhancements (clear)	65
Unit 234	Nail art services	73
Appendix 1	Sources of general information	80
Appendix 2	Useful contacts	82

1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Nail Treatments (603/0378/5)**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This Level 2 Technical Certificate in Nail Treatments 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 nail Industry. These skills include carrying out treatments such as;</p> <p>Following successful completion of this qualification you will be qualified to work in a number of employment destinations such as; Beauty salon, Spa, Nail bar, Cruise ship, Hotel or Salon</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 nail industries. You will study the following mandatory content:</p> <ul style="list-style-type: none">• Anatomy and Physiology for hands and feet• Introduction to working in the Nail Industry• Nail Enhancements (Clear)• Nail Art services• Manicure services• Pedicure services• Light cured gel polish <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 nail 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>How does this qualification relate to a wider learning programme?</p>	<p>This practical based training is ideal preparation for gaining employment in the nail industry or further specialist study.</p> <p>This qualification provides a real opportunity for you to gain work specific skills and knowledge in nail treatments 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 client 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.</p>
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WHAT COULD THIS QUALIFICATION LEAD TO?

<p>Will the qualification lead to employment, and if so, in which job role and at what level?</p>	<p>Achievement of this qualification demonstrates to an employer that you have the technical skills, ability and creativity, as well as essential knowledge of health & safety, customer service required to be successful in a nail technician role. The development and achievement of these specific skills enables you to actively seek employment and/or progress onto a level 3 qualification.</p> <p>This qualification could lead to a job as a nail technician working in one of the following establishments:</p> <ul style="list-style-type: none"> • Beauty salon • Spa • Nail bar • Cruise ship • Hotel • Salon
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<p>Why choose this qualification over similar qualifications?</p>	<p>City & Guilds offers different technical certificate qualifications at Level 2 covering the skills and knowledge needed to work within the nail and beauty industries within different job roles such as a Beauty Therapist, Nail Technician or Make-up Artist.</p> <p>You are likely to choose this qualification if you want to cover all of the technical skills and knowledge needed to work as a nail technician.</p>
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<p>Will the qualification lead to further learning?</p>	<p>This qualification will allow you to progress into employment or onto the a Level 3 Technical Diploma qualification such as:</p> <ul style="list-style-type: none"> • City & Guilds Level 3 Advanced Technical Diploma in Nail technology <p>Where you can enhance the skills and knowledge that you have gained at level two to progress into senior job roles and wider career choices.</p>
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This qualification could also lead you to an apprenticeship in nails. There are a current Advanced Nail Apprenticeship that you could progress onto such as;

- Level 3 Apprenticeship in Nails

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education
Institutions

British Association of Beauty Therapy & Cosmetology
(BABTAC) – professional association
Federation of Holistic Therapists (FHT)
Gerrard International
Benefit

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 Nail Treatments** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
230	Anatomy and physiology for hands and feet	30
231	Introduction to working in the nail industry	30
232	Nail enhancements (clear)	120
233	Nail art services	60
205	Manicure services	30
206	Pedicure services	30
207	Light cured gel polish	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 Nail Treatments	360	600

Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Nail Treatments** candidates must successfully complete **both** the mandatory assessment components

Component number	Title
Mandatory	
024 or 524	Level 2 Nail Treatments – Theory Exam (1)*
025	Level 2 Nail Treatments – 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	
822	Employer involvement

**Number of mandatory assessments per assessment types*

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	Available on the qualification pages on the City & Guilds Website: www.cityandguilds.com
Guidance for delivery	
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), exercises(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
024/524	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 (024), or as a paper based test (524).</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>
025	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-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>

Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.

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 range of nail treatments on a client in a salon environment, over a period of 8 – 10 hours. This will require the candidate to use their skills and knowledge of a range of treatments from across the qualification, and under time pressures that reflect working practice. The candidate will be required to draw from their knowledge and understanding across the range of the qualification content to effectively carry out the treatments, including client care, promotion and selling, evaluation of service and aftercare advice.

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.	Knowledge of health and safety, legislation, hygiene practices	10%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Understood the links between the consultation process and treatment objects. Understood anatomy & physiology of nail types and skin condition and able to use correct terminology. Product knowledge and understanding of products use within the services	10%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Strong communication skills. Provided client with advice and recommendations. Good working practices showing professional standards. The technical skills were fluid and dextrous	40%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	The treatment plan was based on the clients' requirements and products were selected to suit the application methods, techniques and services	30%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Attention to detail following professional working practices and procedures. Client requirements were met to high standards, punctual timekeeping and control of products	10%

Exam specification

AO weightings per exam

Assessment objective	Exam 024/524 weighting (approx. %)
A01 Recalls knowledge from across the breadth of the qualification.	37%
A02 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	43%
A04 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

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

Assessment type: Examiner marked, written exam*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

024/524	Duration: 2 hours 30 minutes		
Unit	Learning outcome	Number of marks	%
231	1. Understand the structure and function of skin and nails	12	20
	2. Understand the location of bones, muscles of the lower leg, foot, arm and hands and related actions		
	3. Understand the circulatory system for the leg, foot, arms and hands		
232	1. Understand Health and Safety	8	14
	2. Professional standards for working in the nail industry		
	3. Understand communication processes		
	4. Understand the requirements for starting a nail business		
233	1. Understand chemicals used in nail products	14	23
	2. Prepare self, client and work area for treatment		
	3. Apply nail enhancements		

	4. Provide advice and recommendations		
	5. Maintain and remove nail enhancements		
	1. Prepare self, client and work area		
	2. Provide manicure services		
	3. Provide advice and recommendations to clients		
	1. Prepare self, client and work area		
205, 206, 207	2. Provide pedicure services	14	23
	3. Provide advice and recommendations to clients		
	1. Understand chemicals and light curing technology		
	3. Apply and remove light cured gel polish treatments		
	4. Provide advice and recommendations to clients		
N/A	Integration across the units	12	20
	Total	60	100

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

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

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 work² 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 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

² For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

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 Nail Treatments** 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(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
025	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
Synoptic Assignment	X/P/M/D	60%
Exam	X/P/M/D	40%

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
Assignment: 60%	6	12	18
Exam: 40%	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->

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 205 Manicure services

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The purpose of this unit is for learners to understand the processes and techniques involved in preparing clients and the work area for manicure services. Learners will be able to carry out manicure techniques to improve the appearance of hands and nails, in addition to this learners will be able to consult with clients and provide them with relevant advice and recommendations.

Learners will carry out a variety of manicure services to suit different client needs and expectations. Learners will follow safe hygienic working practices. They will be able to recognise the different types of contraindications and take the necessary action to deal with them.

Learners will know how to deal with various contra-actions if they occur and be aware of the importance of maintaining up to date client records. This unit is based on developing the skills and techniques needed to carry out different manicure services to industry standards.

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

- How can I improve my technique when applying nail polish?
- How can I improve the condition of my own nails?
- Why have my nails got ridges?
- Why do my nails split?

Learning outcomes

In this unit, learners will be able to

- 1 Prepare self, client and work area
- 2 Provide manicure treatments
- 3 Provide advice and recommendations to clients

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Prepare self, client and work area

Topics

- 1.1 Prepare self and working area
- 1.2 Prepare tools, equipment and products
- 1.3 Consult with client
- 1.4 Prepare client for treatment

Depth

Topic 1.1

Prepare self and working area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Climate control
- Monitoring of music & noise levels
- Ambience
- Work space
 - Clean and tidy
 - Hygienic – sterilisation, sanitisation
- Methods of waste disposal
- Personal work space - seating and nail station
- Use of PPE - face masks

Position of

- Trolley
- Nail station
- Client chair
- Therapist stool

Topic 1.2

Select appropriate tools, equipment, consumables and products for manicure services

- Products - sanitiser, polish remover, exfoliator, cuticle cream/oil, hand soak, cuticle remover, massage medium (creams, lotions, oils), hand mask, paraffin wax, base coat (ridge fillers, conditioning treatments), top coat (quick dry, high shine), nail polish, specialist products (anti-ageing products, AHA peels)
- Tools - nail file, nail clippers, nail scissors, buffer, hoof stick, cuticle knife, cuticle nippers, orange wood stick, spatula
- Equipment - bowl, paraffin wax heater, thermal mitts
- Consumables - nail/lint free wipes, towels, couch roll
- Tissues, cotton wool discs

Topic 1.3

Consult with client prior to manicure services

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - o Skin types - normal, dry
 - o Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - o Nail condition - brittle, damaged, bitten, weak, oily, hang nails, ridges, split
 - o Nail shape - oval, tapered, square, squoval, claw, fan, pointed
- Client records/update records - previous service results, client signatures
- Discuss and agree treatment objectives
 - o Reduce nail length
 - o Smooth irregularities
 - o Improve cuticles
 - o Improve skin condition
- Discuss and agree required finish
 - o Basic manicure
 - o Luxury manicure
 - o Finish – French, dark, light

Inspect client hands and nails to identify contra indications

Contra indications which prevent treatment

- Fungal infection
- Bacterial infection
- Viral infection
- Severe nail separation
- Severe eczema
- Severe psoriasis

Conditions which restrict treatment

- Broken bones and sprains
- Recent scar tissue
- Allergies
- Open wounds
- Diabetes
- Skin disorders
- Undiagnosed lumps and swellings

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.4

Prepare client for treatment

- Remove jewellery
- Check position of client and therapist
- Ensure client comfort
- Sanitise client's hands

Learning outcome

2 Provide manicure treatments

Topics

2.1 Provide manicure treatments

2.2 Apply nail finish

Depth

Topic 2.1

Provide a range of manicure services

- Basic manicure services
 - o Filing and shaping
 - o Cuticle work
 - o Massage classifications - effleurage, petrissage, rotation, friction
- Luxury manicure treatments
 - o Exfoliating – chemical, mechanical
 - o Heat treatments - thermal mitts, paraffin wax
 - o Masks - nourishing, moisturising, warming, anti-ageing treatments

Topic 2.2

Apply nail finish

- Base coat - ridge filler, conditioning treatments
- French
- Light
- Dark
- Top coat - quick dry, high gloss

Learning outcome

3 Provide advice and recommendations to clients

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the service and contra-actions which are the result of poor practice

- Swelling and allergic reaction
- Itching
- Severe erythema
- Tissue damage

Importance of remedial action to be taken to alleviate symptoms that can occur during/after manicure services

Remedial actions

- Stop treatment
- Refer to GP/pharmacist
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Recommend time intervals between services
- Recommend a course of services
- Advance or upgraded services
- Homecare advice and retail recommendations

Guidance for delivery

Unit 201 and Unit 202 provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It provides the knowledge related to the structure and function of the skin, nails, hands, and feet.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, feet and common nail shapes. Unit 202 covers all aspects relating to preparation of the working environment, health and safety, communication and working to industry standards.

All learning outcomes will need to be taught between a mixture of practical and classroom based delivery. Learners are encouraged to visit to spas, salons, nail bars, industry exhibitions, competitions or seminars in order to research new products and techniques within the industry. They could also explore local salons and suppliers to gather information about products and services.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work e.g. role play.

Learners are required to carry out a range of manicure services to suit client needs and they should be able to provide both basic and luxury services. They must also be able to provide an alternative finish such as buffing the natural nail to a high shine.

Tutors should encourage learners to take photographs of their work on completion to enhance their employability skills

Unit 206 Pedicure services

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The purpose of this unit is for learners to understand the processes and techniques involved in preparing clients and the work area for pedicure. A pedicure is a superficial cosmetic treatment to the feet, learners will be aware of the limitations of treatment in terms of understanding what they can and cannot treat and refer to an appropriate professional where necessary. They should be able to analyse the feet and nails.

Learners will be able to carry out pedicure services to improve the appearance and condition of the foot and lower leg, in addition to this learners will also be able to consult with clients and provide them with relevant advice and recommendations on general foot and nail care.

Learners will carry out a range of pedicure services to suit different client needs and expectations. Learners will follow safe hygienic working practices. They will be able to recognise different types of contraindications and take the necessary action to deal with them.

Learners will also know how to deal with contra-actions if they occur and be aware of the importance of maintaining up to date client records.

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

- Why are my toenails discoloured?
- How can I prevent ingrowing toenails?
- How can I manage hard skin?
- What is a fungal infection?

Learning outcomes

In this unit, learners will be able to

- 1 Prepare self, client and working area
- 2 Provide a range of pedicure services
- 3 Provide advice and recommendations to clients

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner

Learning outcome

- 1 Prepare self, client and working area
-

Topics

- 1.1 Prepare self and working area
- 1.2 Prepare tools, equipment and products
- 1.3 Consult with client
- 1.4 Prepare client for treatment

Depth

Topic 1.1

Prepare self and working area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Climate control
- Monitoring of music & noise levels
- Ambience
- Work space
 - o Clean and tidy
 - o Hygienic – sterilisation, sanitisation
- Methods of waste disposal
- Personal work space - seating and nail station
- Use of PPE - face masks

Position of

- Trolley
- Nail station
- Client chair/client pedicure chair
- Therapist stool
- Foot spa

Topic 1.2

Select appropriate tools, equipment, consumables and products for pedicure services

- Products – sanitiser, polish remover, exfoliator, cuticle cream, cuticle remover, massage medium (creams, lotions, oils), foot mask (warming, cooling), base coat (ridge fillers,

conditioning treatments), top coat (quick dry, high shine), varnish, specialist products (anti-fungal spray, callous remover)

- Tools - nail file and buffers, nail clippers, nail scissors, rasp, hoof stick, cuticle knife, cuticle nippers, orange wood stick, spatula
- Equipment - paraffin wax heater, thermal booties
- Consumables - nail/lint free wipes, towels, couch roll
- Tissues, cotton wool discs

Topic 1.3

Consult with client prior to pedicure services

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - o Skin types - normal, dry
 - o Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - o Nail condition - brittle, damaged, weak, ridges, split
 - o Nail shape - oval, square, claw, fan, involuted, ingrown
- Client records/update records - previous service results, client signatures
- Discuss and agree treatment objectives
 - o Reduce nail length
 - o Smooth irregularities
 - o Improve cuticles
 - o Improve skin condition
- Discuss and agree required finish
 - o Basic pedicure
 - o Luxury pedicure
 - o Finish – French, dark, light

Inspect client feet and nails to identify contra indications

Contra indications which prevent treatment

- Fungal infection
- Bacterial infection
- Viral infection
- Severe nail separation
- Severe eczema
- Severe psoriasis

Conditions which restrict treatment

- Broken bones and sprains
- Recent scar tissue
- Allergies
- Open wounds
- Diabetes
- Skin disorders
- Undiagnosed lumps and swellings

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.4

Prepare client for treatment

- Remove appropriate clothing
- Remove jewellery
- Protect clothing
- Check position of client and therapist
- Ensure client comfort/modesty
- Prepare skin - sanitise feet
- Clean and dry feet

Learning outcome

- 2 Provide a range of pedicure services

Topics

- 2.1 Provide pedicure services
- 2.2 Apply nail finish

Depth

Topic 2.1

Provide a range of pedicure services

- Basic pedicure services
 - o Soak feet
 - o Filing and shaping
 - o Cuticle work
- Hard skin removal
- Massage classifications - effleurage, petrissage, rotation, friction
- Luxury pedicure treatments
 - o Exfoliating – chemical, mechanical
 - o Heat treatments - thermal booties, paraffin wax
 - o Masks - nourishing, moisturising, warming, cooling

Topic 2.2

Apply nail finish

- Base coat - ridge filler, conditioning treatments
- French
- Light
- Dark

- Top coat - quick dry, high gloss, matt
-

Learning outcome

3 Provide advice and recommendations to clients

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the service and contra-actions which are the result of poor practice

- Itching
- Swelling and allergic reaction
- Severe erythema
- Tissue damage
- Ingrown toenails

Importance of remedial action to be taken to alleviate symptoms that can occur during/after pedicure services

Remedial actions

- Stop treatment
- Refer to GP/pharmacist
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Recommend time intervals between services
- Recommend a course of services
- Advance or upgraded services
- Homecare advice and retail recommendations

Guidance for delivery

Unit 201 and Unit 202 provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It provides the knowledge related to the structure and function of the skin, nails, hands, and feet.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, feet and common nail shapes. Unit 202 covers all aspects relating to preparation of the working environment, health and safety, communication and working to industry standards.

All learning outcomes will need to be taught between a mixture of practical and classroom based delivery. Learners are encouraged to visit spas, salons, nail bars, industry exhibitions, competitions or seminars in order to research new products and techniques within the industry. They could also explore local salons and suppliers to gather information about products and services.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work e.g. role play.

Learners are required to carry out a range of manicure services to suit client needs and they should be able to provide both basic and luxury services. They must also be able to provide an alternative finish such as buffing the natural nail to a high shine.

Tutors should encourage learners to take photographs of their work on completion to enhance their employability skills

Unit 207 Light cured gel polish

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The purpose of this unit is for learners to confidently apply light cured gel polish and understand the technology that underpins the process. They will understand the difference in different lamps and curing times, and how this might affect the outcome of the treatment.

The nail industry is a fast paced, trend led industry and light cured gel polish has revolutionised manicure and pedicure treatments. Many nail salons rely extensively on light cured gel polish. This unit will allow learners to develop transferable skills which will be valuable to the nail and beauty industry. Learners will work directly with clients. This will allow them to demonstrate their communication skills and design a treatment plan suitable for their individual client. They will be able to apply and remove light cured gel polishes to clients' hands and feet.

The learners will take responsibility for health and safety, personal presentation, hygiene and safe working practices which are transferable to other industries.

Learners may be introduced to the unit by asking themselves questions such as:

- What is the difference between polish and light cured gel polish?
- How does light cured gel polish work?
- Why has light cured gel polish become so popular in the nail industry?

Learning outcomes

In this unit, learners will be able to

- 1 Understand chemicals and light curing technology
- 2 Prepare self, client and work area for treatment
- 3 Apply and remove light cured gel polish treatments
- 4 Provide advice and recommendations to clients

Learning outcome

1 Understand chemicals and light curing technology

Topics

1.1 Chemicals in gel polish products

1.2 Light curing technology

Depth

Topic 1.1

Types of chemicals used in UV/LED gel polish

- Oligomers
- Photo initiators
- Bonders/dehydrators
- Solvents - acetone, isopropyl alcohol (IPA)

Define the terms polymerisation and exothermic reaction

Topic 1.2

The technologies relating to the light curing process and the selection of lamps according to manufacturer's instructions

Main differences between LED and UV lamps used for light curing gel polish

- Different light sources
- Lamp wattage
- Curing times - flash curing, over curing
- Light spectrum
- Lamp maintenance - cleaning, replacing bulbs
- Lamp adaptation for hands and feet

Learning outcome

2 Prepare self, client and work area for treatment

Topics

2.1 Prepare self and the work area

2.2 Prepare tools, equipment and products

2.3 Consult with clients

2.4 Prepare client for treatment

Depth

Topic 2.1

Prepare the work area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Climate control
- Monitoring of music and noise levels
- Ambience
- Clients comfort and privacy
- Personal and work space hygiene
- Methods of waste disposal
- Use of PPE - face mask

Position of

- Trolley
- Nail station
- Client chair
- Therapist stool

Topic 2.2

Select tools, consumables and products

Tools

- UV/LED lamp
- Nail clippers/Nail scissors
- Selection of nail files and buffers
- Cuticle tools

Consumables

- Orange wood sticks
- Disposable paper towels
- Towels
- Tissues
- Lint free pads/cotton wool
- Removal wraps
- Toe separators

Products

- Nail prep products - natural nail cleanser, dehydrator
- Light cured gel polish colours
- Base gel/ bonder
- Gel top coat
- Gel cleanser
- Hand sanitisers
- Cuticle oil

- Product remover
- Nail enamel remover

Topic 2.3

Consult with client prior to light cured gel polish treatment

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - Skin types - normal, dry
 - Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - Nail condition - brittle, damaged, bitten, weak, oily, hang nails, ridges, split
 - Nail shape - oval, tapered, square, squoval, claw, fan, pointed
- Client records/update records - previous service results, client signatures
- Discuss and agree treatment objectives
- Discuss and agree required finish

Inspect client hands and nails to identify contra indications

- Contra indications which prevent treatment
 - Fungal infection
 - Bacterial infection
 - Viral infection
 - Severe nail separation
 - Severe eczema
 - Severe psoriasis
- Conditions which restrict treatment
 - Broken bones and sprains
 - Recent scar tissue
 - Allergies
 - Open wounds
 - Diabetes
 - Skin disorders
 - Undiagnosed lumps and swellings
 - Excessive perspiration

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 2.4

Prepare client for treatment

- Remove jewellery
- Check position of client and therapist
- Ensure client comfort
- Sanitise client's hands and feet

Learning outcome

3 Apply and remove light cured gel polish treatments

Topics

3.1 Prepare nails

3.2 Apply light cured gel polish

3.3 Remove light cured gel polish

Depth

Topic 3.1

Prepare the natural nail plate following manufacturer's instructions

- Sanitise
- File and shape
- Cuticle work
- Reduce surface shine
- Dehydrate nail plate

Topic 3.2

Prepare lamp for treatments to hands and feet and apply light cured gel polish following manufacturer's instructions

- Apply base gel/bonder
- Ensure thin, even consistent colour application
 - Dark colour
 - French
- Apply top coat to cover colour evenly
- Remove inhibition (sticky) layer
- Apply cuticle oil

Topic 3.3

Consequences of incorrect removal of light cured gel polish

Remove light cured gel polish from natural nail

- Buff topcoat prior to soaking
- Chemical - individual nail wraps on natural nail
- Remove gel ensuring nails and skin are free of product and undamaged

Learning outcome

4 Provide advice and recommendations to clients

Topics

4.1 Contra-actions

4.2 Provide advice and recommendations

Depth

Topic 4.1

Contra-actions to the service and contra-actions which are the result of poor practice

- Lifting/chipping or premature loss of the colour
- Damage to nail plate i.e. splitting and thinning of natural nail
- Sensitising skin or nail bed
- Allergic reactions/over exposure
- Bacterial infection
- Fungal infection

Importance of remedial action to be taken to alleviate symptoms that can occur during/after gel polish services

- Removal of nail enhancement
- Advise client to abstain from further treatments
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 4.2

Provide advice and recommendations

- Retail and treatment recommendations - cuticle oil, nail treatment, hand/foot cream
- Frequency of return
- Care of gel polish for longevity

Guidance for delivery

Unit 201 and Unit 202 provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It provides the knowledge related to the structure and function of the skin, nails, hands, and feet.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, feet and common nail shapes. Unit 202 covers all aspects relating to preparation of the working environment, health and safety, communication and working to industry standards.

Learners should work in a salon environment working with a range of clients and be able to manage client expectations. They could be encouraged to practise their techniques outside the learning environment on their peers, family and friends.

As part of the assessment for this unit, learners will be expected to apply and remove light cured gel polish to natural nails only. However, throughout the teaching process they should practise their application and removal techniques on natural or nail enhancements.

Tutors should ensure that learners have an awareness of different professional brands. Learners must show that they understand and can use specific terminology, be able to describe the function, features, benefits and sustainability of products, tools equipment and services available.

Tutors must ensure that learners are able to describe factors that may prevent or restrict the light cured gel polish service and how to deal with them.

Visits to industry exhibitions or seminars will reinforce the importance of researching products, trends and communicating with industry professional and suppliers. The learner's product knowledge could be enhanced through visits from product suppliers and local employers.

Tutors should also use a wide range of teaching and learning techniques including demonstration of practical skills, group work and discussion

Unit 231 Anatomy and physiology for hands and feet

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The purpose of this unit is for learners to understand the anatomy and physiology of the hands and feet. They should know the structure and functions of the skin, nails, lower legs, feet and arms and hands. They must also understand the skeletal and muscular structure and how the circulatory systems function in these areas.

Learners should know the potential diseases and disorders affecting these parts of the body and understand contra indications that prevent a treatment and the contra actions to treatments in order to advise and adapt the service when carrying out practical treatments on clients.

Learning outcomes

In this unit, learners will be able to

- 1 Understand the structure and function of skin and nails
- 2 Understand the location of the bones, muscles of the lower leg, foot, arm and hands and related actions
- 3 Understand the circulatory system for the leg, foot, arm and hands

Scope of content

It is expected that learners will be given the opportunity to provide a range of nail treatments for clients where they should be able to apply their knowledge of anatomy and physiology in a practical environment.

Learning outcome

- 1 Understand the structure and function of skin and nails
-

Topics

- 1.1 Structure and functions of the skin
- 1.2 Structure and functions of the nail
- 1.3 Disorders and diseases of the skin and nails

Depth

Topic 1.1

The structure and functions of the skin and their relationship to nail treatments

Structure

- Epidermis layers
 - Stratum corneum
 - Stratum lucidum
 - Stratum granulosum
 - Stratum spinosum
 - Stratum germinativum
- Dermis layers
 - Papillary
 - Subcutaneous layer
- Other components of the skin
 - o Capillary network
 - o Sensory nerve endings
 - o Sweat glands
 - o Functions
- Sensation
- Heat Regulation
- Absorption
- Protection
- Excretion
- Secretion

Topic 1.2

The structure and functions of the nail and their relationship to nail treatments

- Nail bed

- Matrix
- Nail grooves
- Cuticle
- Lunula
- Eponychium
- Hyponychium
- Perionychium
- Proximal nail fold
- Nail plate
- Free edge.

Factors affecting nail growth

- Growth cycle: mitosis, keratinisation
- Growth rates
- Lifestyle ie occupation, sport, medication, age, diet.

Different nail types and conditions and their influence on treatment plans

Nail types

- Weak
- Dry and brittle
- Normal
- Damaged
- Flaking
- Bitten.

Conditions of the nail and cuticle

- Bitten nails (Onychophagy)
- Splitting of nails (Onychomadesis)
- Hang nail (Agnails)
- White spots (Leukonychia)
- Spoon/ski jump (Koilonychia)
- Long thick curved nails (Onychogryphosis)
- Thickened nails eg old age (Onychauxis)
- Excessive forward growth of cuticle (Pterygium)
- Hornnails eg lifting away or separation from nail bed (Onycholysis)
- Absence of nail (Anonychia)
- Brittle nails (Defluvium unguinum)
- Soft nails (Hapalonychia)
- Intensely sensitive nails (Onychalgia nervosa)
- Ingrown nails (Onychocryptosis)
- Dry, brittle nails (Onychorrhhexis)
- Abscess/whitlow (Panatarium)
- Inflammation of soft tissue (Paronychia)
- Wearing away of nails due to scratching (Usure des ongles)
- Furrows (Longitudinal ridges)
- Beau's lines (horizontal ridges)
- Blue
- Bruised
- Eggshell nails - thin, white nails
- Discolouration

- Nail wastage
- Pitting.

Different nail shapes and their impact on nail treatments

- Fan
- Square
- Oval
- Round
- Narrow
- Ski Jump
- Hook
- Pointed
- Involuted/ingrown.

Topic 1.3

Characteristics of common disorders and diseases which may prevent or restrict treatment or require medical referral

Contra indications which prevent treatment

- Severe psoriasis, eczema, dermatitis, urticarial
- Severe nail separation
- Corns or callouses (hyperkeratosis)
- Fungal infections
 - o Body ringworm (Tinea corporis)
 - o Ringworm of nails (Tinea Unguium or Onychomycosis)
 - o Ringworm of the feet (Tinea pedis)
- Bacterial infections
 - o Impetigo
 - o Abscess/whitlow (Panatarium)
 - o Inflammation of soft tissue (Paronychia)
- Viral infections
 - o Verrucae or warts e.g. plantar wart (verrucae) - sole of foot and toes, mosaic (palmer warts) - hands and feet
 - o Herpes simplex, herpes zoster/shingles

Conditions which restrict treatment

- Broken bones and sprains
- Recent scar tissue
- Allergies
- Open wounds
- Diabetes
- Skin disorders
- Undiagnosed lumps and swellings.

Learning outcome

- 2 Understand the location of the bones, muscles of the lower leg, foot, arm and hands and related actions
-

Topics

- 2.1 Location of the bones
2.2 Location and actions of the muscles
2.3 Range of joint movement

Depth

Topic 2.1

Location of the main bones of the lower leg and foot

- Tibia
- Fibula
- Tarsals (talus, calcaneus, navicular, medial cuneiform, intermediate cuneiform, lateral cuneiform, cuboid)
- Metatarsals
- Phalanges.

Location of the main bones of the lower arm and hand

- Humerus
- Radius
- Ulna
- Carpals (scaphoid, lunate, triquetrum, pisiform, trapezium, trapezoid, capitates, hamate)
- Metacarpals
- Phalanges.

Topic 2.2

Location and actions of muscles of the arm and hand

- Muscles of arm
 - o Biceps
 - o Triceps
 - o Brachioradialis
 - o Flexor carpi radialis
 - o Flexor carpi ulnaris
 - o Extensor carpi radialis – longus/brevis
 - o Extensor carpi ulnaris
- Muscles of wrist and hand
 - o Flexor digitorum
 - o Extensor digitorum
 - o Thenar eminence
 - o Hypothenar eminence

Location and actions of muscles of the lower leg and foot

- Muscles of lower leg
 - o Gastrocnemius
 - o Soleus
 - o Tibialis anterior
 - o Tibialis posterior
- Muscles of ankle and foot
 - o Digitorum longus – extensor / flexor
 - o Hallucis longus – extensor / flexor

Topic 2.3

Types of joints

- Basic types of joints
 - o Fixed - fibrous
 - o Semi-movable - cartilaginous
 - o Freely moveable – synovial

Range of joint movement within the lower leg and arm, hand and foot

- Abduction
- Adduction
- Flexion
- Extension
- Rotation (medial, lateral)
- Supination
- Pronation
- Dorsi flexion
- Planter flexion
- Inversion
- Eversion
- Circumduction

Learning outcome

- 3 Understand the circulatory system for the leg, foot, arm and hands
-

Topics

- 3.1 Veins, arteries, capillaries
- 3.2 Function of blood and lymph
- 3.3 Effect of massage

Depth

Topic 3.1

Methods of transporting blood to and from the lower leg and foot, arm and hand

- Veins
- Arteries
- Capillaries

Topic 3.2

Function of the blood supply

- Transports oxygen
- Transports waste products
- Transports hormones
- Transports carbon dioxide
- Transports enzymes
- Helps in the regulation of body temperature
- Prevents fluid loss
- Transports white corpuscles to the source of infection
- Transports nutrients

Function of lymphatic system

- Removes interstitial fluid from tissues
- Absorbs and transports fatty acids and fats from the digestive system
- Transports white blood cells to and from the lymph nodes to the bones

Topic 3.3

The effect of massage movements on the blood and lymph circulation

- Effleurage
- Petrissage
- Percussion
- Tapotment
- Rotation

Guidance for delivery

The unit will focus on the anatomy and physiology of the lower leg, foot, arm and hand and how it relates to nail treatments. The knowledge contained in this unit is applied in all the technical practical units and it is advisable that it is taught at the beginning of the course and reinforced during the practical sessions.

Learners will be taught through a mixture of classroom and practical based delivery. When teaching in a practical salon the tutors should be encouraged to refer to anatomical and physiological terms to enable the learners to become familiar with the terminology in order to allow for seamless progression to level 3 qualifications, apprenticeships or industry.

It is expected that learners should have the opportunity to analyse nails and skin through consultation with peers and clients, recording the results and making any necessary modifications and recommendations for the service. Observing demonstrations would be useful to the learner.

It is expected that learners will be able to identify the main muscle groups and the skeletal structure of the lower leg, foot, arm and hand and their relationship to massage movements and ensuring client comfort. They should be able to explain the effects massage can have on the various functions related to these areas.

Tutors should ensure that learners are aware of their own posture and positioning when carrying out a treatment. This will be covered through the practical units however, tutors may introduce this subject area as part of the delivery of this unit.

Tutors will have to ensure learners are able to recognise signs of normal and abnormal health of the skin and nails, through observation checks during consultation

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources (books, images, skeletal models, label diagrams), group work and independent research and assessing. Tutors could create quizzes, games and banks of questions to be used regularly as formative assessment in order to check learners' progress.

Nail Service practical tasks should be carried out in a salon setting, providing an opportunity for exposure to a professional environment where learners will be encouraged to work independently and as a team.

Knowledge of A& P should be applied during practical sessions of nail treatments and this unit is linked to the following units:

Unit 203 Nail enhancements (clear)

Unit 204 Nail art

Unit 205 Manicure

Unit 206 Pedicure

Unit 207 Light cured gel polish

Unit 232 Introduction to working in the nail industry

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The purpose of this unit is for learners to understand the various career options available to a nail technician and the basic principles of starting a business. Learners should understand what is required through research into industry trends, competitors, costing treatments and products.

Learners will develop the skills required to work in industry in a professional manner. They will know how to communicate throughout the whole client journey in order to provide the best possible service outcome for their clients, adopting professional behaviours and standards at all times. They should also understand how good communication skills affect business relationships and can be utilised to create and promote further retail opportunities.

This unit also provides the opportunity to explore ways of keeping up to date with current trends and continuing professional development.

Learning outcomes

In this unit, learners will be able to

- 1 Understand safe working practices and relevant legislation
- 2 Understand professional standards in the nail industry
- 3 Understand communication processes
- 4 Understand the requirements for starting a nail business

Scope of content

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

Learning outcome

- 1 Understand safe working practices and relevant legislation
-

Topics

- 1.1 Safe working practices
- 1.2 Legislation relevant to the nail industry

Depth

Topic 1.1

The importance of following health and safety and working safely in order to prevent injuries, accidents and cross infection

Safe working practices

- Recognise hazards and risks which exist in the work area
- Understand the importance of risk assessments
- Follow procedures for storage and handling of chemical products
- Follow industry hygiene and safety practices to include sterilisation, sanitisation, cleaning and disinfection
- Maintain safe environmental conditions such as lighting, ventilation, temperature, positioning of equipment
- Follow sustainable working practices including minimising pollution, reducing and managing waste, reducing energy usage
- Check equipment to ensure clean and safe to use including Pat testing, trailing wires
- Safe use and maintenance of LED/UV light unit
- Follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- The importance of correct posture and working techniques to minimize fatigue and risk of injury such as RSI & Musculo-skeletal disorders
- Follow procedures for dealing with spillages such as water, chemicals
- Dispose of waste products safely including contaminated and non-contaminated waste
- Storage and handling of products containing chemicals
- Use of PPE such as goggles, mask, gloves, aprons

Topic 1.2

The impact of legislation on working practices in the nail industry

Health & safety legislation

- Health and Safety at Work Act (HASAWA)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Material Safety Data Sheet Regulations (MSDS)

- PPE at Work Regulations
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- Workplace regulations (Health, Safety & Welfare)
- The Provisions & Use of Work Equipment
- The Health and Safety (Information for Employees) Regulations
- Regulatory Reform Order (Fire Safety) Consumer/employee legislation

Consumer/employee legislation

- The Equality Act
- The Data Protection Act
- Consumer Rights Act
- Working Time Regulations

Learning outcome

2 Understand professional standards in the nail industry

Topics

- 2.1 Standards of professional conduct
- 2.2 Characteristics of professional appearance
- 2.3 Standards relating to the work environment

Depth

Topic 2.1

The importance and impact of professional conduct

- Enhances business and technician reputation
- Promotes services
- Creates positive impression
- Loss of business
- Good communication creates trust and rapport and avoids misunderstandings with clients

Topic 2.2

The characteristics that determine professional appearance when working in the nail industry

Personal hygiene

- Body odour
- Teeth/breath
- Hair
- Nails

Uniform

- Tunic - clean, pressed, fits correctly, access to spare uniform in case of spills
- Flat shoes - practical, comfortable

Personal appearance

- Day make-up professionally applied
- Hair – should be clean, tied up and away from face
- Hands – should be clean, cuts, abrasions and broken skin to be covered, nails should be manicured

Topic 2.3

Methods of maintaining professional standards in the work environment

- Hygiene - Hard surfaces disinfected
- Health and safety procedures in place
- Basic risk assessment carried out
- Work economically to minimise waste and manage resources effectively

Preparation of treatment area

- Sight
 - Décor and layout of work area, lighting, ventilation
- Sound
 - Background noise
 - Ambient music/sounds
- Equipment for the treatment
 - Sterilised / disinfected
 - In working order
- Consumables and products for clients and treatments

Purpose of preparing treatment areas and maintaining the work environment

- Positive experience for the client
- Positive reputation for the business

The importance of team working and demonstrating respect and consideration for others

- Colleagues
- Employers
- Management
- Other practitioners within the beauty industry

Professional behaviour required in the workplace

- Attitude - positive attitude demonstrated through posture, eye contact, polite, attentive to promote respect, reliability, honesty, ethics, supportive
- Respect for the client's needs and the needs of colleagues, visitors and the business
- Follow salon requirements to ensure safe working practices
- Display professional attitude - respect, reliability, honesty, ethical, supportive
- Effective time management including attendance and punctuality impacts on business, profits, clients, and colleagues time
- Use initiative
- Self-evaluation

Learning outcome

3 Understand communication processes

Topics

- 3.1 Communication methods
- 3.2 Questioning techniques
- 3.3 Create and promote retail opportunities

Depth

Topic 3.1

Methods of communicating with the client and the impact of poor communication

Methods

- Verbal communication
 - Language used
 - Confident attitude
 - Tone of voice
 - Telephone manner - greeting, providing information, making appointments, concluding call
- Listening techniques
- Questioning techniques
- Body language
 - Posture
 - Eye contact
 - Facial expressions
- Visual aids
 - Treatment records
 - Leaflets
 - Portfolio of work
 - Nail polish wheel

Impact of poor communication

- Complaints
- Loss of business
- Loss of reputation
- Staff demotivation

Topic 3.2

The purpose of questioning techniques

- Gather information - clients health, preferences
- Build a healthy client and therapist relationship
- Avoid misunderstandings
- Persuasion

Methods of questioning clients

- Asking quality questions to gather information
- Open questions - who, what, why, when, how
- Probing questions - gathering specific information, drawing information out of a client who is not forthcoming
- Closed questioning - explore own or clients understanding of a subject, concluding the conversation

Topic 3.3

Create and promote retail and treatment opportunities

- Identify the needs of the client and which products and treatments will meet those needs
- Describe the features and benefits of a range of products and treatments
- Provide a demonstration of products and treatments where possible
- Interpret buying signals - when the client is not ready to buy
 - Avoiding eye contact
 - Quick movements
 - Handling products with little interest
 - Making excuses why they don't want to buy yet
 - Studying lots of different products
- Interpret buying signals - when the client is ready to buy
 - Spending time focusing on one product or treatment
 - Asking specific questions about a product or treatment
 - Discussing a price
 - Holding money/purse/wallet
 - Displaying positive body language
- Follow up appointment to retain clients
- Promotion of further treatments to increase sales
- Close the sale

Learning outcome

- 4 Understand the requirements for starting a nail business
-

Topics

- 4.1 Career opportunities
- 4.2 Researching, marketing and advertising
- 4.3 Business set up costs
- 4.4 Data Protection Act

Depth

Topic 4.1

Types of career opportunities within the nail industry

- Home based nail technician
- Mobile
- Salon based – employed and self-employed/ salon owner
- Leisure e.g. cruise liner, airports
- Fashion and media
- Sales representative

The advantages and disadvantages of being a self-employed nail technician

- Homebased
 - o Low overheads, work hours around the family, intrusion of clients into the home, permission from the local council, parking
- Mobile
 - o Lower start-up costs, reliable transport, car insurance, weather, travelling, time management
- Salon based - renting space
 - o Instant clientele, weekly cost, furniture and products, advertising, bookings, written agreement
- Salon Owner
 - o Location, financing the business, professional advisors, lease or buy premises, partnership

Topic 4.2

Research nail businesses

- Features and benefits of different services and treatments
 - o Manicures
 - o Pedicures
 - o Light cured gel polish
 - o Nail enhancements
- Variation in prices
- Professional standards eg environment, attitude and appearance of staff

Methods of promoting, advertising and marketing a nail business

- Price list/ brochure/ leaflets/ business Cards
- Social media/ website
- Local/national directories and publications
- Host events e.g. wedding fairs, charity events, fashion shows
- Promote through other professionals e.g. hairdressers, boutiques, hotels
- Client loyalty schemes

Influences and trends in the nail industry

- Influences
 - o Fashion e.g. fashion weeks, magazines
 - o Media e.g. session nail technicians, celebrities
- Trends
 - o Products
 - o Colour collections
 - o Technologies
 - o Nail shapes

Topic 4.3

Business set up costs

- Insurances - Public liability, equipment insurance, vehicle insurance
- Tax implications for self-employment
- Relationship between the cost of products and time and the costs per service
- Relationship between wholesale cost of products and retail selling price
- Purchase costs of furniture, tools and equipment
- Training - further education, product house training
- Advertising and marketing

Guidance for delivery

This is a theory unit which must be totally embedded across all the practical units in this qualification and should be taught alongside all the practical units. It covers all aspects relating to preparation of the environment, technician and clients, health and safety, communication, and working to industry standards. Tutors should emphasise the importance of working to professional codes of practice. They should encourage learners to adopt professional ethics and conduct within the nail industry and how this can impact on the reputation of their business.

For this unit it is important that the learners are quickly introduced to working with members of the public/potential clients so that they may become confident in their approach and have opportunity to practice and perfect their client care techniques.

This unit is designed to provide the learner with an understanding of the expected industry standards and dress codes and acceptable behaviours such as punctuality, positive attitude and enthusiasm.

The nail industry is constantly evolving and the influence of fashion and trends within the sector lead to the development of new application techniques and products. Learners must be aware of industry changes to stay abreast of competitors and continue with their professional development.

Visits to industry exhibitions or seminars will reinforce the importance of researching products, costings, industry trends and communicating with industry professional and suppliers. Learners should be encouraged to explore local salons and wherever possible to experience different treatments and share experiences with their peers.

The unit will also focus on the business element of becoming a Nail Technician and the various opportunities available within the industry. As part of the delivery of this unit tutors should work with learners to research and develop marketing and advertising materials e.g. price lists, business cards, after care leaflets, social media. This could be delivered through a project or assignment.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work e.g. role play. Learners will be required to use wider skills such as research techniques.

This unit is linked to the following units

Unit 203 Nail enhancements (clear)

Unit 204 Nail art

Unit 205 Manicure

Unit 206 Pedicure

Unit 207 Light cured gel polish

Unit 233 Nail enhancements (clear)

Unit level:	Level 2
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GLH:	120
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What is this unit about?

The purpose of this unit is to enable the learner to carry out nail services to enhance the appearance of natural nails. Learners will be able to apply, maintain and remove nail enhancements safely providing advice and guidance for homecare and aftercare of the service.

They will be able to identify different chemicals used for nail enhancement processes and have the knowledge required to troubleshoot complications that may arise when applying tips, wraps, clear LED/UV gel and liquid & powder. The unit incorporates client consultation and the importance of developing a personalised treatment plan including the identification of specific contra indications that may prevent or restrict a nail enhancement service.

Learning outcomes

In this unit, learners will be able to

- 1 Understand chemicals used in nail products
- 2 Prepare self, client and work area
- 3 Apply nail enhancements
- 4 Provide advice and recommendations
- 5 Maintain and remove nail enhancements

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Understand chemicals used in nail products
-

Topics

- 1.1 Types of chemicals
- 1.2 Main enhancement systems

Depth

Topic 1.1

Types of chemicals, chemical components and chemical ingredients used in nail products

- Oligomers
- Photo initiators
- Primers/bonders
- Monomers - Methylmethacrylate (MMA), Ethylmethacrylate (EMA)
- Polymers
- Activators and accelerators
- Solvents - Acetone, Isopropyl alcohol (IPA)
- Cyanacrylate
- Benzyl peroxide

Define the terms polymerisation and exothermic reaction

Topic 1.2

Compare LED/UV gel (hard and soft), liquid & powder and wraps

- Application techniques
- Suitability for different nail types
- Process timings
- Safe removal techniques
- Light curing
- Different light sources
- Lamp wattage
- Light spectrum

Learning outcome

2 Prepare self, client and work area

Topics

- 2.1 Prepare self and working area
- 2.2 Prepare tools, equipment and products
- 2.3 Consult with client
- 2.4 Prepare client for treatment

Depth

Topic 2.1

Prepare self and working area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Dust extraction
- Climate control
- Monitoring of music & noise levels
- Ambience
- Work space
 - o Clean and tidy
 - o Hygienic – sterilisation, sanitisation
- Methods of waste disposal
- Personal work space - seating and nail desk
- Use of PPE - face masks

Position of

- Trolley
- Nail station
- Chair
- Therapist stool

Topic 2.2

Select appropriate tools, equipment, consumables and products for chosen system

- Products – Sanitiser, nail tips, systems e.g. liquid & powder, gel, wraps, Preparation products e.g. cleansers, dehydrators, primer, bonder, Adhesives, Nail oil, Acetone
- Tools - Nail clippers, Selection of nail files and buffers, Cuticle tools, Application brushes
- Equipment - Pump dispensers, LED/UV lamp, Dappen dish
- Consumables - Orange wood sticks, Disposable paper towels, Lint free wipes, Cotton wool discs, Towels, Tissues, Removal wraps

Topic 2.3

Consult with client prior to nail enhancement services

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - Skin types - normal, dry
 - Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - Nail condition - brittle, damaged, bitten, weak, oily, hang nails, ridges, split
- Client records/update records - previous service results, client signatures
- Discuss and agree service objectives and finish

Inspect client hands and nails to identify contraindications

Contra indications which prevent treatment

- Fungal infection
- Bacterial infection
- Viral infection
- Severe nail separation
- Severe eczema
- Severe psoriasis

Conditions which restrict treatment

- Broken bones and sprains
- Recent scar tissue
- Allergies
- Open wounds
- Diabetes
- Skin disorders
- Undiagnosed lumps and swellings

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 2.4

Prepare client for treatment

- Remove jewellery
- Check position of client and therapist
- Ensure client comfort
- Sanitise client's hands

Learning outcome

3 Apply nail enhancements

Topics

- 3.1 Features of nail enhancements
- 3.2 Prepare nail plate for nail enhancements
- 3.3 Apply and finish nail enhancements

Depth

Topic 3.1

Structural features of nail enhancements

- Apex
- C-curve
- Upper and lower arch
- Concave
- Convex

Influence of different nail types on nail enhancements

- Bitten
- Hook
- Ski jump

Topic 3.2

Prepare natural nail plate

- Sanitise
- Cuticle work
- Prepare free edge
- Reduce surface shine
- Dehydrate nail plate

Topic 3.3

Apply nail enhancements following manufacturers' instructions and ensuring consistent structure according to nail type

Natural nail overlay

- Application of system
- Product control
- Consistent structure throughout set - thin, even and balanced
- Clarity of product
- Avoid contamination of products from dust exposure, UV light

Tip and overlay

- Adhesive application
- Angle of application
- Reduce tips to a consistent length
- Blend and shape tips uniformly

- Application of system
- Product control
- Consistent structure throughout set - thin, even and balanced
- Clarity of product
- Avoid contamination of products from dust exposure, UV light

Finish nails

- Ensure consistent shape and length throughout
- Check hands and nails are free from dust and debris
- Cuticles and soft tissue free from excess products
- Smooth and shiny surface
- Apply cuticle product
- Confirm client satisfaction with treatment

Learning outcome

- 4 Provide advice and recommendations

Topics

- 4.1 Contra-actions
4.2 Advice and recommendations

Depth

Topic 4.1

Contra-actions to the service and contra-actions which are the result of poor practice

- Lifting/splitting
- Cracking/breakages
- Premature loss
- Sensitising skin or nail bed
- Erythema
- Allergic reactions/over exposure
- Damage to nail plate
- Nail plate lifting
- Bacterial and fungal infection

The importance of remedial actions to be taken to alleviate symptoms that can occur during/after treatments

- Stop treatment
- Remove product
- Advise client on further treatments according to the condition
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 4.2

Provide advice and recommendations relating to nail enhancement services

- Retail and service recommendations such as cuticle oil, acetone free remover, top coat, hand cream
- Recommended intervals relating to maintenance, removal and repair
- Course of services
- Homecare advice

Learning outcome

5 Maintain and remove nail enhancements

Topics

5.1 Maintain nail enhancements

5.2 Remove nail enhancements

Depth

Topic 5.1

Differences between infill and rebalancing the structure

Maintain nail enhancements

- Review previous treatment plan
- Identify client concerns or issues
- Prepare clients hands and nails
- Reduce length, buff and dehydrate
- Infill, rebalance, repair or replace nail enhancement
- Finish nail enhancement to meet client's needs

Topic 5.2

Consequences of incorrect removal of nail enhancements

Remove nail enhancements ensuring natural nail and skin is free of product and undamaged using different methods

- Chemical
- Manual

Guidance for delivery

Unit 201 Anatomy and physiology and unit 202 Introduction to working in the nail industry provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, and feet. Unit 202 covers all aspects relating to preparation of the environment, technician and clients, health and safety, communication, working to industry standards and features and benefits of nail treatments.

Learners must have knowledge of all nail enhancement systems i.e. liquid and powder, gels (hard and soft) and wraps and in topic 2.1 tutors are required to discuss the main difference between these systems. Tutors should ensure that learners are taught the correct files to use for the chosen system and treatments as they will be required to select their own tools as part of the assessment.

Tutors are required to teach the practical skills of both liquid and powder and gel systems, as learners will be assessed on either system.

Centres should engage with industry in a range of different ways and employers and suppliers could be encouraged to visit centres to deliver master classes, presentations and guest lectures.

An understanding of the nail industry is important and learners should be encouraged to visit trade shows, exhibitions, seminars and also keep updated through the internet, social media, trade magazines and continuous research.

This unit could be delivered alongside unit 207 Light cured Gel polish and finished using coloured nail enamel or gel polish, however nail enhancements must be assessed prior to colour application.

Learning Outcome 2

It is essential that learners practice on clients at the earliest opportunity so that they become confident in their application. Learners could use model hands or similar equipment or products for practice purposes and they should be encouraged to continue to practice outside of the session in order to improve confidence and competency.

They should be encouraged to take before and after photos to showcase their nail enhancements to prospective clients. These need to be constantly updated as trends and styles change.

It is expected that learners will develop their communication skills in dealing with a variety of colleagues, other professionals and clients.

This unit is linked to the following units

Unit 201 Anatomy and physiology for hands and feet

Unit 202 Introduction to working in the nail industry

Unit 204 Nail art

Unit 207 Light cured gel polish

Unit 234 Nail art services

Unit level:	Level 2
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GLH:	60
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What is this unit about?

The purpose of this unit is for learners to research, plan and select nail art designs and carry out a range of nail art services for their clients.

Learners will understand different nail art styles and trends. They will understand which designs are achievable for individual clients and how to achieve a range of looks for differing clients and occasions.

Learners should be encouraged to research the different designs, products and techniques that are available. They will need to understand ways of presenting their designs to potential clients and how to carry out a consultation. This will encourage the development of wider skills such as research and communication skills.

Learning outcomes

In this unit, learners will be able to

- 1 Prepare self, client and work area for nail art services
- 2 Apply and remove nail art designs
- 3 Understand nail art trends and styles

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Prepare self, client and work area for nail art services
-

Topics

- 1.1 Prepare self and working area
- 1.2 Prepare tools, equipment and products
- 1.3 Consult with client
- 1.4 Prepare client for treatment

Depth

Topic 1.1

Prepare self and working area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Climate control
- Monitoring of music & noise levels
- Ambience
- Work space
 - o Clean and tidy
 - o Hygienic – sterilisation, sanitisation
- Methods of waste disposal
- Personal work space - seating and nail desk
- Use of PPE - face masks

Position of

- Trolley
- Nail station
- Chair
- Therapist stool

Topic 1.2

Select appropriate tools, equipment, consumables and products for nail art services

- Tools - Brushes e.g. fan, detail, striping, Tweezers, Scissors, Files and buffers, Dotting/swirling tool, Cuticle tools
- Equipment – Bowls, Towels, Artist/paint palette

- Consumables - Orange stick, Tissue, Lint free pads, Cotton wool discs
- Products - Paints e.g. speciality, acrylic, water based, Transfers e.g. sticky and water release, Decals e.g. rhinestones, flat-stones, Glitters, Glitter mixer, Foils, Adhesives, Cleansers, Polishes, Base coats, Top coats, Solvents e.g. polish remover and acetone, Cuticle oil

Topic 1.3

Consult with client prior to nail enhancements

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - o Skin types - normal, dry
 - o Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - o Nail condition - brittle, damaged, bitten, weak, oily, hang nails, ridges, split
 - o Nail shape - oval, tapered, square, squoval, claw, fan, pointed
- Client records/update records - previous service results, client signatures
- Discuss design objectives and required finish

Inspect client hands and nails to identify contraindications

Contra indications which prevent treatment

- Fungal infection
- Bacterial infection
- Viral infection
- Severe nail separation
- Severe eczema
- Severe psoriasis

Conditions which restrict treatment

- Broken bones and sprains
- Recent scar tissue
- Allergies
- Open wounds
- Diabetes
- Skin disorders
- Undiagnosed lumps and swellings

Confirm service with client taking into consideration client characteristics and preferences and complete records

Topic 1.4

Prepare client for treatment

- Remove jewellery
- Check position of client and therapist
- Ensure client comfort
- Sanitise client's hands

Learning outcome

2 Apply and remove nail art designs

Topics

- 2.1 Apply nail art
- 2.2 Remove nail art
- 2.3 Contra actions
- 2.4 Provide advice and recommendations

Depth

Topic 2.1

Use a range of techniques to apply designs to a prepared nail surface which may be natural or artificial

- Techniques
 - o Blending
 - o Swirling
 - o Marbling
 - o Dotting
 - o Hand painting
- Designs
 - o Flowers
 - o Stripes
 - o Animal prints
 - o Theme - seasonal, flags, special events
 - o Bespoke - personalised to client

Topic 2.2

Safely remove designs ensuring natural nail and skin is free of product and undamaged using different methods

- Chemical using product remover
- Manual using files, buffers, tweezers

Topic 2.3

Contra-actions to the service and contra actions which are the result of poor practice

- Sensitising skin or nails
- Erythema
- Allergic reactions/over exposure
- Damage to nail plate
- Damage to surrounding skin

Importance of remedial action to be taken to alleviate symptoms that can occur during/after nail art services

Remedial actions

- Stop treatment
- Refer to GP/pharmacist
- Record on client record card

Topic 2.4

Provide advice and recommendations relating to nail art

- Retail and service recommendations
- Recommend time intervals between services for maintenance removal and repair
- Homecare advice - Care of nail art to maintain longevity of the design

Learning outcome

3 Understand nail art trends and styles

Topics

- 3.1 Sources of information
- 3.2 Nail art trends and styles
- 3.3 Create nail art designs

Depth

Topic 3.1

Sources of information on nail art trends

- Trade publications
- Internet - specialist websites, fashion pages, YouTube, Pinterest
- Social media
- Magazines/journals
- Trade shows and events
- Suppliers/ product houses

Topic 3.2

Research nail art trends and styles taking into account special events, colours and the impact of fashion and media

- Products
- Colour collections
- Technologies
- Nail shapes
- Fashion - Fashion weeks, magazines
- Media - Session nail technicians, celebrities

Topic 3.3

Create and present own designs using a range of mediums such as mood boards, photo albums, look books, colour wheels/swatch, popsticks

Guidance for delivery

Unit 201 Anatomy and physiology and unit 202 Introduction to working in the nail industry provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, and feet. Unit 202 covers all aspects relating to preparation of the environment, technician and clients, health and safety, communication, working to industry standards and features and benefits of nail treatments.

In this unit learners will focus on developing the skills needed to carry out a range of nail art services. It will enable the learner to add to their treatment list and incorporate nail art into other services.

Learners will need to consider the current trends and how this impacts on the designs they offer and sharing knowledge with other learners and professionals can be a good source of gaining inspiration for designs. They should be encouraged to create tools such as mood boards, photo albums, look books, colour wheels/swatch or popsticks to showcase their own designs to prospective clients. These need to be constantly updated as trends and styles change.

It is expected that learners will develop their communication skills in dealing with a variety of colleagues, other professionals and clients. Centres should engage with industry in a range of different ways and employers and suppliers could be encouraged to visit centres to deliver master classes, presentations and guest lectures.

An understanding of the nail industry is important and learners should be encouraged to visit trade shows, exhibitions, seminars and also keep updated through the internet, social media, trade magazines and continuous research.

Practical tasks should be carried out in a suitable setting where learners will experience working to time. Learners should experience a range of clients with various nail shapes when practising different designs.

This unit is linked to the following units

201 Anatomy and Physiology for hands and feet

202 Introduction to working in the nail industry

203 Nail enhancements (clear)

205 Manicure

206 Pedicure

207 Light cured gel polish

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.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

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
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

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

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates

- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Appendix 2 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	E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	

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City & Guilds Group

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