



# City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450) (6003-32)

May 2023 Version 1.5

(For delivery from September 2023)

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Hair & Beauty - Nails
<b>City &amp; Guilds qualification number</b>	6003-32
<b>Age group</b>	16-19 (Key Stage 5), 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	<p>To gain this qualification, candidates must successfully achieve the following assessments:</p> <ul style="list-style-type: none"> <li>• Two externally set, internally marked, externally moderated assignments</li> <li>• One externally set, externally marked exam, sat under examination conditions</li> <li>• One portfolio of creative work, externally verified</li> <li>• Optional unit assignments, externally set, internally marked and externally verified</li> </ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	<p>This qualification is graded Pass/Merit/Distinction/Distinction*</p> <p>For more information on grading, please see Section 7: Grading.</p>
<b>Approvals</b>	This qualification requires full centre and qualification approval
<b>Support materials</b>	<p>Sample assessments</p> <p>Guidance for delivery</p> <p>Guidance on use of marking grids</p>
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	This qualification is externally quality assured by City & Guilds, and its internally marked synoptic assignments are subject to external moderation. Additional internally marked units / optional assessments are subject to external verification. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450)	450	720	6003-32	601/7492/4

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Version and date	Change detail	Section
1.1 May 2016	Small typographical errors	Throughout
	TQT added for qualifications	1. Introduction
	Assessment component titles amended	
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments	7. Grading
	Awarding grades and reporting results	
1.2 June 2017	Enquiries about results	8. Administration
	Re-sits and shelf-life of assessment results	
	Malpractice	
	Access arrangements and special consideration	
V1.2 June 2017	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
V1.2 June 2017	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	Throughout
V1.3 August 2017	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
V1.4 May 2019	Wording changed regarding retakes	5. Assessment – Summary of assessment methods and conditions
		8. Administration – Re-sits and shelf-life of assessment results
V1.5 May 2023	Clarified moderation and external verification processes	5 Assessment 6 Moderation and standardisation of assessment
	Updated website links and references	3 Delivering Technicals qualifications - Support materials 8 Administration

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# 1 Introduction

## What is this qualification about?

The following purpose statement relates to the **City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450)**.

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This City &amp; Guilds Level 3 Advanced Technical Diploma in Nail Technology aims to provide you with a range of specialist practical skills and technical knowledge, which will equip you to seek employment or further training within the Nail Industry.</p> <p>A Level 2 Diploma in Nail Services or equivalent industry experience is a recommended entry requirement.</p> <hr/> <p>This qualification is for you if you are 16 years or older.</p>
What does this qualification cover?	<p>This qualification covers a very wide range of skills and knowledge required for working in the nail technology industry.</p> <p><b>These are compulsory areas:</b></p> <ul style="list-style-type: none"><li>• Promote and sell products and services to clients</li><li>• Enhance and maintain nails using light cured gel, including hard gels</li><li>• Liquid and powder nail enhancements</li><li>• Chemistry of nails products</li><li>• Create and apply nail art</li><li>• Anatomy and physiology for hands and feet</li><li>• The creation and presentation of a mood board, look book and industry portfolio</li><li>• Business practise</li></ul> <p><b>Optional areas include:</b></p> <ul style="list-style-type: none"><li>• Gel polish nail services</li><li>• Enhancing nails using electrical files</li><li>• Competition work for the nail industry</li><li>• Create airbrush design for nails</li><li>• Nail wrap enhancement systems</li></ul> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining</p>

	employment in the nail technology industry or specialist further study.
<b>WHAT COULD THIS QUALIFICATION LEAD TO?</b>	
Will the qualification lead to employment, and if so, in which job role and at what level?	<p>Achievement of this qualification demonstrates to an employer that you have the necessary advanced technical skills to be employed as a Senior Nail Technician.</p> <p>This qualification could lead to a job as a Senior Nail Technician working in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Nail bar/salon</li> <li>• Beauty salon</li> <li>• Media</li> <li>• Cruise ship/hotel</li> <li>• Product or manufacturing company</li> </ul>
Why choose this qualification over similar qualifications?	<p>You would chose this qualification if you want to work as a Nail Technician within the nail sector rather than a therapist within the beauty and spa industry. This qualification contains specialist skills and knowledge which equip you to carry out the job role as a Senior Nail Technician. If you would prefer to work within the beauty or spa industry then it is recommended that you look at the following City &amp; Guilds qualification.</p> <p><i>City &amp; Guilds Advanced Technical Diploma in Beauty and Spa Therapy (540)</i></p>
Will the qualification lead to further learning?	<p>The learner could progress into employment or to a Level 4 qualification in Advanced Techniques or Management, such as: <i>Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector.</i></p> <p>After this qualification learners may also study subjects such as Salon Management or Business Management at university.</p>
<b>WHO SUPPORTS THIS QUALIFICAITON?</b>	
Employer/Higher Education Institutions	<p>British Association of Beauty Therapy &amp; Cosmetology (BABTAC) – professional association</p> <p>Federation of Holistic Therapists (FHT) – professional association</p> <p>Beauty Concepts International</p> <p>Steiner</p>



## Qualification structure

For the **City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450)** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
<b>Mandatory</b>		
301	Promote and sell products and services to clients	30
317	Business practice	60
330	Anatomy and physiology for hands and feet	60
331	Enhance and maintain nails using light cured gel, including hard gels	60
332	Liquid and powder nail enhancements	60
333	Create and apply nail art	60
334	The creation and presentation of a mood board, look book and an industry portfolio	60
335	Chemistry of nail products	30
<b>Optional – Learners must be taught at least 30 GLH from units 336 - 340</b>		
336	Gel polish nail services	30
337	Create airbrush design for nails	30
338	Nail wrap enhancement systems	30
339	Competition work for the nail industry	30
340	Enhancing nails using electrical files	30

### Total qualification time (TQT)

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

Title and level	Size (GLH)	TQT
City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450)	450	720

## Assessment requirements and employer involvement

To achieve the **City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450)** candidates must successfully complete **all** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

Component number	Title
<b>Mandatory</b>	
034 or 534	Level 3 Nail Technology - Theory exam (1)*
035	Level 3 Nail Technology - Synoptic assignment (1)*
036	Level 3 Nail Technology - Portfolio
<b>Optional</b>	
336	Level 3 Gel polish nail services - Assignment
337	Level 3 Create airbrush design for nails - Assignment
338	Level 3 Nail wrap enhancement systems - Assignment
339	Level 3 Competition work for the nail industry - Assignment
340	Level 3 Enhancing nails using electrical files - Assignment

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
<b>Mandatory</b>	
832	Employer involvement

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

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

### Resource requirements

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

### Centre staffing

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

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

### Physical resources

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

This qualification is approved for learners aged 16 – 19, 19+.

### 3 Delivering technical qualifications

#### Initial assessment and induction

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

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- 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 this qualification:

Description	How to access
Sample assessments	Available on the qualification pages on the <b>City &amp; Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
Technical Qualifications: Guide to Teaching, Learning and Assessment	Available on the City and Guilds website: <b><a href="#">14-19-teaching-learning-assessment-guide-pdf.ashx</a></b> ( <a href="http://cityandguilds.com">cityandguilds.com</a> )
Quality Assurance Guide for Centres: Technical Qualifications and the Extended Project Qualification (EPQ)	Available on the City and Guilds website: <b><a href="#">technicals-quality-assurance-guide-for-centres-pdf.ashx</a></b> ( <a href="http://cityandguilds.com">cityandguilds.com</a> )

## 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. This does not mean that employer involvement in the optional units is not valuable, and centres are encouraged to consider this wherever appropriate.

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 follows<sup>1,2</sup>:

#### ***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<sup>3</sup>;*
- *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:***

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds

2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup>This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> DfE work experience guidance

- *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, e.g. 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. E.g. 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 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 (e.g. 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
034/534	Externally marked exam	<p>The exam is <b>externally set and externally marked</b>, and will be taken online through City &amp; Guilds' computer-based testing platform (034) or as a paper based test (534).</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 JCO requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></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 a maximum of <b>two</b> opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable.</p>
035	Synoptic assignment	<p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. 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>



Component numbers	Assessment method	Description and conditions
		Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.
Optional units 336, 337 338, 339 340	Unit Assignment	The unit assignments are <b>externally set, internally marked and externally verified</b> . The assignments require candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria.
		Arrangements for release, security and re-sitting assignments are the same as detailed for the synoptic assignment.
036	Portfolio	This unit will be assessed by a portfolio of evidence, externally verified by City & Guilds.

## **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 4 – 5 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, 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.

## **Optional unit assessments and integration into the synoptic qualification content**

While the mandatory units for this qualification provide the main skills and knowledge required to work in nail technology the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

Optional unit assessments are externally set, internally marked and externally verified.

## Assessment objectives

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

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

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

Assessment objective	City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	Appropriate techniques, products, tools, equipment, health and safety legislation.	10%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Research, design brief interpretation, logical sequence of application, selection of appropriate tools and products, appropriate techniques, colour theory, balance of nail structure, timescale, use of terminology, chemical processes, continuity of nail art design, costings, purpose of a business plan, mood board, look book.	20%
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Nail enhancements, application techniques, nail art techniques, overall final application, attention to detail, monomer, polymer and hard/soft gel, dexterity, organisation, compliance to Health and Safety, hygiene.	35%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Amalgamation of research, planning, application, evaluation and reflection, evidence of finished look to meet the design brief, problem solving, independent learning, time management.	25%
<b>AO5</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Thinking about and attending to specific requirements of the client, precision placement of monomer and polymer, soft and hard gel application and nail art techniques, adaption, effective development of nail art design, professional etiquette, identified areas for development.	10%

## Exam specification

AO weightings per exam

AO	Component 034 /534 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	37%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	43%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

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

**Assessment type:** Examiner marked, written exam\*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

034/534		Duration: 2 hours			
Unit	Learning Outcome	Number of marks	%		
330	1. Understand the structure and functions of the skin and nails	10	17%		
	2. Understand the structure and functions of the skeletal system				
	3. Understand the structure and functions of the muscular system				
	4. Understand the structure and functions of blood circulation				
	5. Understand the structure and functions of the lymphatic system				
331	1. prepare for hard/soft gel nail enhancement services	11	18%		
	2. provide hard/soft gel nail enhancement services				
332	1. Prepare for liquid and powder nail enhancements services	8	13%		
	2. Provide liquid and powder nail enhancement services				
333	1. Understand factors to consider when creating nail art design	7	12%		
	2. Prepare for nail art services				
	3. Provide nail art				
335	1. Understand chemistry in the nail industry	12	20%		
	2. Understand chemical reactions and ingredients				
331	1. prepare for hard/soft gel nail enhancement services	8	13%		
332	1. Prepare for liquid and powder nail enhancements services				
331, 332, 333	2. Prepare for nail art services				
NA	Integration across all the units	12	20%		
<b>Total</b>		<b>60</b>	<b>100%</b>		

\*This exam is sat under invigilated examination conditions, as defined by the JCO:  
**<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 synoptic 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.

Moderation is the process where external quality assurers are standardised to a national standard in order to review centre marking of internally marked assessments. These external quality assurers are referred to as 'moderators'. Moderators will review a representative sample of 'candidate work' across the mark range 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 within a reasonable range of mark tolerance, 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 (up or down) will be made to the marks of the whole cohort, retaining the centre's rank ordering. Due to the nature of the assessment and the marking grid across Assessment Objectives (AOs), it is not expected that the tutors mark and the moderators mark will match exactly.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary.

Additional unit and optional unit assessments are also subject to external quality assurance through a verification process. This involves external quality assurers scrutinising IQA records; sampling candidates' work across a range of units and also sampling across the mark/grade range. Centres are then provided with feedback and actions to ensure that results are valid and reliable.

For more detailed information, on the quality assurance process for synoptic assignments and additional unit and optional unit assessments please refer to 'Quality Assurance Guide for Centres: Technical Qualifications and the EPQ available to download on the City & Guilds website.

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

### **Supervision and authentication of internally assessed work**

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

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

### **Internal standardisation**

For internally marked work<sup>4</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked and/or graded to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### **Internal appeal**

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

### **Post-moderation procedures**

Once the external quality assurance processes have been completed, feedback is provided to the centre on the standard of the internal assessment, highlighting areas of good practice, and potential areas for improvement. This will inform future centre assessment, and standardisation activities, as well as external quality assurance and risk management activity.

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.

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<sup>4</sup> 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.

## 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 **City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450)** 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 (%)
035	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 (035)	X/P/M/D	60%
Exam (034/534)	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 (synoptic assessments)
- City & Guilds external verification (additional unit / optional assessments).

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 and verification 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 synoptic assignments. Requests must be submitted within the specified

period after the publication of results for individual assessments. Please see the **City & Guilds website** for more information.

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

Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so twice. 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 detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- Impersonation.

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

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

### **Access arrangements**

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 301

## Promote and sell products and services to clients

<b>UAN:</b>	R/507/4865
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is to introduce the learners to the essential skills of selling. With development of sales and promotion skills it is likely that clients will feel encouraged to make use of the services offered by businesses like salons and hairdressers. Likewise, a business is reliant on the profits they are able to make through sales, if sales of products and treatments are not promoted, the opportunity to maximise income reduces. This unit will help learners recognise the necessity of encouraging the client to buy goods or services and how to maximise the opportunities to promote sales within a business to include enticing retail displays. Learners will also be encouraged to identify how these techniques can be used to make themselves more desirable to future employers.

This is a preparation for work unit which is based on capability and knowledge. Learners will be required to identify retail opportunities within the workplace and evaluate their own methods of achieving sales. The learner will be able recognise how to use their communication skills and skills of persuasion to encourage the sale of a product or service and to analyse how their attitude and appearance may influence the client's decision to make further purchases/appointments.

Through a range of activities and practical tasks the learners will cover the following areas:

- Appearances and attitudes that encourage client purchases
- Behaviours and communication skills that can encourage a client to make a purchase
- The importance of maximising profits
- Promoting and marketing products and services
- Successfully matching products and services to the client requirements
- The sales cycle

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

- Why is the promotion of products and services crucial to a business?
- What sort of techniques can be implemented to encourage sales?
- What would make me want to buy a product?

### Learning outcomes

In this unit, learners will be able to:

1. Understand the principles of promoting and selling products, services and treatments
2. Plan and create sales opportunities

## 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.

This unit is linked to all the technical units within the qualification.

Throughout this unit the learners should maintain effective health, safety and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Understand the principles of promoting and selling products, services and treatments

## Topics

- 1.1 The benefits of promoting products and services
- 1.2 Communication skills and behaviours that support the promotion and selling of products
- 1.3 Promotion and sales techniques
- 1.4 The sales cycle
- 1.5 Retail and trades legislation

**Topic 1.1:** Learners will need to understand the benefits of promoting products and services including:

- the benefits to the salon, for example increased turnover, returning client base
- the benefits to the individual employee, for example commission, meeting salon targets, becoming more desirable to future employers
- the terms 'features' and 'benefits' as applied to products and services
- how marketing can improve product sales and take-up of services, for example optimising product displays, adverts, promotions
- the importance of good products and service knowledge.

**Topic 1.2:** Learners will need to use communication skills and behaviours that support promotion and selling with consideration of:

- creating a positive first impression
- effective personal presentation
- listening and questioning techniques
- consultation techniques
- effective face-to-face communication
- behaving professionally, including identifying factors that indicate making a sale is inappropriate for example client age, vulnerability, perception, psychological state
- managing client expectations, for example providing realistic and honest information.

**Topic 1.3:** Learners will need to understand the various methods of promotion and advertising techniques, including

- leaflets/ flyers
- posters
- newspaper/magazine adverts/editorials
- in store promotions

- product trials
- vouchers
- press releases
- social media

**Topic 1.4** Learners will need to understand the stages of the sales cycle, be able to identify buying signals and the factors that may indicate when a sale is inappropriate

- Stages of the sales cycle
  - identify client's needs
  - identify which products/services/treatments will meet the needs
  - describe the features and benefits of the products/services/treatments
  - demonstrate the products/services/treatments
  - interpret buying signals:
    - when the client is not ready to buy
      - avoiding eye contact
      - quick movements
      - handling the product with little interest
      - making excuses why they don't want to buy yet
      - studying lots of different products
    - when the client is ready to buy
      - spending time focusing on one product
      - asking specific questions about a product or service
      - discussing a price
      - holding money/purse/wallet
  - displaying possessive body language
  - highlight sale incentives
  - overcoming obstacles
  - close the sale

Inappropriate sales:

- client's age or vulnerability – minors, elderly, vulnerable adults
- client's ability to make sound decisions – psychological state
- client's perception

**Topic 1.5:** Learners will need to understand the legislation that applies when promoting products and services including:

- Data Protection Act
- Sale of Goods Act
- Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations)
- Trade Descriptions Act
- Consumer Protection
- Consumer Safety Act.



## Learning outcome:

### 2. Plan and create sales opportunities

#### Topics

2.1 Sales opportunities

2.2 Sales techniques

2.3 Analysis and evaluation of sales techniques

2.4 Reflection on sales outcome

**Topic 2.1:** Learners will need to identify appropriate opportunities to initiate a sale using their knowledge of the clients:

- Needs:
  - Will the client benefit from purchasing products and services?
  - Is the client wishing to make a purchase as part of the overall experience of the treatment?
- Body language:
  - Is the client displaying signals that indicate the wish to make a purchase?
  - Does the client appear confident in their decision to purchase the product or service?

**Topic 2.2:** Learners will be able to use their selling techniques including knowledge of communication, behavior and practical techniques to identify how to select a product, service or treatment to meet the client's needs.

- introduce and demonstrate products, services and treatments
- discuss the benefits and features
- use effective selling techniques to close a sale

**Topic 2.3:** Learners will need to understand why analysing and evaluating their own performance would develop their sales techniques.

- Analysis:
  - strengths and weaknesses
  - meeting and reviewing targets
- Methods of evaluation:
  - visual
  - verbal
  - written feedback
  - repeat business

**Topic 2.4:** Learners will need to reflect on how effective their sales technique is through detailed analysis and evaluation of their own performance by:

- confirmation of increased sales
- feedback from colleagues
- feedback from clients
- appraisal from line manager

## Guidance for delivery

For this unit it is important that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice and hone their sales techniques. This unit can therefore be classroom based to address the underpinning knowledge with any practical tasks being embedded into practical sessions.

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression.

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of assessment methods including, but not limited to, observations, case studies, assignments and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Gaining a variety of views, opinions and experiences from media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy and ICT.

## Suggested learning resources

Selling and promoting

### **Books**

- |  |                    |
|--|--------------------|
| Small Business Marketing Kit for Dummies, 3 <sup>rd</sup> Edition<br>Published by: Wiley, J. & Sons, 2012<br>ISBN-10: 1118311833<br>ISBN-13: 978-1118311837  | Findlay Schenck, B |
| Teach Yourself Research: For Business Marketing and Education<br>Published by: Teach Yourself, 1998<br>ISBN-10: 0844200158<br>ISBN-13: 978-0844200156  | Oliver, P          |
| Communication Skills: Discover the Best Ways to Communicate,<br>Be Charismatic, Use Body Language Persuade & Be A Great<br>Conversationalist (Communication ... Persuasion, Body Language, Social Skills)<br>Published by: CreateSpace Independent Publishing Platform, 2014<br>ISBN-10: 1502711540 (10)<br>ISBN-13: 978-1502711540 (13) | McCloud, A         |
| Selling For Dummies, 2nd UK Edition<br>Published by: John Wiley & Sons, 2013<br>ISBN-10: 1118489438  | Kench, B           |

ISBN-13: 978-1118489437

The Fantastic Salon

Austin-Smith, A

Published by: Fantastic Hairdresser Company Ltd, 2007

ISBN-10: 0954608348

ISBN-13: 978-0954608347

***Journals and magazines***

Choice Health and Wellbeing

Guild News

The Salon Magazine

***Websites***

Business balls

<http://www.businessballs.com>

Talk Business

<http://talkbusinessmagazine.co.uk>

<b>UAN:</b>	K/507/4872
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is to provide those learners with the knowledge and skills to successfully set up, maintain and market a business in the beauty industry. Following the completion of the course, learners will be contemplating what their next steps into the world of work may be. Some may further their education and some may be excited about going to work for an employer, however, eventually the learner may want to bring their own skills and ideas to the industry through a business of their own.

To achieve this unit the learner will have to develop research skills that can be applied the conception and maintenance of a business which will include communicating effectively with clients and members of the public. The knowledge acquired by the learner will enable them to develop a business plan, recognise any limitations, set up, maintain and market a business.

The unit covers a range of business components to include types of businesses, types of premises, stock and stock control, marketing, profit and loss and the importance of SWOT analysis.

This is a wide reaching unit that opens opportunities to using functional skills such as ICT, communication, literacy and maths as well as development of organisation skills, business, marketing, observation and research skills, and recognising the need for time management and target setting.

Learners may be introduced to this unit by asking themselves the following questions:

- What am I going to do with my new skills when I finish this course?
- Would I be able to set up my own business?
- What type of business would suit my plans?
- How could I find out if my business ideas would work?

### Learning outcomes

In this unit, learners will be able to:

1. Understand the key business criteria within a business
2. Understand the financial implications within a business
3. Prepare a business plan

## Scope of content

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

## Learning outcome:

### 1. Understand the key business criteria within a business

## Topics

1.1 Legal requirements within a business

1.2 Types of employment and businesses

1.3 Attracting the consumer

**Topic 1.1:** Learners need to understand the legal requirements that apply to business to ensure safe working practices and protection for the business, staff and clients.

- Legal requirements:
  - The Health & Safety At Work Act, Management Of Health & Safety At Work Regulations, Health & Safety (First Aid) Regulations , Personal Protective Equipment At Work Regulations, Provision And Use Of Work Equipment Regulations, COSHH, RIDDOR , Environmental Protection Act , Work Place Regulations (Health, Safety & Welfare) , Electricity At Work Regulations , Fire Precautions Act , Fire Precautions (Workplace) Regulations , Manual Handling Operations Regulations , Employers Liability Act , Working Times Regulations , General Products Safety Regulations, The EU Cosmetics Directive, Supply Of Goods & Services Act , Sale & Supply Of Goods Act , Consumer Protection Act , Trades Description Act , Local Government (Miscellaneous Provisions) Act , Data Protection Act, Equality Act
- Insurance:
  - public liability, product and treatment liability, employer's liability, car insurance, contents insurance, building insurance

**Topic 1.2:** The learner needs to be aware of the opportunities that may be available to them on completion of their course. The learners are encouraged to explore the opportunities open to them and how they may utilize their skills in order to progress into employment after achieving their qualification. This may be continuing into one of the following:

- Education:
  - continuous professional development (cpd) courses
  - level 4 qualification
  - university degree/ diploma in related subject (or alternatively business or education)
- Employment:
  - self employed
  - spa/ salon/hotels/clubs
  - teaching
  - travel industry
  - agency work
  - manufacturer/product companies
  - hospitals and hospices
  - contractual work - exhibitions
  - media
  - department stores

Learners need to understand that there are different types of employment including:

- employed status
- associate

- self employed
- casual contract
- fixed term contract
- voluntary/charitable

Learners need to understand the different types of businesses including:

- self employed
- freelance
- working from home
- renting a room
- franchise
- mobile
- owning own spa / salon
- partnership
- limited company

Learners need to understand the advantages and disadvantages of the different types of employment and businesses including location, pay, conditions, progression routes, development.

**Topic 1.3:** Learners need to understand that a key component of making a business successful is ensuring that the services and products it provides are promoted through advertising and public relations. Learners must be able to describe the importance of a business providing the following to make certain of custom:

- business identity
- marketing and public relations
- promotion

## Learning outcome:

### 2. Understand the financial implications within a business

#### Topics

2.1 Viable business venture

2.2 Analysis of competition

**Topic 2.1:** Learners need to understand that the ultimate aim of a business is to make a profit so that the organisation can continue in its success. Learners are required to identify how to set out a basic financial record using ledgers, balance sheets and spreadsheets to include:

- profit and loss that shows the running costs of a business
- fixed and variable costs:
  - premises, rent, treatments, products, equipment and stock, staff, advertising and promotional materials, insurance, PAYE, VAT, licensing, travel expenses, living allowance and professional association fees

Learners must be able to recognise the methods used to research the viability of a potential business venture:

- Methods of research:
  - quantitative/ qualitative
  - primary/secondary
  - critical analysis and evaluation
  - market research
  - data analysis
  - questionnaires

- surveys
- Information gathered:
  - business opportunities –employed, self-employed, partnership,
  - premises – location, costs, size, decor (general furnishings, layout, treatment area)
  - staffing - job roles, pay, qualifications, conditions, holiday/maternity entitlement
  - products and resources - consumables, retail products, equipment, furniture
- Sources of information:
  - Primary – first-hand information
    - surveys
    - questionnaires
    - interviews
    - forums
    - panels
    - feedback
  - Secondary – existing interpretations of primary sources (second hand information)
    - books
    - websites
    - journals
    - newspapers
    - magazines
    - reports
    - television programs
    - news reports
    - business reports

**Topic 2.2:** Learners need to understand the importance of analysing the competition in relation to the success of a business, including:

- size of the market
- products, services
- prices
- trends
- direct competitors
- range of prospective clientele
- location

### Learning outcome:

#### 3. Prepare a business plan

#### Topics

3.1 Develop the company ethos

3.2 Create a business plan

**Topic 3.1:** Learners need to be able to devise a company ethos as part of the business plan to include:

- aims
- morals
- directives

In order to devise the ethos learners need to consider the following:

- the purpose of the business
- the type of business
- services provided

- business' needs and expectations

**Topic 3.2:** Learners need to consider potential premises, staffing, products and resource requirements as part of their business plan:

- location:
  - type of premises
  - rent space/room
  - decor
    - general furnishings
    - layout
    - treatment area
- staffing requirements:
  - job description
  - CV
  - contracts of employment
  - hours of work
  - holiday entitlement
  - notice period
  - disciplinary procedures
  - maternity leave
  - grievance policy
- products:
  - consumables
  - professional/retail products
- stock control/rotation
- services

Learners must be able to prepare a SWOT analysis as part of a business plan that outlines:

- strengths
- weaknesses
- opportunities
- threats

Learners must prepare a business plan to include the following:

- financial forecast
- strategies
- sales
- marketing

Areas that must be taken into consideration:

- treatments offered
- products
- services
- pricing
- expenses
- fixtures and fittings
- equipment
- consumables
- premises
- profit and loss forecast
- loan repayments
- startup and running costs



- cash flow prediction
- liability, business, contents and buildings insurance where applicable
- tax
- staff entitlements:
  - Holiday entitlements
  - Maternity leave
  - Parental leave
  - Statutory sick pay
    - Training and travel expenses

## Guidance for delivery

This unit is designed to allow underpinning knowledge and practical skills to be delivered and examined almost entirely based within the classroom, however there is scope for market research and practice of management skills to be carried out within practical sessions on clients or members of the public.

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all ideas are practical and following relevant legislation. Ensuring all practical and underpinning knowledge content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression.

Learners should be encouraged to work independently, in partnerships and in groups to complete various theory and practical tasks. This will reinforce employer expectations for an employee or, in this case, self-employment requirements to be able to work as an individual and as part of a team.

This unit lends itself to a variety of formative assessment methods including, but not limited to, assignments, presentations and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent business plans. Gaining a variety of views, opinions and experiences from guest speakers, media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy, numeracy and ICT.

## Suggested learning resources

### Books

- |  |                             |
|--|-----------------------------|
| Ultimate Salon Management: Getting Established<br>Published by: City & Guilds; 1st edition, 2012<br>ISBN-10: 0851932134<br>ISBN-13: 978-0851932132   | Ward, H                     |
| The Start-Up Guide for Opening, Remodelling & Running a Successful Beauty Salon<br>Published by: Ready, Set, Go Publishing LLC, 2002<br>ISBN-10: 0615563589<br>ISBN-13: 978-0615563589   | Grissier, J; Ryant, E       |
| Start and Run a Successful Beauty Salon:<br>A comprehensive guide to managing or acquiring your own salon<br>Publisher by: How To Books, 2009<br>ISBN-10: 1845283767<br>ISBN-13: 978-1845283766                                  | Yousef-Zadeh, B; Medcalf, S |
| Open Your Own Salon-The Right Way!<br>A step-by-step guide to planning, launching & managing your own salon or nail bar business<br><br>Published by: Agushka Publishing, 2008<br>ISBN-10: 0956035124<br>ISBN-13: 978-0956035127 | Iwegbu-Daley, E             |

Research Methods for Business Students  
A; Lewis, P  
Published by: Pearson Education, 5th edition, 2009  
ISBN-10: 0273716867  
ISBN-13: 978-0273716860

Saunders, M; Thornhill,

### ***Journals and magazines***

Choice Health and Wellbeing  
Guild News  
The Salon Magazine

### ***Websites***

Business balls  
Talk Business

<http://www.businessballs.com>  
<http://talkbusinessmagazine.co.uk>

<b>UAN:</b>	Y/507/4866
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to understand the anatomy and physiology of hands and feet and being able to apply this knowledge within beauty and spa. Learners will study each of the different systems of the body and how they interact.

They will also be introduced to contra-indications as they work through the different systems and identify how these may impact on their service. Understanding how the body works will enable a learner to apply services in a safe and effective way as well as offer recommendations and advice. Learners will also have an understanding as to when and why a service may not be suitable for a particular client.

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

- What is the structure and function of the skin?
- What is the function of the skeleton?
- Can I name any of the bones of the leg or foot?
- Do I know the names and location of any muscles in the hand and arm?

### Learning outcomes

In this unit, learners will be able to:

1. Understand the structure and functions the skin and nails
2. Understand the structure and functions of the skeletal system
3. Understand the structure and functions of the muscular system
4. Identify the structure and functions of blood circulation
5. Understand the structure and functions of the lymphatic system

## Scope of content

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

## Learning outcome:

### 1. Understand the structure and functions the skin and nails

## Topics

1.1: Anatomical structure and functions of the skin

1.2: Anatomical structure and functions of the nail unit

1.3: Diseases, disorders and contra-indications related to the skin, nails

**Topic 1.1:** Learners must be able to identify the structure of the skin

- Structure
  - the different cells in the epidermis - keratinocytes, melanocytes, epidermis - stratum germinativum (continuous cell formation, keratinocytes and melanocytes), stratum spinosum, stratum granulosum (cell death due to keratinisation), stratum lucidum (only found in thick skin), stratum corneum (shedding or desquamation)
  - dermis - papillary and reticular layers (Dermal papilla, hair follicle, hair shaft, nerve endings, sebaceous gland, arrector pili muscle, sweat gland, sweat pore, blood vessels)
  - hypodermis / Subcutaneous layer (adipose tissue)

Learners must be able to identify the functions of the skin and factors that might affect the skin including the following

- Functions
  - the importance of the skin in protection - water resistant, melanin, pH balance, external barrier
  - the mechanisms of sensory perception - light touch, pressure, vibration, mechanical, thermal
  - absorption through the skin - chemicals,
  - the importance of skin for excretion - sweat, waste
  - the importance of skin secretions - sebum
  - heat regulation - sweating, vasodilation, vasoconstriction
  - vitamin D production
- Factors
  - external - temperature, chemical exposure, UV exposure, topical stimulation and skin damage
  - internal - genetics, nutrition, hormones, medication, disease and systemic disorders
- Skin types: dry, oily, combination
- Skin conditions: sensitive, mature, dehydrated

**Topic 1.2:** Learners must be able to identify the structure of nails to include the following:

- Structure
  - nail bed, hyponychium, eponychium, perionychium, mantle or proximal nail fold, lateral nail fold, nail grooves, matrix, lunula, cuticle, three layers of nail plate, free edge
  - nail shape - hook, spoon, fan, oval, square, ski jump
  - nail condition - bitten, discoloured, misshapen, missing, chemical damage (eg thinned nail plate, allergic reaction), physical damage (eg split, ridges, bruises, over buffed)

Learners must to be able to identify the functions of the nails and the factors that might affect the nails including the following

- Functions:
  - protection of sensitive areas of fingers and toes
- Factors:
  - external - chemical exposure, damage
  - internal - genetics, nutrition, hormones, medication, disease and systemic disorders

**Topic 1.3:** Learners will need to understand and recognise the common disorders of the skin and nails including

- Disorders and diseases
  - bacterial infections - impetigo, paronychia, pseudomonas
  - viral infections - warts / verrucae
  - infestations - scabies
  - fungal infections - tinea pedis, tinea unguium, onychomycosis
  - skin disorders involving abnormal growth - psoriasis, verrucae
  - allergies - dermatitis, eczema
  - structure - beau lines, koilonychia, longitudinal furrows, lamellar dystrophy, onychauxis, pitting, onychorrhexis, leuconychia, onycholysis, splinter haemorrhage, anonychia, onychocryptosis, paronychia
  - pterygium

Contra-indications: Learners will need to understand how to recognise contra-indications to services, understand why they are a contra-indication and to state the action to take in each case.

They will need to be able to understand why specific contra-indications should not be named when referring clients to a medical practitioner, including the following

- the contra-indications that require medical referral and why
- recognising contra-indications that would prevent or restrict the service
- the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner
- encouraging the client to seek medical advice
- explaining why the service may not be carried out
- modification/adaptation of service

Service related Contra-indications

- Contra-indications that prevent service
  - fungal infections, viral infections, bacterial infections (eg parasitic infections, severe skin conditions, severe nail separation, recent scar tissue.
- Contra-indications that restrict service
  - eczema, psoriasis, dermatitis, minor nail separation, broken bones, unknown redness or swelling, damaged nails, thinning nails, diabetes, cuts and abrasions, bruises.

Learners will need to understand the repercussion of treating and not recognising contra-indications, knowing when and how to refer to a GP and the advice to improve nail or skin conditions.

## Learning outcome:

### 2. Understand the structure and functions of the skeletal system

#### Topics

2.1: Classification and structure of the skeletal system

2.2: Functions of the skeletal system

2.3: Location of bones of the skeleton

2.4: Types of joints and movement

2.5: Disorders and diseases of the skeletal system

**Topic 2.1:** Learners will need to be able to identify the classification and structure of bones including

- Classification
  - irregular, short, sesamoid, long
- Structure
  - lower arm, wrist and hand
  - lower leg, ankle and foot

**Topic 2.2:** Learners will need to be able to understand the functions of the skeletal system including

- Functions
  - to provide shape, attachment for skeletal muscles and leverage, support

**Topic 2.3:** Learners will need to be able to identify the location of bones of the skeleton including

- Location
  - arm and hand - humerus, radius, ulna, carpals, metacarpals, phalanges
  - leg and foot - femur, patella, tibia, fibula, tarsals, metatarsals, phalanges

**Topic 2.4:** Learners will need to be able to identify the different types of joints and movement

- Types of joints: freely moveable - synovial joints: ball and socket, saddle, condyloid, pivot, hinge, gliding
- Range of movements:
  - flexion, extension, hyperextension, abduction, adduction, rotation (medial, lateral)

**Topic 2.5:** Learners must be able to identify the common disorders related to the skeletal system including

- Disorders and diseases:
  - osteoarthritis, bunions, hammer toes, fractures, rheumatoid arthritis

## Learning outcome:

### 3. Understand the structure and functions of the muscular system

#### Topics

- 3.1: Structure of the muscular system
- 3.2: Functions of the muscular system
- 3.3: Location and action of the primary muscles
- 3.4: Disorders and diseases of the muscular system

**Topic 3.1:** Learners will need to be able to identify the structure of the muscular system including

- Structure
  - Fascia, tendons, muscle, ligaments
  - organisation of muscle types – voluntary, involuntary

**Topic 3.2:** Learners will need to be able to understand the functions of the muscular system including

- movement, attachment

**Topic 3.3:** Learners must identify the location and action of the primary muscles including

- Primary muscles
  - arm and hand – flexors, extensors, biceps, triceps
  - thumb - (thenar eminence)
  - leg and foot - gastrocnemius, soleus, tibialis anterior, tibialis posterior, peroneus, extensors, flexors, quadriceps, hamstrings

**Topic 3.4:** Learners must be able to identify common disorders related to the muscular system including

- Disorders and diseases:
  - repetitive strain injury (RSI) inflammation, tendonitis, sprain, carpal tunnel

## Learning outcome:

### 4. Identify the structure and functions of blood circulation

#### Topics

- 4.1: Structure of the blood vessels
- 4.2: Composition and functions of the blood
- 4.3: Primary blood vessels of the body

**Topic 4.1:** Learners will need to be able to understand the structure of the cardiovascular system including:

- Structure of blood vessels
  - arteries – thick walled, muscular, elastic vessels, conveying blood away from heart to arterioles, help maintain blood pressure
  - arterioles - small arteries which convey blood to the capillaries
  - capillaries - composed of a single layer of cells, connect arterioles and venules
  - venules - collect blood from capillaries and drain into veins, thinner walled than arteries
  - veins - contain valves to prevent back flow, thinner walled than arteries, convey blood back to the heart from the venules



**Topic 4.2:** Learners will need to be able to understand the composition and functions of the blood, including

- Composition
  - plasma – clear, pale yellow, slightly alkaline fluid, dissolved blood proteins
  - erythrocytes (red blood cells)
  - leucocytes (white blood cells)
  - thrombocytes
- Functions
  - transport
  - heat regulation
  - defence
  - clotting

**Topic 4.3:** Learners will need to be able to identify the primary blood vessels of the body including

- Primary blood vessels
  - arm and hand - brachial artery, radial artery, ulnar artery, cephalic vein, axillary artery, axillary vein
  - leg and foot – digital arteries, saphenous vein, posterior and anterior tibial artery

### Learning outcome:

#### 5. Understand the structure and functions of the lymphatic system

#### Topics

5.1: Structure, composition and functions of the lymphatic system and lymphatic organs

5.2: Location of lymphatic nodes and ducts of the arm and leg

5.3: Disorders and diseases related to the lymphatic system

**Topic 5.1:** Learners will need to be able to identify structure, composition and functions of the lymphatic system including

- Structure
  - lymph capillaries - thin-walled, more permeable than blood capillaries
  - lymphatic vessels - contain valves to prevent backflow
  - lymph nodes of arm and leg
- Composition of lymph
  - clear, straw-coloured, fluid derived from blood plasma through capillary filtration
  - plasma substances
- Functions
  - collect tissue fluid
  - lymph flow is unidirectional not circular
  - carry excess fluid and foreign particles from the body tissues and cells
  - carry lymph to lymphatic vessels
  - transport lymph through lymphatic nodes
  - lymphatic system returns tissue fluid to blood
  - produce lymphocytes to deal with waste and toxins
  - develop antibodies to defend the body against infection
  - filtering pathogens

**Topic 5.2:** Learners will need to identify the location of the lymphatic nodes of arms and legs

- Location
  - lymphatic nodes of arms and legs - axillary, popliteal

Lymphatic nodes (glands) - found all over the body at strategic sites where there is a greater risk of infection.

**Topic 5.3:** Learners must be able to identify common disorders related to the lymphatic system including

- Disorders and diseases
  - allergies, oedema

### Guidance for delivery

Learners should use extended resources to support study, which should include the use of libraries, websites, accessing research data, learning centres, articles, podcasts, television programmes and other professional resources.

It is recommended that learners have access to as many visual aids for this unit as possible support their visual learning of this unit including:

- a skeleton
- using an eyeliner or washable marker to gain an understanding of the location of specific muscles by drawing their outline on a peer's skin surface.
- 3d models
- posters
- interactive video clips

It is essential that learners incorporate their anatomy and physiology into their technical units where they will be given an opportunity to apply their knowledge directly to the effects of their service. Examples include, developing a good understanding of how services could cause damage and the consequences, the importance of hydration, when to offer appropriate recommendations and advice suitable to the service being offered.

Opportunities for professional development include formal opportunities such as English, IT and beauty related professional development and informal opportunities such as reading journals/articles/books, watching documentaries /programmes, use of internet, (podcasts, u-tube).

### Suggested learning resources

#### Books

Trail Guide to the Body: How to Locate Muscles, Bones, and More 3 <sup>rd</sup> edition Colorado: Books of Discovery (2005) ISBN-13: 978-0965853453	Biel A
The Concise Human Body Book: An Illustrated Guide to Its Structure, Function and Disorders London: Dorling Kindersley (2009) ISBN-13: 978-1405340410	Dorling Kindersley
The Human Body Coloring Book London: Dorling Kindersley (2011) ISBN-13: 978-0756682347	Dorling Kindersley

Anatomy and Physiology for Therapists and Healthcare Professionals Cambridge: The Write Idea Ltd (2009) ISBN-13: 978-0955901119	Hull R
Anatomy and Physiology Workbook: For Therapists and Healthcare Professionals Greta (Eds) The Write Idea Ltd ISBN-13: 978-0955901126	Hull R & Couldridge
The Concise Book of Muscles Chichester: Lotus Publishing (2011) ISBN-13: 978-1905367115	Jarmey
The Anatomy Coloring Book 4 <sup>th</sup> Edition Pearson (2013) ISBN-13: 978-0321832016	Kapit W
Anatomy & Physiology Student Workbook: 2,000 Puzzles & Quizzes 3rd Edition Tierney K CreateSpace Independent Publishing Platform (2012) ISBN-13: 978-1468175806	
An Introductory Guide to Anatomy & Physiology 5 <sup>th</sup> Edition London: Churchill Livingstone (2011) ISBN-13: 978-1903348345	Tucker L
Ross and Wilson Anatomy and Physiology in Health and Illness, 12 <sup>th</sup> Edition London: Churchill Livingstone (2014) ISBN-13: 978-0702053252	Waugh A & Grant A
Ross and Wilson Anatomy and Physiology Colouring and Workbook 4 <sup>th</sup> Edition London: Churchill Livingstone (2014) ISBN-13: 978-0702053276	Waugh A & Grant A

### Websites

The Anatomy Zone	<a href="https://www.youtube.com/user/TheAnatomyZone">https://www.youtube.com/user/TheAnatomyZone</a>
BBC Bitesize	<a href="http://www.bbc.co.uk/education/subjects/zgddmp3">http://www.bbc.co.uk/education/subjects/zgddmp3</a>

## Unit 331

# Enhance and maintain nails using light cured gel, including hard gels

<b>UAN:</b>	D/507/4867
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to prepare for and provide a professional light cured gel service, including a hard gel system, to industry timings and standards, including application, maintenance and removal, using current techniques, skills and knowledge. The use of effective communication and consultation techniques enables learners to plan a customised nail service to cosmetically improve, enhance or camouflage nails.

Learners will develop the skills needed to effectively prepare the nail plate and sculpt product using tips or forms. They will also learn how to provide specific homecare and retail recommendations for client's, which will help to ensure the durability and longevity of the service. Continual product advancement and new technology highlights the importance of reading and following manufacturers' instructions to ensure client safety and superior service.

This unit prepares learners for working in the industry where they will need to follow effective health, safety and hygiene procedures and minimize waste throughout their work. Learners must be competent in the knowledge and understanding of the service and be able to provide a service procedure to suit client requirements.

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

- How can the application of gel differ when creating different finishes?
- What products can I use to create gel enhancements?
- If the nail enhancements are applied incorrectly, what could happen?
- What aftercare advice and recommendations could be given?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for hard/soft gel nail enhancement services
2. Provide hard/soft gel nail enhancement services
3. Provide product and service advice, evaluating the service

## 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.

Hard and soft gels and the different types of maintenance and removal will be covered in this unit, as well as use of various colour products and finishes.

Learners will be able to follow health and safety working practices and industry code of practice for nail services.

This unit needs to be taught alongside unit 335 'Chemistry of nail products'.

## Learning outcome:

### 1. Prepare for hard/soft gel nail enhancement services

#### Topics

- 1.1: Health and safety working practices
- 1.2: Environmental and sustainable working practices
- 1.3: Communication and behaviour
- 1.4: Consultation techniques including service objectives
- 1.5: Products, tools, equipment and consumables
- 1.6: Prepare themselves, client and work area for nail enhancement services

**Topic 1.1:** Learners will need to understand Health and Safety and professional working practices. Learners must also have knowledge and understanding of industry specific, national and local authority regulations relevant to the service, themselves, the premises and equipment.

Learners will need to understand:

- ensure environmental conditions are suitable for the client and the service
- preparation of themselves and their clients to meet legal requirements and industry code of practice
- the positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the service area
- how to position clients to meet needs of service
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the service
- use working methods that minimise risk of cross infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- check the client's wellbeing throughout the service and allow sufficient post-service recovery time
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation, disposal of contaminated and non-contaminated waste
- leave the service area and equipment in a suitable condition

- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment.

Learners will need to know the relevant legislations and consider their influence to the provision of nail services, however there is no requirement for a detailed understanding of the following

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire safety) Order
- 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
- The Health and Safety (Information for Employees) Regulations

**Topic 1.2:** Learners will need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners will need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer service.

**Topic 1.3:** Learners must understand that they need to communicate and behave in a professional manner throughout the duration of the service, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology
- Behave
  - working cooperatively with others, following salon requirements, maintain clients privacy during service

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of the clients to include

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners will need to understand the correct consultation techniques to gain maximum results, including

Consultation techniques

- recognising effective methods of communication when consulting with clients with disabilities, physical deafness, blindness, without speech, autism
- the importance of communication with clients in a professional manner
- how to complete a consultation taking into account the client's diverse needs
- the legal requirements for providing services to minors under 16 years of age and vulnerable adults, ensuring that guardian or parent is present throughout the service for minors
- the importance of agreeing the service and outcome to meet the client's needs
- how to create a suitable service plan to suit the client's occupation, occasion and lifestyle
- the importance of documenting skin, natural nail conditions and artificial coverings.
- obtain written, signed informed consent from the client prior to carrying out the service and nail professional's signatures and the reasons for this
- the legal requirements for storing and protecting client data and the reasons for keeping client's records, with reference to The Data Protection Act.
- The use of manual, visual and written information

Learners will need to understand that from the consultation they need to understand the client's needs and establish the service objectives to include:

- lengthen the nails
- strengthen the nails
- to make the hands and nails esthetically pleasing
- to suit an occasion

Learners will need to understand how to recognise contra-indications to service, understand why they are a contra-indication and to state the action to take in each case. They need to be able to understand why specific contra-indications should not be named when referring clients to a medical practitioner.

Service related contra-indications

- Contra-indications that prevent service
  - fungal infections, viral infections, bacterial infections eg parasitic infections, severe skin conditions, severe nail separation, recent scar tissue.
- Contra-indications that restrict service
  - eczema, psoriasis, dermatitis, minor nail separation, broken bones, unknown redness or swelling, damaged nails, thinning nails, diabetes, cuts and abrasions, bruises.

Learners will need to understand the repercussion of treating and not recognising contra-indications, knowing when and how to refer to a GP and the advice to improve nail or skin conditions.

Learners will need to understand that during the consultation the nail practitioner will need to prepare a service plan to include the following:

- skin condition eg eczema, psoriasis
- nail condition eg ridge, oily, dry
- service adaptation eg natural nail shape and length

- appropriate gel application eg sculpt, tip, overlay, hard/soft gel

**Topic 1.5:** Learners will need to understand when and how to select and prepare products, tools, equipment, consumables to suit client service needs, skin types and nail conditions. This includes

- Products
  - hand sanitiser, polish remover, primer, dehydrator, cleanser, adhesive, tips, sculpting forms, oils, light cured gels (hard and soft) including coloured, product remover, spray disinfectant, chemical sterilisation.
- Tools
  - brushes, tip cutters, cuticle tools, various grit files and buffers, high shine buffers, scissors.
- Equipment
  - table, hand support, UV/LED lamp, light, extraction, disinfectant jar, lined metal bin with a lid, autoclave.
- Consumables
  - lint free wipes, cotton wool, disposable table towels, foil, orangewood sticks.

**Topic 1.6:** Learners will need to take responsibility for preparing themselves, the client and work area for the nail service in accordance with health and safety legislation and industry guidelines including

- present themselves appropriately: professional presentation as per industry code of practice (hair away from face and maintained clean nails, unobtrusive jewellery)
- greet the client in a professional manner using appropriate consultation techniques to determine the service plan
- complying with Health and Safety working practices
- documenting information on client's record
- select products, tools and equipment to suit the service objectives, nail shape and conditions
- obtaining signed informed consent to service.

### Learning outcome:

#### 2. Provide hard/soft gel nail enhancement services

#### Topics

2.1: Advantages and disadvantages of using hard/soft gel

2.2: Apply nail enhancements including the techniques

2.3: Maintain nail enhancements

2.4: Remove nail enhancements

**Topic 2.1:** Learners will need to understand the advantages and disadvantages of using hard/soft gel, including

- Advantages
  - features eg light weight, high shine, flexible
  - benefits: eg: non-porous, odor free, easier to file
- Disadvantages eg: Buff off (hard gel) can cause damage to the nail if removed incorrectly, more costly due to the required use of LED and UV lamp during application, challenging to repair, prone to exothermic reaction.



**Topic 2.2:** Learners will need to be able to apply nail enhancements, using products, tools, equipment and techniques to suit the client's service needs, nail and skin conditions. Learners will need to take into consideration the following

- nails shape
- nail condition

Learners will need to be able to prepare the natural nail plate to include

- cuticle work
- filing of natural nail
- buffing if appropriate
- dehydration

Learners will need to be able to apply the following

- tips (manual blending avoiding any nail damage)
- sculpting forms

Learners will need to be able to create consistent nail shapes across all ten enhancements for example square, oval, squoval and round

Learners will need to be able to apply a hard/soft gel system including the following

- pink and white (with knowledge of reverse technique)
- opaque/camouflage
- colour

Learners will need to be able to use gel products including

- soak-off (soft)
- non soak-off (hard)

**Topic 2.3:** Learners will need to be able to maintain gel nail enhancements including

- in-fill
- rebalance
- reposition of white tip product
- replacement of overlay
- repair of overlay

Learners will also need to know when to repair, replace or remove depending on the degree of damage to overlay or natural nail

**Topic 2.4:** Learners will need to be able to remove gel nail enhancements including the following

- manual removal
- chemical removal.

## **Learning outcome:**

### **3. Provide product and service advice, evaluating the service**

#### **Topics**

##### **3.1: Give advice and recommendations**

### 3.2: Record and evaluate the effectiveness of the service

**Topic 3.1:** Learners will need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They need to be able to understand the action which should be taken if any of them occur either during or after the service

Learners will need to understand the following causes of contra-actions and their consequences and actions

- Causes and consequences
  - product coming into contact with surrounding skin - the enhancement will lift and will cause over exposure
  - incorrect application of product – premature loss of enhancement, lifting, damage to natural nail
  - poor preparation of the natural nail – premature loss of enhancement, lifting, damage to natural nail, bacterial infection, Pseudomonas
  - under/over-curing product – discolouration of product, cracking of product, unsettling of product, exothermic reaction
  
- Contra-actions and actions to be taken
  - bacterial infection – remove product and seek medical referral if required
  - over exposure – remove the product and return for service after a minimum of ten days
  - exothermic reaction – remove from lamp, wait for reaction to cease and re-apply under lamp
  - natural nail separation – remove product and allow area to heal, course of specialised manicure recommended eg warm oil service
  - natural nail damage – remove product and allow area to heal, course of specialised manicure recommended eg strengthening nail enamel
  - premature loss of enhancement – re-apply enhancement
  - lifting of product – carry out maintenance service
  - discolouration – remove discoloured product and re-apply
  - allergic reaction – remove product and apply a cold compress, seek medical referral if required.
  - Pseudomonas – remove product and re-apply once the area is free from infection.
  - cracks – carry out a maintenance service
  - breakages – carry out a maintenance service
  - cuticle damage – ask the client to apply a cold compress until bleeding stops. If minor damage continue treatment. Seek medical referral if severe.

Learners will need to recognise the importance of and provide general and client specific advice and recommendations on completion of a service. Learners need to emphasise that the following advice is likely to maximise the benefits of the service and reduce the risk of adverse effects or contra-actions.

- General advice and recommendation:
  - avoidance of activities which may cause contra-actions eg UV exposure, heat services
  - time intervals between services
  - present and future products and services
  - home care advice
    - wearing of gloves when carrying out manual work may be required to improve the effectiveness of the service
    - apply oil to the nails daily when required

- post-service restrictions: avoid touching the area

Learners will need to understand the importance of providing aftercare advice and recommendations. Learners need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling:
  - additional services (frequency to return eg maintenance, removal, repair)
  - additional products

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client service record for future use and reference. Learners will need to be able to evaluate the service and document their findings.

- Methods of evaluating
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

A professional working kit is required to enable learners to progress. The use of forms, colour props or training hands is recommended for learners to gain competence in application of smile lines and colour blending using opaque gels before practising on a model. Learners would benefit from completing a level 2 nail qualification in order to develop the basic skills prior to commencing this one

Learners will gain practical skills both application techniques reverse and traditional. Sculpting using a form can be practised when application using a tip has been mastered. Learners will need guidance and support throughout this unit to ensure the correct application techniques and to make sure no damage occurs to the natural nail plate or surrounding area. Demonstration is a key aspect and will need to be revisited throughout to show different techniques to achieve results. Learners will find a technique that is preferred.

Throughout this unit learners will need to work precisely and a photographic portfolio could be created to show improvements in skill. Working on clients in realistic working environments will increase learner's professionalism, retail and time management skills. Competing in nail competitions will increase confidence and skill levels and will enable learners to pinpoint areas for improvement and also areas of skill.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updates/trends; participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

Advanced techniques in the application of nail enhancements could include use of dowels for consistency in C Curve.

Where candidates have chosen the e-filing unit as an option, e-filing can be used as a method for maintenance and removal in relation to Learning Outcome 2.

This unit links to NOS – SKANS9

## **Suggested learning resources**

### ***Journals and magazines***

Scratch Magazine  
NAILS Magazine  
Professional Beauty

### ***Websites***

HABIA website [www.habia.com](http://www.habia.com)  
Health and Safety Executive website [www.hse.co.uk](http://www.hse.co.uk)  
Smartscreen resources website [www.smartscreen.co.uk](http://www.smartscreen.co.uk)  
Scratch Magazine website [www.scratchmagazine.co.uk](http://www.scratchmagazine.co.uk)  
NAILS Magazine website [www.nailsmag.com](http://www.nailsmag.com)  
Doug Schoon  
<http://www.schoonscientific.com/resources-publications-technical-articles.html>

<b>UAN:</b>	H/507/4868
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to prepare for and provide professional liquid and powder services to industry timings and standards, including application, maintenance and removal, using current techniques, skills and knowledge. The unit also covers the use of effective communication and consultation techniques which will enable learners to plan a customised nail service to cosmetically improve, enhance or camouflage nails.

Learners will develop the skills needed to effectively prepare the nail plate and sculpt product using tips or forms. They will also learn how to provide specific homecare and retail recommendations for client's which will help to ensure the durability and longevity of the service. Continual product advancement and new technology highlights the importance of reading and following manufactures' instructions to ensure client safety and a superior service.

This unit prepares learners for working in the industry where they will need to follow effective health, safety and hygiene procedures and minimise waste throughout their work. Learners must be competent in the knowledge and understanding of the service and be able to provide a service procedure to suit client requirements.

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

- How can the application of liquid and powder differ when creating different finishes?
- What products can I use to create liquid and powder enhancements?
- What are the benefits of liquid and powder?
- How does natural nail shape affect application technique?
- If the nail enhancements are applied incorrectly, what could happen?
- What aftercare advice and recommendations could be given?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for liquid and powder nail enhancement services
2. Provide liquid and powder nail enhancement services
3. Provide product and service advice, evaluating the service

## 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. Prepare for liquid and powder nail enhancements services

- 1.1: Health and safety working practices
- 1.2: Environmental and sustainable working practices
- 1.3: Communication and behavior
- 1.4: Consultation techniques including service objectives
- 1.5: Products, tools, equipment and consumables
- 1.6: Prepare themselves, client and work area for nail enhancement services

**Topic 1.1:** Learners will need to understand Health and Safety and professional working practices. Learners must also have knowledge and understanding of industry specific, national and local authority regulations relevant to the service, themselves, the premises and equipment.

Learners will need to understand:

- ensure environmental conditions are suitable for the client and the service
- preparation of themselves and their clients to meet legal requirements and industry code of practice
- the positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the service area
- how to position clients to meet needs of service
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the service
- use working methods that minimise risk of cross infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- check the client's wellbeing throughout the service and allow sufficient post-service recovery time
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation, disposal of contaminated and non-contaminated waste
- leave the service area and equipment in a suitable condition
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment.

Learners will need to know the relevant legislations and consider their influence to the provision of nail services, however there is no requirement for a detailed understanding of the following, but learners must appreciate where each legislation applies to the provision of liquid and powder nail enhancement services.

- Health and Safety at Work Act

- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire safety) Order
- 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
- The Health and Safety (Information for Employees) Regulations

**Topic 1.2:** Learners will need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners will need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer service.

**Topic 1.3:** Learners must understand that they need to communicate and behave in a professional manner throughout the duration of the service, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology
- Behave
  - working cooperatively with others, following salon requirements, maintain clients privacy during service

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of the clients to include

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners will need to understand the correct consultation techniques to gain maximum results, including

Consultation techniques

- recognising effective methods of communication when consulting with clients with disabilities, physical deafness, blindness, without speech, autism
- the importance of communication with clients in a professional manner
- how to complete a consultation taking into account the client's diverse needs

- the legal requirements for providing services to minors under 16 years of age and vulnerable adults, ensuring that guardian or parent is present throughout the service for minors
- the importance of agreeing the service and outcome to meet the client's needs
- how to create a suitable service plan to suit the client's occupation, occasion and lifestyle
- the importance of documenting skin, natural nail conditions and artificial coverings.
- obtain written, signed informed consent from the client prior to carrying out the service and nail professional's signatures and the reasons for this
- the legal requirements for storing and protecting client data and the reasons for keeping client's records, with reference to The Data Protection Act.
- The use of manual, visual and written information

Learners will need to understand that from the consultation they need to understand the client's needs and establish the service objectives to include:

- lengthen the nails
- strengthen the nails
- to make the hands and nails esthetically pleasing
- to suit an occasion

Learners will need to understand how to recognise contra-indications to service, understand why they are a contra-indication and to state the action to take in each case. They need to be able to understand why specific contra-indications should not be named when referring clients to a medical practitioner.

Service related contra-indications

- Contra-indications that prevent service
  - fungal infections, viral infections, bacterial infections eg parasitic infections, severe skin conditions, severe nail separation, recent scar tissue.
- Contra-indications that restrict service
  - eczema, psoriasis, dermatitis, minor nail separation, broken bones, unknown redness or swelling, damaged nails, thinning nails, diabetes, cuts and abrasions, bruises.

Learners will need to understand the repercussion of treating and not recognising contra-indications, knowing when and how to refer to a GP and the advice to improve nail or skin conditions.

Learners will need to understand that during the consultation the nail practitioner will need to prepare a service plan to include the following:

- skin condition eg eczema, psoriasis
- nail condition eg ridge, oily, dry
- service adaptation eg natural nail shape and length
- appropriate liquid and powder application eg sculpt and tip

**Topic 1.5:** Learners will need to understand when and how to select and prepare products, tools, equipment, consumables to suit client service needs, skin types and nail conditions. This includes

- Products
  - hand sanitiser, polish remover, primer, dehydrator, cleanser, adhesive, tips, sculpting forms, oils, polymer, monomer (including colours), product remover, spray and liquid disinfectant, chemical sterilisation



- Tools
  - brushes, tip cutters, cuticle tools, various grit files and buffers, high shine buffers, dappen dish, scissors
- Equipment
  - table, hand support, light, extraction, disinfectant jar, lined metal bin with a lid, autoclave
- Consumables
  - lint free wipes, cotton wool, disposable table towels, foil, orangewood sticks

**Topic 1.6:** Learners will need to take responsibility for preparing themselves, the client and work area for the nail service in accordance with health and safety legislation and industry guidelines including

- present themselves appropriately: professional presentation as per industry code of practice (hair away from face and maintained clean nails, unobtrusive jewellery)
- greet the client in a professional manner using appropriate consultation techniques to determine the service plan
- complying with Health and Safety working practices
- documenting information on client's record
- select products, tools and equipment to suit the service objectives, nail shape and conditions
- obtaining signed informed consent to service.

### Learning outcome:

#### 2. Provide liquid and powder nail enhancement services

### Topics

2.1: Advantages and disadvantages of liquid and powder

2.2: Apply nail enhancements including the techniques

2.3: Maintain nail enhancements

2.4: Remove nail enhancements

**Topic 2.1:** Learners will need to understand the advantages and disadvantages of using liquid and powder including

- Advantages
  - features eg varied colours, strength, versatile
  - benefits: eg: stonger, soak-off
- Disadvantages eg: odour, level of dust during maintenance

**Topic 2.2:** Learners will need to be able to apply nail enhancements, using products, tools, equipment and techniques to suit the client's service needs, nail and skin conditions. Learners will need to take into consideration the following

- nails shape
- nail condition

Learners will need to be able to prepare the natural nail plate to include

- cuticle work
- filing of natural nail

- buffing if appropriate
- dehydration

Learners will need to be able to apply nail enhancements, using products, tools, equipment and techniques to suit the client's service needs, nail and skin conditions

- Products
  - hand sanitiser, polish remover, primer, dehydrator, cleanser, adhesive, tips, sculpting forms, oils, product remover, spray disinfectant, chemical sterilisation.
- Tools
  - brushes, tip cutters, cuticle tools, various grit files and buffers, high shine buffers, scissors.
- Equipment
  - table, hand support, UV/LED lamp, light, extraction, disinfectant jar, lined metal bin with a lid, autoclave.
- Consumables
  - lint free wipes, cotton wool, disposable table towels, foil, orangewood sticks.

Learners will need to be able to apply the following:

- tips (manual blending avoiding any nail damage)
- sculpting forms

Learners will need to be able to create consistent nail shapes across all ten enhancements for example square, oval, squoval and round.

Learners will need to be able to apply liquid and powder including the following:

- pink and white (knowledge of reverse technique)
- opaque/camouflage
- colour

Note: Learners will need to understand the different zone techniques and how their application technique vary. The zone techniques include

- zone 1 cuticle
- zone 2 apex
- zone 3 free edge

**Topic 2.3:** Learners will need to be able to maintain liquid and powder nail enhancements including

- in-fill
- rebalance
- reposition of white tip product
- replacement of overlay
- repair of overlay

In addition learners need to know when to repair, replace or remove depending on degree of damage to overlay or natural nail

**Topic 2.4:** Learners will need to be able to remove liquid and powder nail enhancements including the following:

- mechanical removal

- chemical removal

## Learning outcome:

### 3. Provide product and service advice, evaluating the service

#### Topics

3.1: Give advice and recommendations

3.2: Record and evaluate the effectiveness of the service

**Topic 3.1:** Learners will need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They need to be able to understand the action which should be taken if any of them occur either during or after the service.

Learners will need to understand the following causes of contra-actions and their consequences and actions

- Causes and consequences:
  - product coming into contact with surrounding skin - the enhancement will lift and will cause over exposure
  - incorrect application of product – premature loss of enhancement, lifting, damage to natural nail
  - poor preparation of the natural nail – premature loss of enhancement, lifting, damage to natural nail, bacterial infection, Pseudomonas
  - under/over-curing product – discolouration of product, cracking of product, unsetting of product, exothermic reaction
- Contra-actions and actions to be taken
  - bacterial infection – remove product and seek medical referral if required
  - over exposure – remove the product and return for service after a minimum of ten days
  - exothermic reaction – check ratio between liquid and powder and apply product in smaller quantity
  - natural nail separation – remove product and allow area to heal, course of specialised manicure recommended (eg warm oil service)
  - natural nail damage – remove product and allow area to heal, course of specialised manicure recommended (eg strengthening nail enamel)
  - premature loss of enhancement – re-apply enhancement
  - lifting of product – carry out maintenance service
  - discolouration – remove discoloured product and re-apply
  - allergic reaction – remove product and apply a cold compress, seek medical referral if required.
  - Pseudomonas – remove product and re-apply once the area is free from infection.
  - cracks – carry out a maintenance service
  - breakages – carry out a maintenance service
  - cuticle damage – ask the client to apply a cold compress until bleeding stops. If minor damage continue treatment. Seek medical referral if severe.

Learners will need to recognise the importance of and provide general and client specific advice and recommendations on completion of a service. Learners will need to emphasise that the following advice is likely to maximise the benefits of the service and reduce the risk of adverse effects or contra-actions.

- General advice and recommendation
  - avoidance of activities which may cause contra-actions eg UV exposure, heat services

- time intervals between services
- present and future products and services
- home care advice
  - wearing of gloves when carrying out manual work may be required to improve the effectiveness of the service
  - apply oil to the nails daily when required
- post-service restrictions: avoid touching the area

Learners will need to understand the importance of providing aftercare advice and recommendations. Learners will need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling
  - additional services (frequency to return eg maintenance, removal, repair)
  - additional products

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client service record for future use and reference. Learners will need to be able to evaluate the service and document their findings

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

A professional working kit is required to enable learners to progress. The use of colour pops or training hands is recommended for learners to gain competence in application of smile lines and colour blending using opaque powder before practising on a model. Learners would benefit from completing a level 2 nail qualification in order to develop the basic skills prior to commencing this one

Learners will gain practical skills in the correct use of both techniques including the reverse method, applying the pink first in zone two to create the smile line. Sculpting using a form can be practised when application using a tip has been mastered. Learners will need guidance and support throughout this unit to ensure the correct application techniques and to make sure no damage occurs to the natural nail plate or surrounding area. Demonstration is a key aspect and will need to be revisited throughout to show different techniques to achieve results.

Some of the activities will require group work but each learner will need to be given the opportunity to be the leader of the group. A salon manager position in the group would enable this to take place.

Throughout this unit learners will need to work precisely and a photographic portfolio will be created to show the improvements in skill. Working on clients in realistic working environments will increase learner's professionalism, retail and time management skills. Competing in nail competitions will increase confidence and skill levels and will enable learners to pinpoint areas for improvement and also areas of skill.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKANS7

### **Suggested learning resources**

#### ***Journals and magazines***

Scratch Magazine  
NAILS Magazine  
Professional Beauty

#### ***Websites***

HABIA website	<a href="http://www.habia.com">www.habia.com</a>
Health and Safety Executive website	<a href="http://www.hse.co.uk">www.hse.co.uk</a>
Smartscreen resources website	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Creative Nail Design website	<a href="http://www.CND.com">www.CND.com</a>
Sweet Squared website	<a href="http://www.sweetsquared.com">www.sweetsquared.com</a>
Salon Geek	<a href="http://www.salongeek.com">www.salongeek.com</a>
Scratch Magazine website	<a href="http://www.scratchmagazine.co.uk">www.scratchmagazine.co.uk</a>
NAILS Magazine website	<a href="http://www.nailsmag.com">www.nailsmag.com</a>
Doug Schoon	<a href="http://www.schoonscientific.com/resources-publications-technical-articles.html">http://www.schoonscientific.com/resources-publications-technical-articles.html</a>

<b>UAN:</b>	K/507/4869
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to be able to design, apply and maintain nail art designs using a variety of mediums and techniques.

Nail art has changed considerably over the last few years and nowadays products that were deemed to be used only by professionals are available for the consumer and student to use at home to create their own look. There are a range of mediums available from high quality acrylic and/or water-based paints, to changing the colour of polish with pigments. This is a preparation for work unit, which is based on capability and knowledge combined together.

To carry out this unit the learner will need to maintain effective, health and safety and hygiene procedures throughout their work, be competent in the knowledge and understanding of the service and successfully design and apply nail art designs using a variety of mediums.

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

- What are the salons legislation for applying nail art?
- How does the nail shape and length affect the design and application process of nail art?
- Will the techniques learnt be current and on trend?
- What advice and recommendations should be provided for nail art services?
- Where do I go to gain more skills in nail art?

### Learning outcomes

In this unit, learners will be able to

1. Understand factors to consider when creating nail art design
2. Prepare for nail art services
3. Provide nail art
4. Provide product and service advice, evaluating the service

## 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.

This unit runs alongside unit 331 'Enhance and maintain nails using light cured gel, including hard gels' and unit 332 'Liquid and powder nail enhancements'; therefore in this units learners will be learning and practically working on the enhancements applied prior and alongside to nail art application.

## Learning outcome:

### 1. Understand factors to consider when creating nail art design

## Topics

1.1: Colour theory

1.2: Context and themes

**Topic 1.1:** Learners will need to understand the importance of colour theory including

- Principles of colour
  - primary
  - secondary
  - tertiary
  - quaternary
- Colour schemes
  - monochromatic
  - complimentary/harmonious
  - analogous

**Topic 1.2:** Learners will need to understand the different context and themes to consider when developing design ideas, including the following

- Context
  - commercial
  - fashion and catwalk
  - events eg Valentine day, Halloween, Christmas
  - client's needs
- Themes eg:
  - avant garde
  - current trends
  - historical
  - fantasy
  - futuristic

## Learning outcome:

### 2. Prepare for Nail Art Services

## Topics

2.1: Health and safety working practices

2.2: Environmental and sustainable working practices

2.3: Communication and behaviour

2.4: Service objectives



2.5: Products, tools, equipment and consumables

2.6: Prepare themselves, client and work area for nail art services

**Topic 2.1:** Learners will need to understand Health and Safety and professional working practices. Learners must also have knowledge and understanding of industry specific, national and local authority regulations relevant to the service, themselves, the premises and equipment.

Learners will need to understand:

- ensure environmental conditions are suitable for the client and the service
- preparation of themselves and their clients to meet legal requirements and industry code of practice
- the positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the service area
- how to position clients to meet needs of service
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the service
- use working methods that minimise risk of cross infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- check the client's wellbeing throughout the service and allow sufficient post-service recovery time
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation, disposal of contaminated and non-contaminated waste
- leave the service area and equipment in a suitable condition
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment.

Learners will need to know the relevant legislations and consider their influence to the provision of nail services, however there is no requirement for a detailed understanding of the following

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire safety) Order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

**Topic 2.2:** Learners will need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners will need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer service.

**Topic 2.3:** Learners must understand that they need to communicate and behave in a professional manner throughout the duration of the service, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology
- Behave
  - working cooperatively with others, following salon requirements, maintain clients privacy during service

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of the clients to include

- Culture, Religion, Age, Disability and Gender.

**Topic 2.4:** Learners will need to understand that from the consultation that was previously carried out as part of the enhancement process (units 331 and 332) they need to understand the client's needs and establish the service objectives to include:

- service objectives
  - to complement nail enhancements (liquid and powder; light cured gel and hard gels)
  - to suit an occasion
  - compliment a total look
  - to combine nail art techniques pushing the boundaries in nail art design

**Topic 2.5:** Learners need to understand when and how to select and prepare products, tools, equipment, consumables to suit client service needs, skin types and nail conditions to create a nail art design. This includes

- Products
  - hand sanitiser, polish remover, primer, dehydrator, cleanser, adhesive, tips, sculpting forms, oils, polymer, monomer, gel topcoat, product remover, spray disinfectant, chemical sterilisation, coloured polishes, polish secures and embellishments (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen, gel polish (various colours), gel paint, gel polish top and base coat, coloured/glittered polymer, coloured hard/soft gels, builder gel clear or pink, clear hard

gel, clear or pink polymer, acrylic or water based paints, powder pigments, fabric, cuticle oil, gel cleanser, product remover

- Tools
  - various application brushes, tip cutters, cuticle tools, various grit files and buffers, dappen dish, scissors, sculpting form, jewellery tool, stamping plate
- Equipment
  - Table, hand support, UV/LED lamp, light, extraction, disinfectant jar, lined metal bin with a lid, autoclave, training hand (practice only), electric file (design work)
- Consumables
  - Lint free wipes, disposable table towels, foil, orangewood sticks, couch roll, cotton wool

**Topic 2.6:** Learners will need to take responsibility for preparing themselves, the client and work area for the nail service in accordance with health and safety legislation and industry guidelines including:

- present themselves appropriately: professional presentation as per industry code of practice (hair away from face and maintained clean nails, unobtrusive jewellery)
- greet the client in a professional manner using appropriate consultation techniques to determine the service plan
- complying with Health and Safety working practices
- documenting information on client's record
- select products, tools and equipment to suit the service objectives, nail shape and conditions
- obtaining signed informed consent to service.

Learners will need to understand how to prepare the working area suitably to carry out the production of the image, including equipment required, props, environment. Working area could include also photoshoot, catwalk show or competition.

## Learning outcome:

### 3. Provide nail art

#### Topics

3.1: Nail art techniques

3.2: Apply nail art techniques to achieve nail art designs

**Topic 3.1:** Learners will need to understand the nail art techniques required to achieve nail art designs. They should take into account nail shapes, products, tools and equipment required to produce a nail art design to suit the client's requirements.

- Nail art techniques
  - 3d: raised from the nail plate and viewed from all angles
  - 2d: raised from the nail plate with two dimensions such as width and height.
  - imprinting: impressed or stamped on a surface
  - embedding: to encase an object within nail product
  - colour fading: from dark to light or vice versa
  - marbling: a combination of colours pulled through each other

- gel painting: creating free hand designs
- one stroke: using paints to create designs
- Alternative nail shapes eg:
  - stiletto, ballerina (coffin), lipstick, square, round, squoval

**Topic 3.2:** Learners will need to be able to apply the nail art techniques stated in Topic 3.1 to achieve different nail art designs. Learners will be able use different methods to protect the nail design once it has been applied including

- gel top coats
- clear or pink liquid and powder
- clear or pink gel

### Learning outcome:

#### 4. Provide product and service advice, evaluating the service

#### Topics

4.1: Give advice and recommendations

4.2: Record and evaluate the effectiveness of the service

**Topic 4.1:** Learners will need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They need to be able to understand the action which should be taken if any of them occur either during or after the service.

Learners will need to understand the following causes of contra-actions and their consequences and actions:

- Causes and consequences:
  - product coming into contact with surrounding skin - the enhancement will lift and will cause over exposure
  - incorrect application of product – premature loss of enhancement, lifting, damage to natural nail
  - poor preparation of the natural nail – premature loss of enhancement, lifting, damage to natural nail, bacterial infection, Pseudomonas
  - under/over-curing product – discolouration of product, cracking of product, unsetting of product, exothermic reaction, damage to nail art
- Contra-actions and actions to be taken:
  - bacterial infection – remove product and seek medical referral if required
  - over exposure – remove the product and return for service after a minimum of ten days
  - exothermic reaction – remove from lamp, wait for reaction to cease and re-apply under lamp
  - natural nail separation – remove product and allow area to heal, course of specialised manicure recommended (eg warm oil service)
  - natural nail damage – remove product and allow area to heal, course of specialised manicure recommended (eg strengthening nail enamel)
  - premature loss of enhancement – re-apply enhancement
  - lifting of product – carry out maintenance service
  - discolouration – remove discoloured product and re-apply

- damage to nail art – remove nail art and re-apply
- allergic reaction – remove product and apply a cold compress, seek medical referral if required.
- Pseudomonas – remove product and re-apply once the area is free from infection.
- cracks – carry out a maintenance service
- breakages – carry out a maintenance service
- cuticle damage – ask the client to apply a cold compress until bleeding stops. If minor damage continue treatment. Seek medical referral if severe.

Learners will need to recognise the importance of and provide general and client specific advice and recommendations on completion of a service. Learners will need to emphasise that the following advice is likely to maximise the benefits of the service and reduce the risk of adverse effects or contra-actions.

- General advice and recommendation:
  - avoidance of activities which may cause contra-actions eg UV exposure, heat services
  - time intervals between services
  - present and future products and services
  - home care advice
    - wearing of gloves when carrying out manual work may be required to improve the effectiveness of the service
    - apply oil to the nails daily when required
  - post-service restrictions: avoid touching the area

Learners will need to understand the importance of providing aftercare advice and recommendations. Learners will need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling
  - additional services (frequency to return eg maintenance, removal, repair)
  - additional products

**Topic 4.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client service record for future use and reference. Learners will need to be able to evaluate the service and document their findings.

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

The use of hand trainers is recommended for the learners to gain confidence and achieve competency and speed before working on clients. Learners will gain practical skills on how to use the different products, tools and equipment for example creating 2D flowers using acrylic liquid and powder.

Learners will need guidance and support throughout this unit to ensure the correct techniques are used to achieve the best result.

Learners should be encouraged to produce a nail art board or portfolio to show potential clients to help them choose a design for their nails.

Learners can use cameras to take pictures of work for projects, and filming can be beneficial as well. The activities will require learners to work on a diverse range of clients or peers. It is not necessary for learners to experience the service.

Demonstration is key and will need to be revisited throughout to show progression and continuity and learners should be encouraged to practice techniques taught outside of the lessons. Projects can be set as homework when producing nail art designs relating to a theme and a design brief should be given of the centre's choice.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; television programmes such as America's Next Top Nail Artist, Nailed It (Australia or US Versions); participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKANS11

## **Suggested learning resources**

### ***Journals and magazines***

Scratch Magazine  
Nail Style (Published by Scratch)  
Nail It  
Professional Beauty Magazine

### ***Websites***

Youtube	<a href="http://www.Youtube.com">www.Youtube.com</a>
Habia	<a href="http://habia.org/">http://habia.org/</a>
Essential Nails	<a href="http://www.essentialnails.com/NailCourses">www.essentialnails.com/NailCourses</a>
Be Inspired (Sam Biddle)	<a href="http://www.sambiddle.co.uk">www.sambiddle.co.uk</a>
Smart screen	<a href="https://www.smartscreen.co.uk">https://www.smartscreen.co.uk</a>
Neiru	<a href="https://neiru.me/">https://neiru.me/</a>

### ***Social Media***

Pinterest	<a href="https://uk.pinterest.com">https://uk.pinterest.com</a>
Instagram	<a href="https://instagram.com/">https://instagram.com/</a>
Twitter	<a href="https://twitter.com/">https://twitter.com/</a>
Facebook	<a href="https://en-gb.facebook.com">https://en-gb.facebook.com</a>

## Unit 334

# The creation and presentation of a mood board, look book and an industry portfolio

<b>UAN:</b>	D/507/4870
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to investigate nail trends within the nail industry. The unit explores iconic designs, influential industry figures and current trends set to take the fashion world by storm. Learners will research the designs, techniques and products all the top nail technicians and celebrities are raving about in the magazines, on the catwalk and on TV.

Learners will investigate the advantages and disadvantages of nail trends and how their popularity has grown. Learners will learn the importance and application of mood boards, look books and portfolios, what should be included in them and how they would be used within the nail industry to gain work and entry into a career.

This unit links to all technical units and must be taught alongside **all** the technical units within the qualification, covering primary and secondary research to aid the development of design ideas for the creation of a mood board, look book and industry portfolio. Therefore you will need to refer to this unit when delivering each of the technical units.

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

- Who can I aspire to be within the nail industry?
- What are the current and future trends within the nail industry?
- What are the advantages and disadvantages of current trends?
- Why would I need a portfolio of looks?

### Learning outcomes

In this unit, learners will be able to:

1. Understand industry trends and technical developments in the nail industry
2. Understand how to research and prepare for design ideas
3. Design a mood board, look book and a portfolio within the nail industry

## 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 industry trends and technical developments in the nail industry

## Topics

1.1: Influential industry figures

1.2: Current trends in the nail industry

1.3: Advantages and disadvantages of technical developments

**Topic 1.1:** Learners will need to explore past and current influential figures and fashion icons who have made a difference within the nail industry and describe their impact.

Past and current influential figures could include

- Andrea Fulerton
- Clara H
- Leighton Denny
- Lisa Logan
- Marian Newman
- Naomi Yasuda
- Sophy Robson
- Sophie Harris Greenslade

Past and current fashion icons could include

- Beyonce
- Florence Griffith Joyner (Flo-Jo)
- Imelda Marcos
- Jessie J
- Katy Perry
- Lady Gaga
- Rita Ora
- Victoria Beckham

**Topic 1.2:** Learners will need to explore current and emerging future trends which have/will impact on the nail industry into the future including

- nail shapes and length eg
  - stiletto, ballerina (coffin), lipstick
  - traditional ie oval, square, squoval, round
- gel polish
- enhancements:
  - gel
  - liquid and powder
  - fiberglass/silk
- nail wraps – eg stickers
- nail polishes eg
  - scented
  - uv
  - crackle



- gel effect
- drug recognition (eg for rohypnol)
- spray on
- eco friendly – eg water based, 3 free, 5 free
- stick on nails
- nail art
  - ornamentation
  - pigments
- nail colours
  - bold
  - light
  - dark
  - french
  - colour changing

**Topic 1.3:** Learners will need to understand advantages and disadvantages of current and emerging technical nail trends and when they might be used with consideration of

- nail shapes
- gel polish
- enhancements
- nail wraps
- advanced nail polish
- stick on nails
- nail art
- colour

### Learning outcome:

## 2. Understand how to research and prepare for design ideas

### Topics

2.1: Primary research

2.2: Secondary research

**Topic 2.1:** Learners will need to understand the available methods of research into nail design. Learners will need to understand the principles of primary research, to include the use of:

- personal experience such as childhood memories, films watched and books read, stereotypical images eg historical look
- the use of personal experiences makes a design the creator's own and generates original work.
- Primary research consists of a collection of original primary data collected by the researcher.

**Topic 2.2:** Learners will need to be able to use a number of sources in order to gain ideas for their design. It is recommended they use the following eg

- internet – social media
- books – recommended at the end
- films and television
- music videos
- magazines

- exhibitions
- photographs
- fashion designers
- celebrity hair, make-up and nail artists

Secondary research involves gathering existing data that has already been produced, for example from the internet, magazines and books.

### Learning outcome:

#### 3. Design a mood board, look book and a portfolio within the nail industry

#### Topics

3.1: Presentation methods of nail designs including:

- Mood board
- Look book
- industry portfolio

3.2: Create mood board, look book and industry portfolio

**Topic 3.1:** Learners will need to understand the reasons for use of the different presentation methods and appropriateness depending on the context within the nail industry for example

- job interviews - portfolio
- competitions – mood board
- fashion shows – mood board
- music videos - mood board, portfolio
- adverts - mood board, portfolio
- tv shows - mood board, portfolio
- editorials - mood board, portfolio
- salon – look book, portfolio

Learners will need to understand what a mood board is and what it is expected to incorporate on a physical or virtual mood board including

- Mood Board
  - samples of materials and textures
  - sketches
  - list of equipment
  - list of products
  - justification on choices of specific products and equipment
  - use of nail products
  - examshots
  - pictures of final design

Learners will need to understand the importance of the use of look books as inspirational references and what they need to include

- Look Book:
  - Written and pictorial evidence – before and after images with a descriptive list of products used as a marketing tool for clients in a salon environment

Learners will need to understand the fundamental importance of a professional industry portfolio and how this will enhance employability and higher education.

- Professional portfolio: range of images of own work showing a variety of techniques including
  - manicure
  - pedicure
  - enhancements
  - nail designs

Learners will need to explore the reasons for creating a professional industry portfolio

- proof of evidence
- catalogues versatility
- shows application of techniques and styles
- shows diversity
- requirement for progression within the industry
- referencing

**Topic 3.2:** Learners will be able to create a mood board, look book and a professional industry portfolio (the industry portfolio may be developed electronically, manually, or both). They should include

- Images:
  - landscape
  - portrait
  - colour
  - black and white
  - hand shot
- Testimonials eg from work experience
- CV - Personal profile

### Guidance for delivery

The unit must be delivered alongside all units during the academic year. At the start of the course, it would benefit the learner to gain a clear understanding of the type of content that should be included in their mood board, look book and industry portfolio. When developing a mood board, look book and an industry portfolio learners will need to explore the nail trends in the industry and how they would influence the final design. In order to create a professional industry portfolio learners will need to collate pictorial evidence throughout the year of their nail designs and select the best range of their choice. Images produced for the learners' portfolio must not be edited using filters or airbrush.

It would be useful for learners to be shown an example of how an industry portfolio should be presented together with the industry expectations. For comparison purposes, learners could be shown various examples of look books, mood board and industry portfolio, demonstrating different levels of expertise. In discussion the learners will be able to analyse and critique their findings.

Learners need to understand the difference between a professional portfolio and a portfolio used for evidence in a college/learning context eg professional portfolio would not include feedback from clients

As an introduction, it would be advisable to split learners into pairs or small groups and think about current trends within the nail industry and where they think it will go in the future. Some of the activities will require group work but each learner will need to be given the opportunity to be the

leader of the group. Learners will need guidance on how to present their work in a group environment and what they could use as a resource to enhance their delivery.

Learners should be encouraged to research current trends independently. Learners will need guidance on how to research and how to document their research by using mind mapping these are some helpful tips to use

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; television programmes such as America's Next Top Nail Artist, Nailed It (Australia or US Versions); participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

## **Suggested learning resources**

### ***Journals and magazines***

Professional beauty  
Nailsmag  
Make-up artist magazine  
Vogue  
Bazarr  
Tatler  
War paint magazine

### ***Websites***

Pinterest	<a href="https://uk.pinterest.com">https://uk.pinterest.com</a>
Instagram	<a href="https://instagram.com">https://instagram.com</a>
Habia	<a href="http://habia.org/">http://habia.org/</a>
Research	<a href="http://research-methodology.net/research-methods/">http://research-methodology.net/research-methods/</a>

<b>UAN:</b>	H/507/4871
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to gain knowledge and understanding surrounding the chemistry of nail enhancement products. Research, development and testing are all carried out prior to any nail product being released for use into the nail industry.

Nail products are created as a complete unit and the chemicals used are designed to work alongside each other achieving the best possible results. Incorrect use of products and chemicals will result in service breakdowns and risks to both the nail technician and client.

The unit aims to increase the learner's awareness of chemistry in the nail industry, whilst understanding and exploring chemical reactions and ingredients, including their compounds, reaction processes and safe working practices.

Learners will understand how products and chemistry have evolved within the nail industry. They will also learn about the chemical processes of products and their effects on the service, client and nail technician. Understanding chemical bonds of products, their chemical ingredients, the use of LED lamps and UV lamps and their effects on products will develop the knowledge needed to effectively work with nail enhancement products.

This unit links well with unit 331 'Enhance and maintain nails using light cured gel, including hard gels' and unit 332 'Liquid and powder nail enhancements' and develops the learners confidence when talking to clients about the features and benefits of products.

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

- Why do I need to know about chemistry?
- How have products in the nail industry evolved?
- What are the differences in nail products?
- What is a chemical reaction?
- What chemical reactions occur in each of the nail enhancement systems?
- What is a solvent?

### Learning outcomes

In this unit, learners will be able to:

1. Understand chemistry in the nail industry
2. Understand chemical reactions and ingredients

## 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 chemistry in the nail industry

### Topics

1.1: Basic chemistry in the nail industry

1.2: How products have evolved within the nail industry

1.3: The use of LED lamps and UV lamps and their effects on products

1.4: Safe working practices within the nail industry

**Topic 1.1:** Learners will need to understand the basics of chemistry, including

- Chemistry:
  - the pH scale (potential of hydrogen)
  - structure of elements - elements are made from tiny particles called atoms
  - formation of compounds - two hydrogen atoms and one oxygen atom join to form one molecule of water (chemical reaction)
  - action of various products and how they react depending on their atoms and molecule structure, taking into account:
    - environmental conditions eg salon temperature, humidity
    - application techniques eg amount of product and cure time
    - characteristics of products eg faster setting products

**Topic 1.2:** Learners will understand how products have evolved within the nail industry

- Products
  - history of nail enhancements and the journey, looking from ancient civilisations to current days and which products have evolved eg:
    - paper
    - type of plastics
    - metals
  - myths surrounding nail products and their use eg incorrect use of products and non-compliance with manufacturer's instructions

**Topic 1.3:** Learners will need to understand how the use of LED lamps and UV lamps effect products, including the following

- safe levels of UV light exposure and nail services
- difference between LED lamps and UV lamps.
- different UV output and which one to use depending on the product
- maintenance of lamp to effectively cure products
- difference between UVA and UV B Light
- compliance with Manufacturer's instruction for cure times

**Topic 1.4:** Learners will need to understand safe working practices when using and applying a product, including

- safety considerations for the client and nail technician including:
  - allergies (concept of hypoallergenic)
  - toxicity (misuse, overexposure)
  - routes of entry (inhalation, absorption, ingestion)

- shelf life (timeframes, stock rotation, storage)
- safe use of UV/LED lamps
- handling, Personal Protective Equipment (PPE), storage, hygiene, use and disposal, product labelling (Material Safety Data Sheet (MSDS) legibility, production date, weight, country of origin, use by date, batch number, list of ingredients precautions for use, name or registered business address produced)
- current legislation:
  - Health and Safety at Work Act
  - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - The Health and Safety (First Aid) Regulations
  - The Regulatory Reform (Fire safety) Order
  - 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
  - The Health and Safety (Information for Employees) Regulations

### Learning outcome:

#### 2. Understand chemical reactions and ingredients

##### Topics

2.1: Chemical bonds of products

2.2: Chemical ingredients of products

2.3: Chemical processes of products and their effects

**Topic 2.1:** Learners will understand the chemical bonds associated with products, how they bond to the natural nail and what could inhibit the bonding process. The following need to be considered

- Chemical bonds:
  - covalent
  - intermolecular forces (hydrogen bonds)
- Inhibitors to the bonding process:
  - state of natural nail eg damaged, weak
  - barriers on natural nail eg oil, dust, improper preparation
  - improper product application

**Topic 2.2:** Learners will need to understand key chemical ingredients found in the nail industry products, including

- Chemical ingredients:
  - types of acrylates eg difference among ethyl methacrylate (EMA) and methyl methacrylate (MMA), cyanoacrylates
  - Vitamins
  - Alpha Hydroxy Acids (AHA's)
  - natural and essential oils (eg almond oil, jojoba oil)
  - pigments and minerals (eg titanium dioxide)
  - monomer, Co-polymer, Homo Polymer, oligomer
  - Acids

- Alkalis
- Toluene Sulfonamide Formaldehyde (TSF)
- nitrocellulose
- phthalates
- Formaldehyde
- Toluene
- silicone
- isopropyl alcohol
- Camphor
- Hydroxyethyl
- Benzoyl Peroxide
- Photo- initiators
- Polyurethane
- Ethyl/ Butyl
- Acetate and ABS Plastics
- solvents
- plasticisers

**Topic 2.3:** Learners will need to understand the chemical processes that occur in products, including

- neutralisation eg application of cuticle remover
- evaporation eg application of nail enamel
- polymerisation (linear polymers, cross-linked polymers, interpenetrating polymer network (IPN)) eg all nail systems
- heat, light and energy eg catalysts and initiators
- adhesion eg preparation products, acid-based and acid-free primers
- permeability eg porosity
- absorption
- exothermic reaction and causes eg rapid curing
- shrinkage (mix ratio) - In gels and cyanoacrylates and the varying degree'
- Inhibition layer

### Guidance for delivery

This is a theory based unit and should be taught alongside the practical application in units 331 'Enhance and maintain nails using light cured gel, including hard gels' and Unit 332 'Liquid and powder enhancements'. Parts of this unit could be used to set as a research task. A presentation or assignment could also be used.

It is recommended that the learners use the branded products available within the salon, including their key ingredients as examples within this unit. This will help to reinforce their understanding.

Awareness is required of safe and unsafe ingredients and the risks that are associated when using and storing chemicals.

It is recommended that the tutor of this unit have a good understanding of higher-level chemistry with industry involvement presenting product knowledge to the learners. It may also be beneficial to have a nail cosmetic chemist to discuss the chemistry of products in more depth as an external presenter. It would be advantageous to visit companies where products are developed and produced.



Learners should use available resources to support study, which may include the use of libraries, websites, accessing research data, learning centres, articles, other professionals and product companies. Opportunities for professional development include the use of IT to research and informal opportunities such as reading hand-outs, articles and books to improve further knowledge and understanding.

This unit can also be used to support unit 301 'Promote and sell products and services to clients' looking into features, actions and benefits of a products.

## Suggested learning resources

### **Books**

Chemistry (Palgrave Foundations Series) Dr Lewis, R & Dr Evans, W  
Published by: Palgrave Macmillan; 4th edition, 2011  
ISBN-13: 978-0230291829

### **Journals and magazines**

Scratch Magazine  
NAILS Magazine  
Professional Beauty

### **Websites**

Hooked on Nails	<a href="http://www.hooked-on-nails.com">http://www.hooked-on-nails.com</a>
Nail systems international	<a href="http://www.nsinails.com/nail-lab/science-of-beauty.html">http://www.nsinails.com/nail-lab/science-of-beauty.html</a>
HABIA website	<a href="http://www.habia.com">www.habia.com</a>
City & Guilds Smartscreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Scratch Magazine website	<a href="http://www.scratchmagazine.co.uk">www.scratchmagazine.co.uk</a>
NAILS Magazine website	<a href="http://www.nailsmag.com">www.nailsmag.com</a>
Doug Schoon	<a href="http://www.schoonscientific.com/resources-publications-technical-articles.html">http://www.schoonscientific.com/resources-publications-technical-articles.html</a>

### **Legislation**

[http://ec.europa.eu/growth/sectors/cosmetics/legislation/index\\_en.htm](http://ec.europa.eu/growth/sectors/cosmetics/legislation/index_en.htm)

A guide to the Cosmetic Products (Safety) Regulations 2008  
<https://www.gov.uk/product-safety-for-manufacturers#cosmetic-products-safety-regulations>

Sale of Goods Act guidance on the Office of Fair Trading (OFT) website  
<https://www.gov.uk/product-safety-for-manufacturers#cosmetic-products-safety-regulations>

<b>UAN:</b>	M/507/4873
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is to provide learners with skills and knowledge to be able to apply, maintain and remove gel polish. Gel polish for nails is an increasingly popular system based on a hybrid between a gel and a polish. It harnesses the setting speed of a light curing polish and the durability of a gel and, when applied correctly, provides a glossy and long-lasting finish, which makes it very popular with clients.

Learners will cover the techniques required for applying and removing gel polish safely and effectively, working with different products and techniques to meet industry standards and ensure client satisfaction. The unit includes effective client preparation and consultation to produce appropriate service plans.

This unit prepares learners for working in the industry where they will need to follow health and safety and hygiene procedures, minimise waste throughout their work, as well as the importance of maintaining personal appearance and demonstrating effective communication and consultation skills.

Through this unit learners will gain knowledge and understanding of the service to provide a service procedure that suit client requirements.

Learners may be introduced to this unit by asking themselves:

- What tools and equipment are used for a gel polish?
- Which legislations cover providing gel polish services in the salon?
- How can the natural nail shape affect the application of gel polish?
- What aftercare advice should be given following a service?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for gel polish services
2. Provide gel polish services
3. Provide product and service advice, evaluating the service

## 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. Prepare for gel polish services

## Topics

- 1.1: Health and safety working practices
- 1.2: Environmental and sustainable working practices
- 1.3: Communication and behaviour
- 1.4: Consultation techniques including service objectives
- 1.5: Products, tools, equipment and consumables
- 1.6: Preparing themselves, client and work area for nail enhancement services

**Topic 1.1:** Learners will need to understand Health and Safety and professional working practices. Learners must also have knowledge and understanding of industry specific, national and local authority regulations relevant to the service, themselves, the premises and equipment.

Learners will need to understand:

- ensure environmental conditions are suitable for the client and the service
- preparation of themselves and their clients to meet legal requirements and industry code of practice
- the positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the service area
- how to position clients to meet needs of service
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the service
- use working methods that minimise risk of cross infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- check the client's wellbeing throughout the service and allow sufficient post-service recovery time
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation, disposal of contaminated and non-contaminated waste
- leave the service area and equipment in a suitable condition
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment.

Learners will need to know the relevant legislations and consider their influence to the provision of nail services, however there is no requirement for a detailed understanding of the following

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations

- The Regulatory Reform (Fire safety) Order
- 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
- The Health and Safety (Information for Employees) Regulations

**Topic 1.2:** Learners will need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners will need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer service.

**Topic 1.3:** Learners must understand that they need to communicate and behave in a professional manner throughout the duration of the service, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology
- Behave
  - working cooperatively with others, following salon requirements, maintain clients privacy during service

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of the clients to include

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners will need to understand the correct consultation techniques to gain maximum results, including

Consultation techniques

- recognising effective methods of communication when consulting with clients with disabilities, physical deafness, blindness, without speech, autism
- the importance of communication with clients in a professional manner
- how to complete a consultation taking into account the client's diverse needs

- the legal requirements for providing services to minors under 16 years of age and vulnerable adults, ensuring that guardian or parent is present throughout the service for minors
- the importance of agreeing the service and outcome to meet the client's needs
- how to create a suitable service plan to suit the client's occupation, occasion and lifestyle
- the importance of documenting skin, natural nail conditions and artificial coverings.
- obtain written, signed informed consent from the client prior to carrying out the service and nail professional's signatures and the reasons for this
- the legal requirements for storing and protecting client data and the reasons for keeping client's records, with reference to The Data Protection Act.
- The use of manual, visual and written information

Learners will need to understand that from the consultation they need to understand the client's needs and establish the service objectives to include:

- service objectives
  - strengthen the nails
  - to make the hands and nails esthetically pleasing
  - to suit an occasion

Learners will need to understand how to recognise contra-indications to service, understand why they are a contra-indication and to state the action to take in each case. They need to be able to understand why specific contra-indications should not be named when referring clients to a medical practitioner.

Service related contra-indications

- Contra-indications that prevent service
  - fungal infections, viral infections, bacterial infections eg parasitic infections, severe skin conditions, severe nail separation, recent scar tissue.
- Contra-indications that restrict service
  - eczema, psoriasis, dermatitis, minor nail separation, broken bones, unknown redness or swelling, damaged nails, thinning nails, diabetes, cuts and abrasions, bruises.

Learners will need to understand the repercussion of treating and not recognising contra-indications, knowing when and how to refer to a GP and the advice to improve nail or skin conditions.

Learners will need to understand that during the consultation the nail practitioner will need to prepare a service plan to include the following:

- skin condition eg eczema, psoriasis
- nail condition eg ridge, oily, dry
- service adaptation eg natural nail shape and length
- appropriate gel application eg sculpt, tip, overlay, hard/soft gel

**Topic 1.5:** Learners will need to understand when and how to select and prepare products, tools, equipment, consumables to suit client service needs, skin types and nail conditions including the following:

- Products

- Hand sanitiser, polish remover, dehydrator, natural nail and gel cleanser, cuticle oils, product remover, spray and liquid disinfectant, chemical sterilisation, gel basecoat, gel topcoat, high shine and matte finish, gel colour polish, soak-off builder gel
- Tools
  - cuticle tools, grit files and buffers
- Equipment
  - table, hand support, light, extraction, disinfectant jar, lined metal bin with a lid, autoclave, UV or LED lamp
- Consumables
  - lint free wipes, cotton wool, disposable table towels, foil, orangewood sticks.

**Topic 1.6:** Learners will need to take responsibility for preparing themselves, the client and work area for the nail service in accordance with health and safety legislation, and industry guidelines including

- present themselves appropriately: professional presentation as per industry code of practice (hair away from face and maintained clean nails, unobtrusive jewellery)
- greet the client in a professional manner using appropriate consultation techniques to determine the service plan
- complying with Health and Safety working practices
- documenting information on client's record
- select products, tools and equipment to suit the service objectives, nail shape and conditions
- obtaining signed informed consent to service.

## Learning outcome:

### 2. Provide gel polish services

#### Topics

2.1: Advantages and disadvantages of gel polish

2.2: Gel polish finishes

2.3: Applying gel polish

2.4: Removing gel polish

**Topic 2.1:** Learners will need to understand the advantages and disadvantages of gel polish including

- Advantages:
  - Features: high shine, light weight, flexible
  - Benefits: non porous, odour free
- Disadvantages: cannot be infilled, costly due to lamp UV and LED lamp

**Topic 2.2:** Learners will need to understand the use of different products, finishes and techniques when providing gel polish services including

- dark colour
- light colour
- French
- design

**Topic 2.3:** Learners will need to be able to apply gel polish, using products, tools, equipment and techniques to suit the client's service needs, nail and skin conditions.

Learners will need to take into consideration the following:

- nail shape
- nail condition
- nail type (natural or enhancement)
- product range
- positioning of client and nail technician
- working safely
- techniques – eg marbling, matte and shine, fading, ombré
- any modification or adaptation to service

Learners will need to understand that a specific soft gel can be used to strengthen or enhance the gel polish finish. Manufactures instructions should be followed.

Learners will need to be able to prepare the natural nail plate to include

- cuticle work
- filing of natural nail
- buffing if appropriate
- dehydration

Learners will need to know that maintenance of gel polish can be carried out on some, but not all systems and be able to understand maintenance procedures where applicable.

**Topic 2.4:** Learners will be able to remove gel polish with consideration of the following

- nail type (natural or enhancement)
- product used
- positioning of client and nail technician
- working safely
- methods of removal – eg wrap, soak, filing
- ensuring nail is free from product and undamaged
- effect on the nails and skin of the use of products and equipment.

## Learning outcome:

### 3. Provide product and service advice, evaluating the service

#### Topics

3.1: Give advice and recommendations

3.2: Record and evaluate the effectiveness of the service

**Topic 3.1:** Learners will need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They will need to be able to understand the action which should be taken if any of them occur either during or after the service.

Learners will need to understand the following causes of contra-actions and their consequences and actions

- Causes and consequences
  - product coming into contact with surrounding skin - the overlay will lift and will cause over exposure
  - incorrect application of product – premature loss of overlay, lifting, damage to natural nail

- poor preparation of the natural nail – premature loss of overlay, lifting, damage to natural nail, bacterial infection, Pseudomonas
- under/over-curing product – discolouration of product, cracking of product, unsetting of product, exothermic reaction
- Contra-actions and actions to be taken
  - bacterial infection – remove product and seek medical referral if required
  - over exposure – remove the product and return for service after a minimum of ten days
  - exothermic reaction – remove from lamp, wait for reaction to cease and re-apply under lamp
  - natural nail separation – remove product and allow area to heal, course of specialised manicure recommended (eg warm oil service)
  - natural nail damage – remove product and allow area to heal, course of specialised manicure recommended (eg strengthening nail enamel)
  - premature loss of overlay – re-apply overlay
  - lifting of product – remove product and re-apply
  - discolouration – remove discoloured product and re-apply
  - allergic reaction – remove product and apply a cold compress, seek medical referral if required.
  - Pseudomonas – remove product and re-apply once the area is free from infection
  - cracks – remove product and re-apply
  - breakages – remove product if required repair natural nail and re-apply
  - cuticle damage – ask the client to apply a cold compress until bleeding stops. If minor damage continue treatment. Seek medical referral if severe.

Learners will need to recognise the importance of and provide general and client specific advice and recommendations on completion of a service. Learners will need to emphasise that the following advice is likely to maximise the benefits of the service and reduce the risk of adverse effects or contra-actions.

- General advice and recommendation
  - avoidance of activities which may cause contra-actions eg UV exposure, heat services
  - time intervals between services
  - present and future products and services
  - home care advice
    - wearing of gloves when carrying out manual work may be required to improve the effectiveness of the service
    - apply oil to the nails daily when required
  - post-service restrictions: avoid touching the area

Learners will need to understand the importance of providing aftercare advice and recommendations. Learners will need to be aware that the advice can be long or short term, and that it is relevant to the client needs

- Additional advice and link selling
  - additional services (frequency to return eg removal and re-application)
  - additional products

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client service record for future use and reference. Learners will need to be able to evaluate the service and document their findings

- Methods of evaluating
  - visual



- verbal
- written feedback
- repeat business

## Guidance for delivery

Learners will require the use of a professional working kit for this unit. The use of hand trainers is recommended for the learners to gain confidence and achieve competence in the application of gel polish and improve speed before working on clients.

Learners will need guidance and support throughout this unit to ensure the correct application techniques and to make sure no damage occurs to the natural nail plate or surrounding area. Demonstration is key aspect and will need to be revisited throughout to show progression and continuity.

Throughout this unit learners will need to work precisely and a photographic portfolio could be created to show improvements in skill. Working on clients in realistic working environments will increase learner's professionalism, retail and time management skills. Learners should be encouraged to practise techniques taught outside of the lessons to gain full competency to be able to complete an assessment.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS - SKANS6

## Suggested learning resources

### **Magazines**

SCRATCH  
NAILS  
Your Nails

### **Websites**

Smartscreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
HABIA	<a href="http://www.habia.org">www.habia.org</a>
Health and Safety Executive	<a href="http://www.hse.co.uk">www.hse.co.uk</a>
SCRATCH	<a href="http://www.scratchmagazine.co.uk">www.scratchmagazine.co.uk</a>
NAILS	<a href="http://www.nailsmag.com">www.nailsmag.com</a>
Salon Geek	<a href="http://www.salongeek.com">www.salongeek.com</a>

<b>UAN:</b>	T/507/4874
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to design and create nail art designs using airbrushing techniques to suit the client and occasion. Airbrush nail art is a growing and exciting area of the nail industry which gives technicians the opportunity to be creative and use their imaginations when coming up with intricate and elaborate designs to meet the needs of clients.

Many wonderful nail art designs can be created using the airbrush including freehand, masking and stencilling with various finishes including, matt and pearlescent. The unit provides learners with the skills required for planning and applying these airbrush nail art designs.

Learners will carry out a variety of airbrush nail designs and techniques using a range of airbrushing products. The accurate use and maintenance of equipment is an essential aspect of this unit.

The importance of maintaining effective health and safety, hygiene, maintaining personal appearance and demonstrating effective communication skills during consultation are also emphasized in the units.

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

- What are the salon legislations covering the application of airbrush designs?
- How long does it take to apply a full set of airbrush nail designs?
- How long do airbrush nail designs last for?
- What aftercare is given following the application of airbrush nail designs?
- How do airbrush designs differ from freehand painting techniques?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for airbrushing nail services
2. Apply designs to nails using airbrushing techniques
3. Provide product and service advice, evaluating the service

## 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. Prepare for airbrushing nail services

## Topics

- 1.1: Health and safety working practices
- 1.2: Environmental and sustainable working practices
- 1.3: Communication and behaviour
- 1.4: Consultation techniques including service objectives
- 1.5: Product, tools, equipment and consumables
- 1.6: Prepare themselves, client and work area for airbrushing nail services

**Topic 1.1:** Learners will need to understand Health and Safety and professional working practices. Learners must also have knowledge and understanding of industry specific, national and local authority regulations relevant to the service, themselves, the premises and equipment.

Learners will need to understand:

- ensure environmental conditions are suitable for the client and the service
- preparation of themselves and their clients to meet legal requirements and industry code of practice
- the positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the service area
- how to position clients to meet needs of service
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the service
- use working methods that minimise risk of cross infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- check the client's wellbeing throughout the service and allow sufficient post-service recovery time
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation, disposal of contaminated and non-contaminated waste
- leave the service area and equipment in a suitable condition
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment.

Learners will need to know the relevant legislations and consider their influence to the provision of nail services, however there is no requirement for a detailed understanding of the following

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations

- The Regulatory Reform (Fire safety) Order
- 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
- The Health and Safety (Information for Employees) Regulations

**Topic 1.2:** Learners will need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners will need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer service.

**Topic 1.3:** Learners must understand that they need to communicate and behave in a professional manner throughout the duration of the service, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology
- Behave
  - working cooperatively with others, following salon requirements, maintain clients privacy during service

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of the clients to include

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners will need to understand the correct consultation techniques to gain maximum results, including

Consultation techniques

- recognising effective methods of communication when consulting with clients with disabilities, physical deafness, blindness, without speech, autism
- the importance of communication with clients in a professional manner
- how to complete a consultation taking into account the client's diverse needs

- the legal requirements for providing services to minors under 16 years of age and vulnerable adults, ensuring that guardian or parent is present throughout the service for minors
- the importance of agreeing the service and outcome to meet the client's needs
- how to create a suitable service plan to suit the client's occupation, occasion and lifestyle
- the importance of documenting skin, natural nail conditions and artificial coverings.
- obtain written, signed informed consent from the client prior to carrying out the service and nail professional's signatures and the reasons for this
- the legal requirements for storing and protecting client data and the reasons for keeping client's records, with reference to The Data Protection Act.
- The use of manual, visual and written information

Learners will need to understand that from the consultation they need to understand the client's needs and establish the service objectives to include:

- service objective:
  - to complement nail enhancements (liquid and powder; light cured gel and hard gels)
  - to suit an occasion
  - compliment a total look
  - to combine airbrush techniques pushing the boundaries in nail art design

Learners will need to understand how to recognise contra-indications to service, understand why they are a contra-indication and to state the action to take in each case. They need to be able to understand why specific contra-indications should not be named when referring clients to a medical practitioner.

Service related contra-indications

- Contra-indications that prevent service
  - fungal infections, viral infections, bacterial infections eg parasitic infections, severe skin conditions, severe nail separation, recent scar tissue.
- Contra-indications that restrict service
  - eczema, psoriasis, dermatitis, minor nail separation, broken bones, unknown redness or swelling, damaged nails, thinning nails, diabetes, cuts and abrasions, bruises.

Learners will need to understand the repercussion of treating and not recognising contra-indications, knowing when and how to refer to a GP and the advice to improve nail or skin conditions.

Learners will need to understand that during the consultation the nail practitioner will need to prepare a service plan to include the following:

- skin condition eg eczema, psoriasis
- nail condition eg ridge, oily, dry
- service adaptation eg natural nail shape and length
- appropriate airbrush application eg block colour, stenciling, fading

**Topic 1.5:** Learners will need to understand when and how to select and prepare products, tools, equipment, consumables to suit client service needs, skin types and nail conditions. This includes

- Products

- hand sanitiser, polish remover, cuticle oils, topcoat, spray disinfectant, chemical sterilisation, coloured polishes, base coat, acrylic or water based paints in different finishes (e.g. opaque, pearlescent), airbrush paint cleaning solution
- Tools
  - cuticle tools, grit files and buffers, scissors, masking tape, stencils eg netting, frisket, lace, craft knife, cleaning brush
- Equipment
  - Table, hand support, airbrush gun, compressor, different sizes needles/nibs, lidded cleaning pot
- Consumables
  - Lint free wipes, disposable table towels, orangewood sticks, couch roll, cotton wool, disposable files, disposable masks

### Learning outcome:

## 2. Apply designs to nails using airbrushing techniques

### Topics

2.1: Airbrush designs

2.2: Airbrush techniques

2.3: Maintaining airbrushing tools

**Topic 2.1:** Learners will need to be able to apply airbrush designs to meet client requirements including

- French
- fancy French
- animal print
- floral
- rainforest
- seasonal
- abstract designs

**Topic 2.2:** Learners will need to be able to adapt airbrush techniques to suit clients nail shapes and conditions. Airbrush techniques to include

- contouring
- stencilling
- masking
- colour fading
- blending

**Topic 2.3:** Learners will need to be able to maintain airbrushing tools and equipment following services with consideration of

- methods of cleaning eg airbrush gun to be dismantled and cleaned thoroughly at the end of each service
  - disinfection including chemical; sterilisation including heat and radiation.
- storage as per manufacturer's instructions
- servicing as per manufacturer's instructions
- assembling/disassembling of airbrush

## Learning outcome:

### 3. Provide product and service advice, evaluating the service

#### Topics

3.1: Give advice and recommendations

3.2: Record and evaluate the effectiveness of the service

**Topic 3.1:** Learners will need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They will need to be able to understand the action which should be taken if any of them occur either during or after the service.

Learners will need to understand the following causes of contra-actions and their consequences and actions:

- Causes and consequences
  - product coming into contact with surrounding skin - the finish will look untidy
  - poor preparation of the nail – premature loss of airbrush design
- Contra-actions and actions to be taken
  - bacterial infection – remove product and seek medical referral if required
  - over exposure – remove the product and return for service after a minimum of ten days
  - damage to airbrush design – remove and re-apply
  - natural nail separation – remove product and allow area to heal, course of specialised manicure recommended (eg warm oil service)
  - natural nail damage – remove product and allow area to heal, course of specialised manicure recommended (eg strengthening nail enamel)
  - premature loss of airbrush design – re-apply airbrush design
  - discolouration – remove discoloured product and re-apply
  - allergic reaction – remove product and apply a cold compress, seek medical referral if required.
  - Pseudomonas – remove product and re-apply once the area is free from infection.
  - cuticle damage – ask the client to apply a cold compress until bleeding stops. If minor damage continue treatment. Seek medical referral if severe.

Learners will need to recognise the importance of and provide general and client specific advice and recommendations on completion of a service. Learners will need to emphasise that the following advice is likely to maximise the benefits of the service and reduce the risk of adverse effects or contra-actions.

- General advice and recommendations
  - avoidance of activities which may cause contra-actions eg UV exposure, heat services
  - time intervals between services
  - present and future products and services
  - home care advice
    - wearing of gloves when carrying out manual work may be required to improve the effectiveness of the service
    - apply oil to the nails daily when required
  - post-service restrictions: avoid touching the area



Learners will need to understand the importance of providing aftercare advice and recommendations. Learners will need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling:
  - additional services (frequency to return eg maintenance, removal, repair)
  - additional products

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client service record for future use and reference. Learners will need to be able to evaluate the service and document their findings.

- Methods of evaluating
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

The use of dummy hands is highly recommended for the learners to gain confidence, technique and speed before practicing on a model, learners will gain practical skills in the correct use of the various types of airbrush compressors and the techniques used during application and learners should be encouraged to practice techniques taught outside of the lessons.

This unit links with all nail enhancement and nail art units.

Learners will need guidance and support throughout this unit to ensure they adopt the correct techniques to achieve safe application and effective end results. Demonstration is key and will need to be revisited throughout to show progression and continuity.

Some of the activities will require group work but each learner will need to be given the opportunity show independent, individual learning. Throughout this unit learners will need to work methodically and showing the improvements in techniques and speed from start to finish.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS - SKANS12

### Suggested learning resources

#### *Magazines*

SCRATCH  
NAILS

## Your Nails

## **Websites**

Smartscreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
HABIA	<a href="http://www.habia.org">www.habia.org</a>
Health and Safety Executive	<a href="http://www.hse.co.uk">www.hse.co.uk</a>
SCRATCH	<a href="http://www.scratchmagazine.co.uk">www.scratchmagazine.co.uk</a>
NAILS	<a href="http://www.nailsmag.com">www.nailsmag.com</a>
Salon Geek	<a href="http://www.salongeek.com">www.salongeek.com</a>

<b>UAN:</b>	A/507/4875
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is to provide learners with skills and knowledge to be able to provide professional enhancements using wrap systems, to industry timings and standards. The unit covers application, maintenance, repair and removal of enhancements, using current techniques, skills and knowledge.

Silk and fiberglass are thin meshes that becomes transparent when a liquid is applied over the top. These are the thinnest and most realistic looking nail services which are best for clients that prefer more natural looking nails. They can also be used to repair damaged natural nails to prevent nails from breaking any further. The unit also covers effective client communication and consultation techniques which will enable learners to plan a customised nail service to cosmetically improve, enhance or camouflage nails.

Learners will explore how to maintain effective health and safety, hygiene procedures and minimise waste whilst working. The unit will provide learners with the knowledge and understanding of wrap enhancement services so they can provide a diverse range of service procedures to suit client requirements.

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

- Is it expensive to provide a wrap system?
- What are the benefits of using a wrap system?
- What is the difference between fibreglass and silk?
- What is the aftercare advice for nail wrap systems?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for nail wrap enhancement services
2. Provide nail wrap enhancement services
3. Provide product and service advice, evaluating the service

## 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. Prepare for nail wrap enhancement services

## Topics

- 1.1: Health and safety working practices
- 1.2: Environmental and sustainable working practices
- 1.3: Communication and behaviour
- 1.4: Consultation techniques including service objectives
- 1.5: Products, tools, equipment and consumables
- 1.6: Preparing themselves, client and work area for nail enhancement services

**Topic 1.1:** Learners will need to understand Health and Safety and professional working practices. Learners must also have knowledge and understanding of industry specific, national and local authority regulations relevant to the service, themselves, the premises and equipment.

Learners will need to understand:

- ensure environmental conditions are suitable for the client and the service
- preparation of themselves and their clients to meet legal requirements and industry code of practice
- the positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the service area
- how to position clients to meet needs of service
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the service
- use working methods that minimise risk of cross infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- check the client's wellbeing throughout the service and allow sufficient post-service recovery time
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation, disposal of contaminated and non-contaminated waste
- leave the service area and equipment in a suitable condition
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment.

Learners will need to know the relevant legislations and consider their influence to the provision of nail services, however there is no requirement for a detailed understanding of the following

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire safety) Order
- 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
- The Health and Safety (Information for Employees) Regulations

**Topic 1.2:** Learners will need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners will need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer service.

**Topic 1.3:** Learners must understand that they need to communicate and behave in a professional manner throughout the duration of the service, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology
- Behave
  - working cooperatively with others, following salon requirements, maintain clients privacy during service

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of the clients to include

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners will need to understand the correct consultation techniques to gain maximum results, including

Consultation techniques

- recognising effective methods of communication when consulting with clients with disabilities, physical deafness, blindness, without speech, autism
- the importance of communication with clients in a professional manner
- how to complete a consultation taking into account the client's diverse needs

- the legal requirements for providing services to minors under 16 years of age and vulnerable adults, ensuring that guardian or parent is present throughout the service for minors
- the importance of agreeing the service and outcome to meet the client's needs
- how to create a suitable service plan to suit the client's occupation, occasion and lifestyle
- the importance of documenting skin, natural nail conditions and artificial coverings.
- obtain written, signed informed consent from the client prior to carrying out the service and nail professional's signatures and the reasons for this
- the legal requirements for storing and protecting client data and the reasons for keeping client's records, with reference to The Data Protection Act.
- The use of manual, visual and written information

Learners will need to understand that from the consultation they need to understand the client's needs and establish the service objectives to include:

- lengthen the nails
- strengthen the nails
- to make the hands and nails esthetically pleasing
- to suit an occasion

Learners will need to understand how to recognise contra-indications to service, understand why they are a contra-indication and to state the action to take in each case. They need to be able to understand why specific contra-indications should not be named when referring clients to a medical practitioner.

Service related contra-indications

- Contra-indications that prevent service
  - fungal infections, viral infections, bacterial infections eg parasitic infections, severe skin conditions, severe nail separation, recent scar tissue.
- Contra-indications that restrict service
  - eczema, psoriasis, dermatitis, minor nail separation, broken bones, unknown redness or swelling, damaged nails, thinning nails, diabetes, cuts and abrasions, bruises.

Learners will need to understand the repercussion of treating and not recognising contra-indications, knowing when and how to refer to a GP and the advice to improve nail or skin conditions.

Learners will need to understand that during the consultation the nail practitioner will need to prepare a service plan to include the following:

- skin condition eg eczema, psoriasis
- nail condition eg ridge, oily, dry
- service adaptation eg natural nail shape and length
- appropriate wrap application eg fibreglass/silk, tips, overlay, maintenance

**Topic 1.5:** Learners will need to understand when and how to select and prepare products, tools, equipment, consumables to suit client service needs, skin types and nail conditions. This includes

- Products
  - Hand sanitiser, polish remover, dehydrator, cleanser, resin, activator, fibreglass, silk, oils, product remover, spray and liquid disinfectant, chemical sterilisation
- Tools

- cuticle tools, various grit files and buffers, high shine buffers, scissors, tweezers
- Equipment
  - Table, hand support, light, extraction, disinfectant jar, lined metal bin with a lid, autoclave.
- Consumables
  - Lint free wipes, cotton wool, disposable table towels, orangewood sticks

**Topic 1.6:** Learners will need to take responsibility for preparing themselves, the client and work area for the nail service including

- presenting themselves appropriately: (professional presentation as per industry code of practice - e.g. hair away from face and maintained clean nails, unobtrusive jewellery)
- greeting the client in a professional manner using appropriate consultation techniques to determine the service plan
- complying with health and safety working practices
- documenting information on client's record
- selecting products, tools and equipment to suit the service objectives, nail shape and conditions
- obtaining signed informed consent to service.

### Learning outcome:

#### 2. Provide nail wrap enhancement services

2.1: Advantages and disadvantages of wrap systems

2.2: Apply nail enhancements including the techniques

2.3: Maintain nail enhancements

2.4: Repair nail enhancements

2.5: Remove nail enhancements

**Topic 2.1:** Learners will need to understand the advantages and disadvantages of nail wrap systems including

- advantages eg:
  - features: Natural looking, thin
  - benefits: quick and easy to remove
- disadvantages eg: durability, exothermic reaction, discolouration

**Topic 2.2:** Learners will need to be able to apply nail enhancements, using products, tools, equipment and techniques to suit the client's service needs, nail and skin conditions. Learners will need to take into consideration the following

- nails shape
- nail condition

Learners will need to be able to prepare the natural nail plate to include

- cuticle work
- filing of natural nail
- buffing if appropriate
- dehydration

Learners will need to be able to apply the following



- tips (manual blending avoiding any nail damage)

Learners will need to be able to apply the following

- silk
- fibreglass

**Topic 2.3:** Learners will need to be able to maintain wrap nail enhancements including

- in-fill
- rebalance
- replacement of overlay
- repair of overlay

In addition learners will need to know when to repair, replace or remove depending on the degree of damage to overlay or natural nail.

**Topic 2.4:** Learners will need to be able to repair natural nails including

- cracks
- breakages
- splits

**Topic 2.5:** Learners will need to be able to remove wrap systems including the following

- chemical removal

### Learning outcome:

#### 3. Provide product and service advice, evaluating the service

##### Topics

3.1: Give advice and recommendations

3.2: Record and evaluate the effectiveness of the service

**Topic 3.1:** Learners will need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They will need to be able to understand the action which should be taken if any of them occur either during or after the service.

Learners will need to understand the following causes of contra-actions and their consequences and actions:

- Causes and consequences:
  - product coming into contact with surrounding skin - the enhancement will lift and will cause over exposure
  - incorrect application of product – premature loss of enhancement, lifting, damage to natural nail
  - poor preparation of the natural nail – premature loss of enhancement, lifting, damage to natural nail, bacterial infection, Pseudomonas
  - under/over-curing product – discolouration of product, cracking of product, unsetting of product, exothermic reaction
- Contra-actions and actions to be taken
  - bacterial infection – remove product and seek medical referral if required

- over exposure – remove the product and return for service after a minimum of ten days
- exothermic reaction – wait for reaction to cease and continue the service
- natural nail separation – remove product and allow area to heal, course of specialised manicure recommended (eg warm oil service)
- natural nail damage – remove product and allow area to heal, course of specialised manicure recommended (eg strengthening nail enamel)
- premature loss of enhancement – re-apply enhancement
- lifting of product – carry out maintenance service
- discolouration – remove discoloured product and re-apply
- allergic reaction – remove product and apply a cold compress, seek medical referral if required.
- Pseudomonas – remove product and re-apply once the area is free from infection.
- cracks – carry out a maintenance service
- breakages – carry out a maintenance service
- cuticle damage – ask the client to apply a cold compress until bleeding stops. If minor damage continue treatment. Seek medical referral if severe.

Learners will need to recognise the importance of and provide general and client specific advice and recommendations on completion of a service. Learners will need to emphasise that the following advice is likely to maximise the benefits of the service and reduce the risk of adverse effects or contra-actions.

- General advice and recommendation:
  - avoidance of activities which may cause contra-actions eg UV exposure, heat services
  - time intervals between services
  - present and future products and services
  - home care advice
    - wearing of gloves when carrying out manual work may be required to improve the effectiveness of the service
    - apply oil to the nails daily when required
  - post-service restrictions: avoid touching the area

Learners will need to understand the importance of providing aftercare advice and recommendations. Learners will need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling
  - additional services (frequency to return eg maintenance, removal, repair)
  - additional products

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client service record for future use and reference. Learners will need to be able to evaluate the service and document their findings.

- Methods of evaluating
  - visual
  - verbal
  - written feedback
  - repeat business

## Guidance for delivery

A professional working kit is required to enable learners to progress. The use of training hands is recommended for learners to gain competence. Learners would benefit from completing a level 2 nail qualification in order to develop the basic skills prior to commencing this qualification.

Learners will need guidance and support throughout this unit to ensure the correct application techniques and to make sure no damage occurs to the natural nail plate or surrounding area. Demonstration is a key aspect and will need to be revisited throughout to show different techniques to achieve results and learners should be encouraged to practise techniques taught outside of the lessons. Learners will find a technique that is preferred.

Throughout this unit learners will need to work precisely and a photographic portfolio could be created to show improvements in skill. Working on clients in realistic working environments will increase learner's professionalism, retail and time management skills. Competing in nail competitions will increase confidence and skill levels and will enable learners to pinpoint areas for improvement and also areas of skill

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS - SKANS8

## **Suggested learning resources**

### ***Journals and magazines***

Scratch Magazine  
NAILS Magazine  
Professional Beauty

### ***Websites***

Smartscreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
HABIA	<a href="http://www.habia.org">www.habia.org</a>
Health and Safety Executive	<a href="http://www.hse.co.uk">www.hse.co.uk</a>
SCRATCH	<a href="http://www.scratchmagazine.co.uk">www.scratchmagazine.co.uk</a>
NAILS	<a href="http://www.nailsmag.com">www.nailsmag.com</a>
Salon Geek	<a href="http://www.salongeek.com">www.salongeek.com</a>

<b>UAN:</b>	F/507/4876
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to understand the preparation required and considerations when competing in nail competitions. Nail competitions have become increasingly important within the nail industry – just competing can help improve organisation and techniques which can be applied in the salon and winning can dramatically enhance a technician’s reputation and career prospects both in the UK and Internationally.

The unit covers the considerations to be made when deciding which competition to enter, the logistics of planning for competition and how to develop and showcase an original nail art theme with consideration of hair, make up and costume. The unit also looks at the importance of evaluating and reflecting on competition performance and using constructive criticism to grow personally and professionally.

Learners will have the opportunity to explore how to carry out nail enhancements and nail art to competition standards.

Learners will understand how competitions can help them with their advancement into the nail industry and skills they need to become a winner.

Learners may be introduced to this unit by asking themselves:

- What types of competitions are available to enter?
- What are the criteria for entering competitions?
- What are the differences between competition nails and salon nails?
- How can entering competitions help career development?

### Learning outcomes

In this unit, learners will be able to:

1. Understand preparation requirements for competitions
2. Carry out nail services to competition standard

Evaluate competition results

## 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.

Learners will need to draw on their skills and knowledge from all other nail units and their research to achieve the best results out of the content covered within this unit.

## Learning outcome:

### 1. Understand preparation requirements for competitions

## Topics

1.1: Working safely under competition conditions

1.2: Planning for competitions

1.3: Preparing self and model for competitions

1.4: Researching themes for nail art

1.5: How competitions can further career options

**Topic 1.1:** Learners will need to understand the industry specific, national and local authority regulations relevant to carrying out nail services at competitions including

- preparation of self and models to meet legal requirements and industry codes of practice
- positioning of equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- how to ensure their own posture and working methods minimise fatigue and risk of injury
- removal of accessories
- ensuring their posture and working methods minimise fatigue and risk of injury
- how to maintain accepted industry hygiene and safety practices throughout the service
- leaving work area and equipment in a suitable condition following service
- following workplace, venue, manufacturer and competition rules and regulations
- safe disposal of contaminated and non-contaminated waste
- hazards and risks in the work area and safe working practices that must be followed
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation
- the importance of carrying out a risk assessment
- the importance of gaining information before a competition on the venue and its facilities, equipment and personnel

Learners will need to understand the relevant health and safety legislations and consider their influence on nail service completions. The following is a list of the legislation that applies to the nail industry. Learners must appreciate where each legislation applies when working at competitions.

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire safety) Order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act
- The Management of Health and Safety at Work Regulations

- The Health and Safety (Information for Employees) Regulations

**Topic 1.2:** Learners will need to understand the importance of research when planning to enter competitions. Learners will need to be able to evaluate competition criteria in order to make an informed choice about which competition to enter.

#### Competition Criteria

- type of competition – eg local, national, category, level
- entry criteria eg rules and regulations of competition
- timings, locations and when competitions are held
- who are the judges and what are they looking for
- current and previous winners and how winning has helped their careers
- skills needed to compete
- organisation involved in planning for a competition – eg travel, costs, kit, checking model availability
- qualities of a good model for nail enhancements – eg patience, physical characteristics
- sources of advice and help – eg tutors, mentors, other professionals
- importance of practicing skills
- preparation of own and models nails before competition

**Topic 1.3:** Learners will need to understand why preparation is critical and what aspects should be considered when preparing themselves and their model for nail enhancement competition and their potential impact, including

- planned travel to the venue
- costs – eg entry fee, travel costs, products used
- specific completion rules and regulations
- who are the judges and what are they looking for
- equipment – eg what organisers will provide, what tools and products need to be taken, will a metal lined bin be provided
- product labelling
- natural nails of model – eg long nail bed, parallel side walls, no damage
- preparation of models nails before competition
- model's awareness of expectations
- dress code – including branding
- completion of client consultation card/service plan if required
- timings for awards and judges feedback
- checks and checklists to ensure preparation – eg spare products and tools

**Topic 1.4:** Learners will need to understand how to research themes for nail art competition and considerations to be made when planning and presenting nail art techniques and step-by-steps including

- researching themes of previous winners
- whether a theme is achievable
- originality of theme
- costings
- nail art mediums used within a design
- nail art techniques used for the design
- length and shape of tips
- presentation of finished nails
- presentation of step-by-step
- sources of information – eg on make-up, hair and costumes

- referencing sources
- including other professionals in the showcase

**Topic 1.5:** It is important for learners to understand that competition work could lead to work within the media industry using design skills with professionals such as editors, photographers and stylists. Learners will need to understand how the results of competitions can be applied for future growth with consideration of

- potential benefits to the salon and future clients
- possibilities for using experiences for marketing and advertising
- other competition opportunities open to them
- where competition work can lead to within the nail industry
- how a portfolio of competition work could impact future employment opportunities
- what levels of competition are available once a winner

### Learning outcome:

#### 2. Carry out nail services to competition standard

2.1: Apply nail enhancements to competition standard

2.2: Applying nail art to competition standard

**Topic 2.1:** Learners will need to be able to apply nail enhancements to a model under competition conditions to meet required criteria with consideration of

- safe working practices
- competition timing
- product choice
- comfort of model
- colour, finish and length required
- product neatness around cuticles with no damage to the skin
- underside of tip/sculpt being clean with no product leakage
- sidewalls fitting perfectly with no product on the skin
- no shadows or air bubbles in the product
- stress point (apex/arch) position
- completing consultation card/service plan

**Topic 2.2:** Learners will need to be able to apply nail art to a set of tips under competition conditions to meet required criteria with consideration of

- methods of showcasing tips – eg box, book with step-by-step, model
- choice of theme
- nail art techniques – eg 2D, 3D, embedding, alternative nail shapes, colour blending, colour fading, marbling, freehand painting, airbrushing, decals, embellishments
- products and tools used
- ensuring nail art is neat, tidy and designs can be seen clearly
- ensuring step-by-step has relevant information as per the competition criteria including:
  - hair
  - make-up
  - costume
  - props
- including pictorial evidence of final theme

## Learning outcome:

### 3. Evaluate competition results

3.1: Factors to consider when evaluating competition results

3.2: Evaluate competition results

**Topic 3.1, 3.2:** It is important for learners to be able to take constructive criticism and understand that this is part of growing professionally and the learning process

Learners will need to be able to evaluate their own work considering the following:

- methods of seeking feedback eg from tutors, mentors, judges
- evaluation of their finished product against competition criteria
- comparing competition first, second and third places for differences
- identifying skills to be improved for future competitions

### Guidance for delivery

A professional nail kit will be needed to complete this unit as well as a range of nail art products. Learners will need guidance and support in their research of the criteria for liquid and powder and hard gel pink and white competition nails. Learners will need support and guidance in the differences between a good salon nail and what judges will be expecting to see from a competition nail.

Learners will need knowledge of how to research themes, various nail art techniques, make up, hair, costume and colour theory in putting together their nail art showcase. They will need to have the ability to put together and in depth step-by-step to incorporate why they have chosen their final showcase, how they achieved it in a step-by-step and perhaps present it to their tutors and judges.

Learners will need to undertake research on ideas for their nail art showcase and learn to coordinate with other professionals such as hairdressers, make-up artists and costumiers to complete their entry.

Competing in nail competitions will increase their confidence and skill levels and will enable learners to pinpoint their strengths and weaknesses and practice their techniques to a higher level and may enhance their chances of employability.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

This unit will not only enhance their practical skills but teach learners how to liaise with other professionals put together a total look, research and develop their skills and widen their knowledge of the nail industry.

Learners could be encouraged to research the past winners and themes and current nail trends – competitions including Scratch awards, Nail Olympics, Beauty UK.

### Suggested learning resources

#### *Magazines*



SCRATCH  
NAILS  
Your Nails

**Websites**

Smartscreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
HABIA	<a href="http://www.habia.org">www.habia.org</a>
Health and Safety Executive	<a href="http://www.hse.co.uk">www.hse.co.uk</a>
SCRATCH	<a href="http://www.scratchmagazine.co.uk">www.scratchmagazine.co.uk</a>
NAILS	<a href="http://www.nailsmag.com">www.nailsmag.com</a>

**DVD's**

Nail Style (HABIA)

<b>UAN:</b>	J/507/4877
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to be able to apply safe and appropriate use of an electric file when maintaining and finishing nail enhancements. Electric files are used in the nail industry for a number of different uses including to refine and buff nail enhancements. Used correctly electric files can greatly improve and speed up nail enhancement services.

The unit covers consultation, planning and preparing for using electric files as well as the maintenance required for electric file hand pieces and attachments. Learners will have the opportunity to use electric files to prepare and finish nail overlays with consideration of the importance of maintaining effective health, safety and hygiene procedures whilst working.

Learners will explore the industry requirements for maintaining personal appearance and learn how to demonstrate effective communication. Consideration will also be made to the potential risks and dangers associated with the incorrect use of electrical files, the aftercare that should be provided and evaluation that should be made following services.

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

- What are the legislations relating to electric filing?
- What are the health and safety consideration when using electric files?
- Can electric files be used for maintenance services?
- What different bits can be used when electric filing?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare to use electric nail files
2. Maintain and finish nail overlays using electric files
3. Provide product and service advice, evaluating the service

## 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. Prepare to use electric nail files

### Topics

- 1.1: Health and safety working practices
- 1.2: Environmental and sustainable working practices
- 1.3: Communication and behaviour
- 1.4: Consultation techniques including service objectives
- 1.5: Products, tools, equipment and consumables
- 1.6: Prepare self, client and work area for nail enhancement services
- 1.7: Risks when using electric nail files

**Topic 1.1:** Learners will need to understand Health and Safety and professional working practices. Learners must also have knowledge and understanding of industry specific, national and local authority regulations relevant to the service, themselves, the premises and equipment.

Learners will need to understand:

- ensure environmental conditions are suitable for the client and the service
- preparation of themselves and their clients to meet legal requirements and industry code of practice
- the positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the service area
- how to position clients to meet needs of service
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the service
- use working methods that minimise risk of cross infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- check the client's wellbeing throughout the service and allow sufficient post-service recovery time
- methods of cleaning, disinfection including chemical and sterilisation including heat and radiation, disposal of contaminated and non-contaminated waste
- leave the service area and equipment in a suitable condition
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment.

Learners will need to know the relevant legislations and consider their influence to the provision of nail services, however there is no requirement for a detailed understanding of the following

- Health and Safety at Work Act

- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire safety) Order
- 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
- The Health and Safety (Information for Employees) Regulations

**Topic 1.2:** Learners will need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners will need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer service.

**Topic 1.3:** Learners must understand that they need to communicate and behave in a professional manner throughout the duration of the service, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology
- Behave
  - working cooperatively with others, following salon requirements, maintain clients privacy during service

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of the clients to include

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners will need to understand the correct consultation techniques to gain maximum results, including

Consultation techniques

- recognising effective methods of communication when consulting with clients with disabilities, physical deafness, blindness, without speech, autism
- the importance of communication with clients in a professional manner

- how to complete a consultation taking into account the client's diverse needs
- the legal requirements for providing services to minors under 16 years of age and vulnerable adults, ensuring that guardian or parent is present throughout the service for minors
- the importance of agreeing the service and outcome to meet the client's needs
- how to create a suitable service plan to suit the client's occupation, occasion and lifestyle
- the importance of documenting skin, natural nail conditions and artificial coverings.
- obtain written, signed informed consent from the client prior to carrying out the service and nail professional's signatures and the reasons for this
- the legal requirements for storing and protecting client data and the reasons for keeping client's records, with reference to The Data Protection Act.
- the use of manual, visual and written information

Learners will need to understand that from the consultation they need to understand the client's needs and establish the service objectives to include:

- service objectives:
  - remove enhancements
  - finish file enhancements
  - file or e-file in preparation for maintenance

Learners will need to understand how to recognise contra-indications to service, understand why they are a contra-indication and to state the action to take in each case. They need to be able to understand why specific contra-indications should not be named when referring clients to a medical practitioner.

Service related contra-indications

- Contra-indications that prevent service
  - fungal infections, viral infections, bacterial infections eg parasitic infections, severe skin conditions, severe nail separation, recent scar tissue.
- Contra-indications that restrict service
  - eczema, psoriasis, dermatitis, minor nail separation, broken bones, unknown redness or swelling, damaged nails, thinning nails, diabetes, cuts and abrasions, bruises.

Learners will need to understand the repercussion of treating and not recognising contra-indications, knowing when and how to refer to a GP and the advice to improve nail or skin conditions.

Learners will need to understand that during the consultation the nail practitioner will need to prepare a service plan to include the following:

- skin condition eg eczema, psoriasis
- nail condition eg ridge, oily, dry
- service adaptation eg natural nail shape and length
- appropriate file bite for service eg removal, maintenance

**Topic 1.5:** Learners will need to understand when and how to select and prepare products, tools, equipment, consumables to suit client service needs, skin types and nail conditions including the following:

- Tools
  - cuticle tools, various grit files and buffers, high shine buffers
- Equipment
  - Table, hand support, light, extraction, disinfectant jar, lined metal bin with a lid, autoclave, electric file, electrical file bits, associated techniques, RPM speed and direction
    - carbide/diamond bit
    - backfill bit
    - mandrel and sanding bands
    - under nail cleaner bit

**Topic 1.6:** Learners will need to be able to take responsibility for preparing themselves, the client and work area for the nail service in accordance with health and safety legislation and industry guidelines including

- present themselves appropriately: professional presentation as per industry code of practice (hair away from face and maintained clean nails, unobtrusive jewellery)
- greet the client in a professional manner using appropriate consultation techniques to determine the service plan
- complying with Health and Safety working practices
- documenting information on client's record
- select products, tools and equipment to suit the service objectives, nail shape and conditions
- obtaining signed informed consent to service.

**Topic 1.7:** Learners will need to understand the potential risks and dangers associated with the use of electric nail files including

- the effect of using incorrect speed, direction and angle of file
- not to use on the natural nail

### Learning outcome:

#### 2. Maintain and finish nail overlays using electric files

### Topics

2.1: Use electric nail file attachments

2.2: Use electric nail file techniques

2.3: Maintain electric nail file equipment

**Topic 2.1:** Learners will need to be able to select and use appropriate electric file bits for services following manufacturer's instructions including eg

- carbide or diamond bit
- backfill bit
- mandrel and sanding bands
- under nail cleaner bit

**Topic 2.2:** Learners will need to be able to select and use the appropriate file technique for service including

- reducing length
- refining surfaces
- thinning out the free edge

- buffing
- reducing overlay bulk
- cutting-out smile line.

**Topic 2.3:** Learners will need to be able to maintain electric nail filing equipment following services with consideration of

- methods of cleaning – eg removal of dust build-up, disinfection and sterilisation of metal bits as required
- storage as per manufacturer’s instructions
- disposing contaminated waste – eg disposable sanding bands
- servicing as per manufacturer’s instructions

### Learning outcome:

#### 3. Provide product and service advice, evaluating the service

#### Topics

3.1: Give advice and recommendations

3.2: Record and evaluate the effectiveness of the service

**Topic 3.1:** Learners will need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They will need to be able to understand the action which should be taken if any of them occur either during or after the service.

Learners will need to understand the following causes of contra-actions and their consequences and actions

- Causes and consequences
  - incorrect use of e-file – blistering, heat friction, thinning of the nail plate and cuts and abrasions
- Contra-actions and actions to be taken
  - blistering – stop the treatment, apply a cold compress, seek medical referral if required
  - heat friction – stop the treatment, check and adjust the setting on the electric nail file, change position of the electric nail file on the nail, if severe move on to the next nail giving the nail time to recover or stop the treatment, apply a cold compress, seek medical referral if required
  - thinning of the nail plate - stop using the electric file as part of the enhancement services, if required use a hand held file to complete the treatment, if sever remove product and allow area to heal, course of specialised manicure recommended (eg strengthening nail enamel)
  - cuts and abrasions - ask the client to apply a cold compress until bleeding stops. If minor damage continue treatment. Seek medical referral if severe

Learners will need to recognise the importance of and provide general and client specific advice and recommendations on completion of a service. Learners will need to emphasise that the

following advice is likely to maximise the benefits of the service and reduce the risk of adverse effects or contra-actions.

- General advice and recommendation:
  - avoidance of activities which may cause contra-actions eg UV exposure, heat services
  - time intervals between services
  - present and future products and services
  - home care advice
  - wearing of gloves when carrying out manual work may be required to improve the effectiveness of the service
  - apply oil to the nails daily when required
  - post-service restrictions: avoid touching the area

Learners will need to understand the importance of providing aftercare advice and recommendations. Learners will need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling
  - additional services (frequency to return eg maintenance, removal, repair, specialised manicure)
  - additional products

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client service record for future use and reference. Learners will need to be able to evaluate the service and document their findings.

- Methods of evaluating
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

The use of training hands is highly recommended for the learners to gain competence, technique and speed before practicing on a model, learners will gain practical skills in the correct use of the various types of electric file attachment and the techniques used during application. This unit also links to all nail enhancement and nail art units.

Learners will need guidance and support throughout this unit to ensure they adopt the correct techniques to achieve safe application and effective end results. Demonstration is key and will need to be revisited throughout to show progression and continuity.

Some of the activities will require group work but each learner will need to be given the opportunity show independent, individual learning. Throughout this unit the learners will need to work methodically and show the improvements in techniques and speed from start to finish.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent nail technicians. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; participating in nail forums; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

This unit links to NOS – SKANS10



## Suggested learning resources

### **Magazines**

SCRATCH

NAILS

Your Nails

### **Websites**

City & Guilds Smartscreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk)

HABIA [www.habia.org](http://www.habia.org)

Health and Safety Executive [www.hse.co.uk](http://www.hse.co.uk)

SCRATCH [www.scratchmagazine.co.uk](http://www.scratchmagazine.co.uk)

NAILS [www.nailsmag.com](http://www.nailsmag.com)

## 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](http://www.cityandguilds.com).

### City & Guilds Centre Manual

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

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

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

### Our Quality Assurance Requirements

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

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

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

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

## Useful contacts

### UK learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

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

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### 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](mailto:singlesubjects@cityandguilds.com)

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### International awards

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

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

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

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

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

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