

# **Level 2 Diploma for Beauty Professionals - Beauty Therapist (7003-12)**

**Version 1.1 (November 2018)**

**Qualification Handbook**

Version and date	Change detail	Section
V1.1 November 2018	Available assessments table updated	4. Assessments

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## Qualification at a glance

<b>Subject area</b>	Beauty
<b>City &amp; Guilds number</b>	7003
<b>Age group approved</b>	16-19, 19+
<b>Entry requirements</b>	None
<b>Assessment types</b>	Portfolio
<b>Approvals</b>	Fast track approval
<b>Support materials</b>	Qualification handbook; Fast track approval forms; Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>	<b>Ofqual accreditation number</b>
Level 2 Diploma for Beauty Professionals - Beauty Therapist	391	600	7003-12	603/3459/9

# Contents

<b>Qualification at a glance</b>	<b>3</b>
<b>Contents</b>	<b>4</b>
<b>1 Introduction</b>	<b>6</b>
Structure	7
Total Qualification Time	7
<b>2 Centre requirements</b>	<b>8</b>
Approval	8
Resource requirements	8
Workplace assessment	9
Realistic working environment	9
Learner entry requirements	10
Age restrictions	10
Quality assurance	10
External quality assurance	10
<b>3 Delivering the qualification</b>	<b>11</b>
Initial assessment and induction	11
Support materials	11
<b>4 Assessment</b>	<b>12</b>
Summary of assessment methods	12
Assessment strategy	12
<b>5 Units</b>	<b>13</b>
Availability of units	13
Structure of the units	13
<b>Unit 208 Provide waxing treatments</b>	<b>14</b>
<b>Unit 209 Provide hand and nail treatments</b>	<b>23</b>
<b>Unit 210 Provide foot treatments</b>	<b>32</b>
<b>Unit 211 Provide facial treatments</b>	<b>40</b>
<b>Unit 212 Provide eyelash and eyebrow treatments</b>	<b>49</b>
<b>Unit 213 Provide make-up application</b>	<b>60</b>
<b>Unit 214 Provide basic massage treatments</b>	<b>69</b>
<b>Appendix 1 Mandatory Core Knowledge</b>	<b>77</b>
<b>Appendix 2 Sources of general information</b>	<b>81</b>
<b>Appendix 3 Useful contacts</b>	<b>83</b>



# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	<p>The Level 2 Diploma for Beauty Professionals - Beauty Therapist is a qualification designed for learners who are at least 16 years old and who wish to develop the skills and knowledge needed to begin to work as a Beauty Therapist.</p> <p>They may have previously completed a level 1 qualification in the relevant subject area. Learners wishing to complete this qualification will be doing so as an employed, apprentice in a real work environment.</p>
What does the qualification cover?	<p>This qualification covers all of the core knowledge and skills needed to become a competent Beauty Therapist</p>
What opportunities for progression are there?	<p>Learners achieving the Level 2 Diploma for Beauty Professionals - Beauty Therapist can gain employment in a salon as a Beauty Therapist, carrying out day to day tasks such as:</p> <ul style="list-style-type: none"><li>• Providing waxing treatments</li><li>• Providing hand and nail treatments</li><li>• Providing foot treatments</li><li>• Providing facial treatments</li><li>• Providing a range of eyelash and eyebrow treatments</li><li>• Providing make-up application</li><li>• Providing basic massage treatments</li></ul>
Who did we develop the qualification with?	<p>The Level 2 Diploma for Beauty Professionals - Beauty Therapist has been newly created based on employer need and has been designed by employers.</p>
Is it part of an apprenticeship framework or initiative?	<p>The Level 2 Diploma for Beauty Professionals - Beauty Therapist has been developed to enhance the on-programme requirements of the Level 2 Beauty Professional Apprenticeship, covering the required knowledge, skills and behaviours.</p>

## Structure

To achieve the **Level 2 Diploma for Beauty Professionals – Beauty Therapist**, learners must achieve seven mandatory units, 208-214.

City & Guilds unit number	Unit title	GLH
<b>Mandatory</b>		
7003-208	Provide waxing treatments	61
7003-209	Provide hand and nail treatments	53
7003-210	Provide foot treatments	53
7003-211	Provide facial treatments	68
7003-212	Provide eyelash and eyebrow treatments	45
7003-213	Provide make-up application	41
7003-214	Provide basic massage treatments	70

## Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Diploma for Beauty Professionals - Beauty Therapist	391	600

## 2 Centre requirements

### Approval

If your Centre is approved to offer the following qualifications:

- 3007-52 Level 2 NVQ Diploma in Beauty Therapy

And:

- 3007-55 Level 3 NVQ in Beauty Therapy

Or:

- 3007-56 Level 3 NVQ in Beauty Therapy Massage

Then you can apply for the new Level 2 Diploma for Beauty Professionals - Beauty Therapist approval using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

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

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

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

### Resource requirements

#### **Centre staffing**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

The Assessors and IQAs must:

- hold, or be working towards a valid assessors' qualification based on LSIS, formally LLCC, Learning and Development National Occupational Standards (2010)
- hold an NVQ in Beauty Therapy at Level 3 or equivalent  
The Assessor must have sufficient operational experience within the Beauty industry that can be evidenced, is current and relevant to the qualification. Experience could be gained through time



- in a role in the hairdressing industry which could include, but is not limited to: Stylist, Technician/specialist; Salon manager; Trainer; Lecturer; Verifier
- have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.
  - have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding organisation or other recognised and relevant providers in the sector.
  - a minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills in a commercial environment (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the centre they work for.

## Workplace assessment

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employers workplaces are the same, therefore assessment conditions may not be identical. However to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the apprentice is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the apprentice meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

It is imperative the learner is not placed under more, or less, pressure than found normally in the workplace during assessment.

## Realistic working environment

Apprentices should be assessed through performance in the workplace.

As far as reasonably practicable the assessment should match conditions of a realistic working environment (RWE). In other words, the conditions should match those found in the workplace, including facilities, equipment, products, as well as relationships, constraints and pressures.

The RWE must adhere to the following principles:

- Centres must develop realistic management procedures that incorporate a 'salon/spa image' and sales and marketing policy to attract the type and number of clients needed to ensure the requirements of the qualification can be met and achieved.
- All assessments must be carried out under realistic commercial pressures and on clients, not other Apprentices within the same cohort. Clients used should vary in age and ethnicity.
- All services performed must be completed in a commercially acceptable timescale.
- Apprentices must be able to achieve a realistic volume of work.
- The space per working area conforms to current health and safety legislation and commercial practice.

- The range of services, professional products, tools, materials and equipment must be current and available for use.
- A reception facility where clients are greeted, payment is taken and general enquiries and appointments can be made. A payment facility must be available.
- A retail facility must be provided, stocked with products that relate to the clients need and compliments the services offered.
- All by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out must be taken into full account.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

## **Quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance of the on-programme stage of the qualification.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in City & Guilds centre manual and our quality assurance requirements. This document also explains the tasks, activities and responsibilities of quality assurance staff.

## **External quality assurance**

External quality assurers (EQA) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that there is validity, reliability and good practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- carry out quality assurance activities to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds.

External quality assurance for the qualifications will be provided by the usual City & Guilds quality assurance process.

## 3 Delivering the qualification

### Initial assessment and induction

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

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for these qualifications:

Description	How to access
Fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessor Guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

#### **Candidates must:**

- have a completed portfolio of evidence for each unit
- have achieved/completed the essential knowledge and understanding requirements

#### **Available assessments**

Unit	Title	Assessment method	On-line test number
	Cross unit knowledge	Online test	<b>690</b>
208	Remove hair using Wax	Online test	<b>608</b>
209	Provide hand and nail treatments	Online test	<b>609</b>
210	Provide foot treatments	Online test	<b>610</b>
211	Provide facial treatments	Online test	<b>611</b>
212	Provide eyelash and eyebrow treatments	Online test	<b>612</b>
213	Provide make-up application	Online test	<b>613</b>
214	Provide basic massage treatment	Online test	<b>614</b>

### Assessment strategy

The assessment strategy for this qualification has been produced in partnership with industry, awarding organisations and Habia.

It outlines the principles and requirements to be applied to assessment of performance and competence, and knowledge and understanding for this qualification. All of the information from the strategy can be found in this Qualification Handbook and the Assessor Guide documents, in addition a full copy of the strategy can be downloaded from the Habia website.

The strategy specifies the evidence requirements for each unit. These are included in the supporting evidence section of each unit in this handbook.

The strategy specifies that candidates must sit externally set questions for all units.

## 5 Units

### Availability of units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria

The qualifications comprise of a number of units. A unit describes what is expected of a competent person in particular aspects of his/her job.

**Evidence requirements** detail the types of, and a minimum amount of, evidence candidates must produce to demonstrate that they are competent, and the areas of the standards in which performance evidence is essential. The evidence requirements also explain when and under what conditions simulation may be used to generate evidence of performance.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied. There are two types of range: practical and knowledge. Practical range is specific to learning outcome which assess competence/practical skills. Knowledge range is specific to learning outcomes which assess knowledge and understanding. The units are underpinned with expected values, behaviours and skills. These are detailed in Appendices 1, 2 and 3.

## Unit 208

## Provide waxing treatments

<b>Unit level:</b>	Level 2
<b>GLH:</b>	61
<b>Unit aim:</b>	The learner will be able to consult, plan, prepare and perform waxing services to remove unwanted hair on clients. They will also know and understand the types of equipment and products, waxing services and how these are carried out, the anatomy and physiology of the skin and hair. The hair growth cycle and factors that affect hair growth.

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### Learning outcome

The learner will:

- 1 Maintain safe and effective methods of working when providing waxing treatments

### Assessment criteria

The learner can:

- 1.1 maintain their responsibilities for health and safety throughout the treatment
- 1.2 prepare their client and self to meet legal and organisational requirements
- 1.3 protect their client's clothing, hair and accessories throughout the treatment
- 1.4 maintain their client's modesty and privacy at all times
- 1.5 position their client to meet the needs of the service
- 1.6 ensure their own posture and working methods minimise fatigue and the risk of injury to self and others
- 1.7 ensure environmental conditions are suitable for the client and the treatment
- 1.8 keep their work area clean and tidy throughout the treatment
- 1.9 use working methods that minimise the risk of cross-infection
- 1.10 ensure the use of clean equipment and materials
- 1.11 promote environmental and sustainable working practices
- 1.12 follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 1.13 dispose of waste materials to meet legal requirements
- 1.14 complete the service within a commercially viable time

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### Learning outcome

The learner will:

- 2 Consult, plan and prepare for waxing treatments

## Assessment criteria

The learner can:

- 2.1 use consultation techniques to determine the client's treatment plan
  - 2.2 ensure that informed and signed parental or guardian consent is obtained for minors prior to any treatment
  - 2.3 ensure that a parent or guardian is present throughout the treatment for minors under the age of 16
  - 2.4 recognise any contra-indications and take the necessary action
  - 2.5 agree the treatment and outcomes that meet the client's needs
  - 2.6 obtain signed, written informed consent from the client prior to carrying out the waxing treatment
- 

## Range

### (AC2.1) Consultation techniques:

- questioning
- listening
- visual
- manual
- written

### (AC2.4) Necessary action:

- encouraging the client to seek medical advice
- explaining why the service cannot be carried out
- modifying the service

### (AC2.6) Waxing treatment:

- eyebrows
- upper lip
- chin
- full leg
- half leg
- underarm
- bikini line

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## Learning outcome

The learner will:

- 3 Remove unwanted hair

## Assessment criteria

The learner can:

- 3.1 apply pre-wax products to the treatment area
- 3.2 conduct a thermal test patch immediately prior to the waxing treatment
- 3.3 establish the hair growth pattern and trim over long hair prior to the application of the wax
- 3.4 apply wax, minimising the risk of cross-infection and contamination
- 3.5 apply and remove the wax according to the requirements of the hair removal method and hair growth patterns
- 3.6 ensure their working techniques minimise discomfort to the client
- 3.7 check the client's wellbeing throughout the waxing treatment
- 3.8 ensure the treatment area is left free of wax and hair and treated with an after-wax product
- 3.9 ensure that the finished result is to the client's satisfaction
- 3.10 give the client advice and recommendations on the treatment provided
- 3.11 ensure the client's records are completed and signed by self and the client

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## Range

(AC3.2, **Waxing treatment:**

- AC3.7)
- eyebrows
  - upper lip
  - chin
  - full leg
  - half leg
  - underarm
  - bikini line

(AC3.3, **Wax:**

- AC3.4,  
AC3.5,  
AC3.8)
- hot wax
  - warm wax

(AC3.6) **Working techniques:**

- stretching and manipulating the skin during application and removal
- speed of product removal
- direction and angle of removal
- on-going product temperature checks

(AC3.10) **Advice and recommendations:**

- suitable homecare products and their uses
- avoidance of activities which may cause contra-actions
- time intervals between treatments
- present and future products and treatments



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## Learning outcome

The learner will:

- 4 Know how to maintain safe and effective methods of working when providing waxing treatments

## Assessment criteria

The learner will know and understand:

- 4.1 their responsibilities for health and safety as defined by any specific legislation covering their job role
- 4.2 the legal and organisational requirements for client protection and preparation
- 4.3 the legal and organisational requirements for own personal hygiene, protection and appearance
- 4.4 the reasons for maintaining the client's modesty and privacy at all times
- 4.5 safe positioning techniques for self and the client to prevent discomfort
- 4.6 the necessary environmental conditions for treatments such, as heating and ventilation, and why these are important
- 4.7 why it is important to keep their work area clean and tidy
- 4.8 methods of cleaning, disinfection and sterilisation
- 4.9 methods of working safely and hygienically to avoid the risk of cross- infection
- 4.10 the different types of working methods that promote environmental and sustainable working practices
- 4.11 the hazards and risks which exist in their workplace and the safe working practices which they must follow
- 4.12 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow
- 4.13 the legal requirements for waste disposal
- 4.14 the reasons for completing the treatment in a commercially viable time

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## Range

(AC4.1) **Health and safety:**

- 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

(AC4.10) **Environmental and sustainable working practices:**

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)

- reducing water usage and other resources
  - preventing pollution
  - using disposable items
  - using recycled, eco-friendly furniture
  - using low chemical paint
  - using environmentally friendly product packaging
  - choosing responsible domestic products (Fairtrade tea and coffee)
  - encouraging carbon reducing journeys to work
- 

## Learning outcome

The learner will:

- 5 Know how to consult, plan and prepare for waxing treatments

## Assessment criteria

The learner will know and understand:

- 5.1 why it is important to communicate with clients in a professional manner
  - 5.2 how to complete a consultation taking into account the client's diverse needs
  - 5.3 the legal requirements for providing treatments to minors under 16 years of age
  - 5.4 the age at which an individual is classed as a minor and how this differs nationally
  - 5.5 the importance of agreeing the treatment that meets the client's needs
  - 5.6 the legal significance of gaining signed, informed client consent to carry out the treatment
  - 5.7 the legislative requirements for storing and protecting client data
  - 5.8 the contra-indications requiring medical referral and why
  - 5.9 how to recognise contra-indications that would prevent or restrict the treatment
  - 5.10 the necessary action to take in relation to specific contra-indications when referring clients
  - 5.11 the reasons for not naming specific contra-indications when referring clients
  - 5.12 the reasons why it is advisable to conduct a skin sensitivity test prior to waxing treatments
- 

## Range

(AC5.2) **Diverse needs:**

- cultural
- religious
- age
- disability
- gender

(AC5.8) **Contra-indications:**

which restrict:

- medication affecting skin, blood or immune system
  - heat rash
  - sunburn
  - diabetes
  - moles
  - infected ingrowing hairs
-

- skin tags
- recent scar tissue

which prevent:

- prescribed medication for medical conditions
- medical conditions
- thin and fragile skin
- known allergies to products and ingredients such as rosin found in sticking plasters and wax
- severe and infectious skin conditions
- severe varicose veins

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## Learning outcome

The learner will:

- 6 Know how to remove unwanted hair

## Assessment criteria

The learner will know and understand:

- 6.1 the reasons for conducting a thermal test patch procedure and for trimming over long hair prior to the waxing treatment
- 6.2 how to assess the skin condition and hair growth in the treatment area
- 6.3 the types of equipment and products used for waxing
- 6.4 the function and purpose of pre-wax and after-wax products
- 6.5 the ingredients and composition of different waxing products
- 6.6 the various techniques associated with and working temperatures for the different waxing products
- 6.7 how to match waxing products to different hair types
- 6.8 product application and removal requirements in relation to the direction of hair growth
- 6.9 the precautions which need to be taken when removing hair around conditions which restrict the treatment
- 6.10 the advantages, disadvantages and limitations of waxing treatments
- 6.11 other methods of hair removal and the effect of these methods on the waxing process
- 6.12 how to apply different working techniques to ensure client comfort
- 6.13 the expected skin reaction to waxing
- 6.14 the contra-actions that may occur, how to deal with them and what advice to give to clients
- 6.15 the structure and functions of the skin and hair
- 6.16 the hair growth cycle, the different types of hair growth and the causes of hair growth
- 6.17 the activities to avoid after waxing and why these are important
- 6.18 the advice and recommendations on products and treatments

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## Range

(AC6.11) **Methods of hair removal:**

- tweezing
- shaving

- depilatory creams
- electrical depilatory
- abrasive mitts
- light based hair reduction
- threading
- electrical epilation

(AC6.14) **Contra-actions:**

- bruising
- blood spots
- abrasions
- broken hair
- histamine reaction
- excessive erythema
- excessive and diminished regrowth
- burns
- inflammation
- skin lifting

(AC6.15) **Structure and functions of the skin:**

Structure of the skin:

- layers of the epidermis
- dermis
- subcutaneous layer
- hair follicle
- hair shaft
- sebaceous gland
- arrector pili muscle
- sweat gland
- blood and lymph vessels
- sensory nerve endings

Functions of the skin:

- sensitivity
- heat regulation
- absorption
- protection
- excretion
- secretion
- vitamin D production

(AC6.16) **Hair growth cycle:**

- anagen
- catagen
- telogen

(AC6.16) **Different types of hair growth:**

- Terminal
- Vellus
- ingrown hairs

(AC6.16) **Causes of hair growth:**

- Topical

- Congenital
- systemic

(AC6.17) **Activities to avoid after waxing:**

- heat such as sauna
- sun and hot baths
- use of perfumed and chemical based products
- wearing of restrictive clothing
- touching the treated area
- swimming and other exercise

(AC6.18) **Advice and recommendations:**

- additional treatments
- additional products
- aftercare requirements for waxing and why these are important
- the recommendations for the client to return for waxing treatments every 6-8 weeks

## Unit 208

## Provide waxing treatments

### Supporting Information

#### **Evidence requirements**

1. The assessment must be performed in a Realistic Working Environment (RWE) on clients. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for provide waxing treatments.
3. Your assessor will observe your performance on **at least 2 occasions, completing 3 waxing treatments involving a minimum of 2 different clients**. The areas must include:
  - leg wax
  - bikini wax
  - facial wax
4. From the range statement, you must show that you have:
  - used **all** the consultation techniques
  - dealt with **at least 1** of the necessary actions
  - used all working techniques
  - used both types of wax
  - provided **all** types of treatment advice and recommendations
5. If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence. The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit 209

## Provide hand and nail treatments

<b>Unit level:</b>	Level 2
<b>GLH:</b>	53
<b>Unit aim:</b>	The learner will be able to consult, plan, prepare and perform hand and nail treatments on clients. They will also know and understand the techniques, tools and equipment used within hand and nail treatments, the anatomy and physiology of the hands, lower arms, nails and skin.

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### Learning outcome

The learner will:

- 1 Maintain safe and effective methods of working when providing hand and nail treatments

### Assessment criteria

The learner can:

- 1.1 maintain their responsibilities for health and safety throughout the treatment
- 1.2 prepare the client and self to meet legal and organisational requirements
- 1.3 protect the client's clothing, hair and accessories throughout the treatment
- 1.4 maintain the client's modesty and privacy at all times
- 1.5 position the client to meet the needs of the treatment
- 1.6 ensure their own posture and working methods minimise fatigue and the risk of injury to self and others
- 1.7 ensure environmental conditions are suitable for the client and the treatment
- 1.8 keep their work area clean and tidy throughout the service
- 1.9 use working methods that minimise the risk of cross-infection
- 1.10 ensure the use of clean equipment and materials
- 1.11 promote environmental and sustainable working practices
- 1.12 follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 1.13 dispose of waste materials to meet legal requirements
- 1.14 complete the service within a commercially viable time

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### Learning outcome

The learner will:

- 2 Consult, plan and prepare for hand and nail treatments

## Assessment criteria

The learner can:

- 2.1 use consultation techniques to determine the client's treatment plan
  - 2.2 ensure that informed and signed parental or guardian consent is obtained for minors prior to any service
  - 2.3 ensure that a parent or guardian is present throughout the service for minors under the age of 16
  - 2.4 recognise any contra-indications and take necessary action
  - 2.5 agree the treatment and outcomes that meet the client's needs
  - 2.6 obtain signed, informed consent from the client prior to carrying out the treatment
  - 2.7 cleanse the area to be treated and remove any existing nail finish
  - 2.8 identify the condition of the nails and skin
  - 2.9 recommend treatments and products to meet the client's treatment objectives
- 

## Range

### (AC2.1) Consultation techniques:

- questioning
- listening
- visual
- manual
- written

### (AC2.4) Necessary action:

- encouraging the client to seek medical advice
- explaining why the service cannot be carried out
- modifying the service

### (AC2.4) Hand and nail treatments:

- paraffin wax
- hand masks
- thermal mitts
- exfoliators



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## Learning outcome

The learner will:

- 3 Carry out hand and nail treatments

## Assessment criteria

The learner can:

- 3.1 confirm the desired nail length and shape with the client
- 3.2 shape the nails to ensure a smooth free edge
- 3.3 use tools and products to remove excess cuticle, without damaging the surrounding skin
- 3.4 create a smooth surface shine to the nail plate using buffing techniques
- 3.5 select and apply hand and nail treatments to suit the client's skin and nail condition
- 3.6 perform massage sequence to meet the needs of the client and the service plan
- 3.7 ensure the nail area is clean, dry and free of product
- 3.8 apply a base coat relevant to the client's needs
- 3.9 apply nail finish and top coat in the required sequence
- 3.10 ensure the cuticle and nail wall are free of product
- 3.11 ensure that the nail finish is to the client's satisfaction and meets the agreed service plan
- 3.12 give the client advice and recommendations on the service provided
- 3.13 ensure the client's records are completed and signed by self and the client

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## Range

(AC3.9, **Nail finish:**

- AC3.11)
  - dark colour
  - French
  - buffed
  - gel polish

(AC3.12) **Advice and recommendations:**

- suitable aftercare products and their uses
- avoidance of activities which may cause contra-actions
- recommended time intervals between services
- present and future products and services

---

## Learning outcome

The learner will:

- 4 Apply and remove gel polish

## Assessment criteria

The learner can:

- 4.1 confirm the desired nail length and shape with the client
- 4.2 prepare the nail to ensure maximum adhesion of gel polish finish
- 4.3 apply gel polish finish and leave a free margin around the cuticle and side wall area of the nail
- 4.4 remove gel polish and ensure the nail is free from product and undamaged

---

## Learning outcome

The learner will:

- 5 Know how to maintain safe and effective methods of working when providing manicure services

## Assessment criteria

The learner can:

- 5.1 their responsibilities for health and safety as defined by any specific legislation covering their job role
- 5.2 the legal and organisational requirements for client preparation
- 5.3 the legal and organisational requirements for their own personal hygiene, protection and appearance
- 5.4 safe positioning techniques for self and the client and why using these are important
- 5.5 the necessary environmental conditions for treatments, such as heating and ventilation and why these are important
- 5.6 why it is important to keep their work area clean and tidy
- 5.7 methods of cleaning, disinfection and sterilisation
- 5.8 methods of working safely and hygienically and which minimise the risk of cross-infection
- 5.9 the different types of working methods that promote environmental and sustainable working practices
- 5.10 the contra-actions that could occur, how to deal with them and what advice to give to clients
- 5.11 the hazards and risks which exist in the workplace and the safe working practices which they must follow
- 5.12 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow
- 5.13 the legal requirements for waste disposal
- 5.14 the reasons for completing a service in a commercially viable time

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## Range

### (AC5.1) **Health and safety:**

- 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

### (AC5.9) **Environmental and sustainable working practices:**

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items
- using recycled, eco-friendly furniture
- using low chemical paint
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

---

## Learning outcome

The learner will:

- 6 Know how to consult, plan and prepare for hand and nail treatments

## Assessment criteria

The learner will know and understand:

- 6.1 the importance of communicating with clients in a professional manner
- 6.2 how to complete a consultation taking into account client's diverse needs
- 6.3 the legal requirements for providing treatment to minors under 16 years of age
- 6.4 the age at which an individual is classed as a minor and how this differs nationally
- 6.5 the reasons for agreeing a service that meets the client's needs
- 6.6 the legal significance of gaining signed, informed client consent to carry out the service
- 6.7 the legislative requirements for storing and protecting client data
- 6.8 the necessary action to take in relation to specific contra-indications when referring clients
- 6.9 how to recognise contra-indications that would prevent or restrict the service
- 6.10 the contra-indications requiring medical referral and why
- 6.11 the reasons for not naming specific contra-indications when referring clients
- 6.12 the different types of treatable skin and nail conditions
- 6.13 how to conduct a nail and skin analysis

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## Range

(AC6.2) **Diverse needs:**

- cultural
- religious
- age
- disability
- gender

(AC6.9) **Contra-indications:**

- which prevent treatment:
  - medical condition
  - prescribed medication
  - fungal infections
  - viral infections
  - parasitic infections
  - severe skin conditions
- which restrict treatment
  - bacterial infections
  - psoriasis
  - dermatitis
  - severe nail separation
  - broken bones

(AC6.12) **Nail conditions:**

- bitten
- discoloured
- misshapen
- split
- ridged
- dry
- dehydrated
- brittle
- pitted

---

## Learning outcome

The learner will:

- 7 Know how to carry out hand and nail treatments

## Assessment criteria

The learner will know and understand:

- 7.1 the different natural nail shapes that are likely to be encountered during hand and nail treatments
- 7.2 the techniques used within hand and nail treatments and how to carry them out
- 7.3 the different types of hand and nail products, tools and equipment and how to use them
- 7.4 the effects on the nail and skin of the incorrect use of products and equipment
- 7.5 the features and benefits of hand and nail products, services and treatments
- 7.6 how to adapt the hand and nail treatments to suit individual client needs
- 7.7 the different types of massage techniques used in a hand and nail treatments
- 7.8 the effects of massage techniques on the nails, skin, muscles and underlying structures
- 7.9 why it is important to clean and dry the natural nail prior to applying a nail finish
- 7.10 the importance of recommending a nail finish suitable for the client
- 7.11 the methods of applying different nail finishes
- 7.12 the methods used to remove different nail finishes
- 7.13 the anatomy of the hand and lower arm
- 7.14 the structure of the nail
- 7.15 the process of nail growth
- 7.16 the functions and structure of the skin
- 7.17 the contra-actions that could occur, how to deal with them and what advice to give to clients
- 7.18 the advice and recommendations on products and treatments

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## Range

(AC7.1) **Natural nail shapes:**

- fan
- hook
- spoon
- oval
- square

(AC7.13) **Anatomy:**

- the bones of the hand and lower arm
- the muscles of the hand and lower arm
- the blood circulation to the hand and lower arm

(AC7.14) **Structure of the nail:**

- nail plate
- nail bed
- matrix
- cuticle

- lunula
- hyponychium
- eponychium
- nail wall
- free edge
- lateral nail fold

(AC7.15) **Nail growth:**

- nail formation
- growth rate
- factors affecting growth
- the effects of damage on growth
- nail thickness

(AC7.16) **Structure of the skin:**

- dermis
- epidermis
- subcutaneous layer
- appendages

(AC7.18) **Advice and recommendations:**

- additional treatments
- additional products

## Learning outcome

The learner will:

- 8 Know how to apply, maintain and remove gel polish

## Assessment criteria

The learner will know and understand:

- 8.1 the different natural nail shapes you are likely to come across during gel polish services
- 8.2 the reasons for shaping the free edge prior to gel polish application
- 8.3 the different types of curing equipment, including UV or LED and the required setting times
- 8.4 the effects of over curing and under curing on the gel polish finish
- 8.5 the features and benefits of gel polish application and services
- 8.6 how to adapt the gel polish service to suit individual client needs
- 8.7 methods of applying different gel nail finishes
- 8.8 methods of removing gel polish
- 8.9 the effect on the nails and skin of the incorrect use of products and equipment
- 8.10 the implications of layering product and how it will affect the removal process
- 8.11 the difference between gel polish and polish and how they can be combined
- 8.12 the problems that can occur if the gel product is too thick or too thin
- 8.13 different types of gel polish and their chemical background
- 8.14 how to adapt the gel polish if combined with other nail services

## Unit 209

## Provide hand and nail treatments

### Supporting Information

#### ***Evidence requirements***

1. The assessment must be performed in a Realistic Working Environment (RWE) on clients. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for providing hand and nail treatments. This must include **both** of the following finishes, one should be a gel finish:
  - Dark polish
  - French polish
3. Your assessor will observe these aspects of your performance on **at least 2 occasions**.
4. From the range statement, you must practically demonstrate that you have:
  - used **all** the consultation techniques
  - dealt with **at least 1** of the necessary actions
  - provided **all** types of treatment advice and recommendations
5. If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence. The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit 210

## Provide foot treatments

<b>Unit level:</b>	Level 2
<b>GLH:</b>	53
<b>Unit aim:</b>	The learner will be able to consult, plan, prepare and perform foot and nail treatments on clients. They will know and understand the techniques, tools and equipment used within foot treatments, the anatomy and physiology of the lower leg, foot, nails and skin.

---

### Learning outcome

The learner will:

- 1 Maintain safe and effective methods of working when providing foot treatments

### Assessment criteria

The learner can:

- 1.1 maintain their responsibilities for health and safety throughout the treatment
- 1.2 prepare the client and self to meet legal and organisational requirements
- 1.3 protect the client's clothing, hair and accessories throughout the treatment
- 1.4 maintain the client's modesty and privacy at all times
- 1.5 position the client to meet the needs of the treatment
- 1.6 ensure own posture and working methods minimise fatigue and the risk of injury to self and others
- 1.7 ensure environmental conditions are suitable for the client and the treatment
- 1.8 keep their work area clean and tidy throughout the treatment
- 1.9 use working methods that minimise the risk of cross-infection
- 1.10 ensure the use of clean equipment and materials
- 1.11 promote environmental and sustainable working practices
- 1.12 follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 1.13 dispose of waste materials to meet legal requirements
- 1.14 complete the service within a commercially viable time



---

## Learning outcome

The learner will:

- 2 Consult, plan and prepare for foot treatments

## Assessment criteria

The learner can:

- 2.1 use consultation techniques to determine the client's treatment plan
- 2.2 ensure that informed and signed parental or guardian consent is obtained for minors prior to any treatment
- 2.3 ensure that a parent or guardian is present throughout the treatment for minors under the age of 16
- 2.4 recognise any contra-indications and take necessary action
- 2.5 agree the service and outcomes that meet the client's needs
- 2.6 obtain signed, informed consent from the client prior to carrying out the treatment
- 2.7 clean and dry client's feet
- 2.8 cleanse the area to be treated and remove any existing nail finish
- 2.9 identify the condition of the nails and skin
- 2.10 recommend treatments and products for the client's skin type and nail condition

---

## Range

(AC2.1) **Consultation techniques:**

- questioning
- listening
- visual
- manual
- written

(AC2.4) **Necessary action:**

- encouraging the client to seek medical advice
- explaining why the treatment cannot be carried out
- modifying the treatment

---

## Learning outcome

The learner will:

- 3 Carry out foot treatments

## Assessment criteria

The learner can:

- 3.1 clean and dry the client's feet
- 3.2 confirm the desired nail length and shape with the client
- 3.3 shape the nails to ensure a smooth free edge
- 3.4 use tools and products to remove excess cuticle, without damaging the surrounding skin
- 3.5 remove excess hard skin, without causing discomfort to the client
- 3.6 select and apply foot and nail treatments to suit the client's skin type and nail condition
- 3.7 apply massage sequence to meet the needs of the client and the treatment plan
- 3.8 ensure the nail area is clean, dry and free of product
- 3.9 apply a base coat relevant to the client's needs
- 3.10 apply nail finish and top coat, in the required sequence
- 3.11 ensure the cuticle and nail wall are free of product
- 3.12 ensure that the nail finish is to the client's satisfaction and meets the agreed treatment plan
- 3.13 give the client advice and recommendations on the treatment provided
- 3.14 ensure the client's records are completed and signed by self and the client

---

## Range

(AC3.6) **Foot and nail treatments:**

- paraffin wax
- foot masks
- thermal boots
- exfoliators

(AC3.10) **Nail finish:**

- AC3.12)
  - dark colour
  - French

(AC3.13) **Advice and recommendations:**

- suitable aftercare products and their uses
- avoidance of activities which may cause contra-actions
- recommended time intervals between treatments
- present and future products and treatments

---

## Learning outcome

The learner will:

- 4 Know how to maintain safe and effective methods of working when providing foot treatments

## Assessment criteria

The learner will know and understand:

- 4.1 their responsibilities for health and safety as defined by any specific legislation covering their job role
- 4.2 the legal and organisational requirements for client preparation
- 4.3 the legal and organisational requirements for own personal hygiene, protection and appearance
- 4.4 safe positioning techniques for self and client and why using these are important
- 4.5 the necessary environmental conditions for services, such as heating and ventilation and why these are important
- 4.6 why it is important to keep their work area clean and tidy
- 4.7 methods of cleaning, disinfection and sterilisation
- 4.8 methods of working safely and hygienically and which minimise the risk of cross-infection
- 4.9 the different types of working methods that promote environmental and sustainable working practices
- 4.10 the contra-actions that could occur, how to deal with them and what advice to give to clients
- 4.11 the hazards and risks which exist in their workplace and the safe working practices which they must follow
- 4.12 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow
- 4.13 the legal requirements for waste disposal
- 4.14 the reasons for completing a service in a commercially viable time

---

## Learning outcome

The learner will:

- 5 Know how to consult, plan and prepare for foot treatments

## Assessment criteria

The learner will know and understand:

- 5.1 the importance of communicating with clients in a professional manner
- 5.2 how to complete a consultation taking into account client's diverse needs
- 5.3 the legal requirements for providing treatment to minors under 16 years of age
- 5.4 the age at which an individual is classed as a minor and how this differs nationally
- 5.5 the reasons for agreeing a service that meets the client's needs
- 5.6 the legal significance of gaining signed, informed client consent to carry out the service
- 5.7 the legislative requirements for storing and protecting client data
- 5.8 the necessary action to take in relation to specific contra-indications when referring clients
- 5.9 how to recognise contra-indications that would prevent or restrict the treatment
- 5.10 the contra-indications requiring medical referral and why
- 5.11 the reasons for not naming specific contra-indications when referring clients
- 5.12 the different types of treatable skin and nail conditions
- 5.13 how to conduct a nail and skin analysis

---

## Range

(AC5.2) **Diverse needs:**

- cultural
- religious
- age
- disability
- gender

(AC5.9, **Contra-indications:**

- AC5.11) • which prevent treatment:
- medical conditions - diabetes
  - prescribed medications
  - fungal infections
  - viral infections
  - parasitic infections
  - severe skin conditions
- which restrict treatment:
- psoriasis
  - dermatitis
  - severe nail separation
  - broken bones
  - ingrown toe nails
  - bunions
  - hammer toes

(AC5.12) **Nail conditions:**

- discoloured

- misshapen
- split
- ridged
- dry
- dehydrated
- brittle
- pitted

---

## Learning outcome

The learner will:

- 6 Know how to carry out foot treatments

## Assessment criteria

The learner will know and understand:

- 6.1 the different natural nail shapes that are likely to be encountered during pedicure treatments
- 6.2 the techniques used within pedicure and how to carry them out
- 6.3 the different types of foot products, tools and equipment and how to use them
- 6.4 the effect on the nails and skin of the incorrect use of products and equipment
- 6.5 the features and benefits of different foot and nail products, services and treatments
- 6.6 how to adapt a foot treatment to suit individual client needs
- 6.7 the different types of massage techniques used in a foot treatment
- 6.8 the effects of massage techniques on the nails, skin, muscles and underlying structures
- 6.9 why it is important to clean and dry the natural nail prior to applying a nail finish
- 6.10 the reasons for recommending a nail finish to suit the client's needs
- 6.11 the methods of applying different nail finishes
- 6.12 the methods used to remove different nail finishes including gel polish and nail art
- 6.13 the anatomy of the foot and lower leg
- 6.14 the structure of the nail
- 6.15 the process of nail growth
- 6.16 the functions and structure of the skin
- 6.17 the contra-actions that could occur, how to deal with them and what advice to give to clients
- 6.18 the advice and recommendations on products and treatments

---

## Range

(AC6.13) **Anatomy:**

- the bones of the foot and lower leg
- the muscles of the foot and lower leg
- the blood circulation to the foot and lower leg

(AC6.14) **Structure of the nail:**

- nail plate
- nail bed

- matrix
- cuticle
- lunula
- hyponychium
- eponychium
- nail wall
- free edge
- lateral nail fold

(AC6.15) **Nail growth:**

- nail formation
- growth rate
- factors affecting growth
- the effects of damage on growth
- nail thickness

(AC6.16) **Structure of the skin:**

- dermis
- epidermis
- subcutaneous layer
- appendages

(AC6.18) **Advice and recommendations:**

- additional treatments
- additional products

## Unit 210

## Provide foot treatments

### Supporting Information

#### ***Evidence requirements***

1. The assessment must be performed in a Realistic Working Environment (RWE) on clients. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for providing foot treatments.
3. Your assessor will observe you completing a foot and nail treatment on **at least 2 occasions**. This must include **both** of the following finishes, one should be a gel polish:
  - Dark Polish
  - French Polish
4. From the range statement, you must practically demonstrate that you have:
  - used **all** consultation techniques
  - dealt with at least **1** of the necessary actions
  - provided **all** advice and recommendations
5. If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence. The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit 211

## Provide facial treatments

<b>Unit level:</b>	Level 2
<b>GLH:</b>	68
<b>Unit aim:</b>	The learner will be able to consult, plan, prepare and perform facial skin care treatments, use facial products and equipment, and improve and maintain skin conditions on clients. They will know and understand the techniques, tools and equipment used for facial treatments, the anatomy and physiology of the face, the structure and function of the skin, including skin conditions.

---

### Learning outcome

The learner will:

- 1 Maintain safe and effective methods of working when improving and maintaining facial skin condition

### Assessment criteria

The learner can:

- 1.1 maintain their responsibilities for health and safety throughout the treatment
- 1.2 prepare the client and self to meet legal and organisational requirements
- 1.3 protect the client's clothing, hair and accessories throughout the service
- 1.4 maintain the client's modesty and privacy
- 1.5 position the client to meet the needs of the treatment
- 1.6 ensure their own posture and working methods minimise fatigue and the risk of injury to self and others
- 1.7 ensure environmental conditions are suitable for the client and the treatment
- 1.8 keep their work area clean and tidy throughout the treatment
- 1.9 use working methods that minimise the risk of cross-infection
- 1.10 ensure the use of clean equipment and materials
- 1.11 promote environmental and sustainable working practices
- 1.12 follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 1.13 dispose of waste materials to meet legal requirements
- 1.14 complete the treatment within a commercially viable time

---

### Learning outcome

The learner will:

- 2 Consult, plan and prepare for facial treatments



## Assessment criteria

The learner can:

- 2.1 use consultation techniques to determine the client's treatment plan
  - 2.2 ensure that informed and signed parental or guardian consent is obtained for minors prior to any treatment
  - 2.3 ensure that a parent or guardian is present throughout the treatment for minors under the age of 16
  - 2.4 recognise any contra-indications and take the necessary action
  - 2.5 agree the treatment and outcomes that meet the client's needs
  - 2.6 obtain signed, informed consent from the client prior to carrying out the treatment
  - 2.7 cleanse the client's skin and carry out a skin analysis to determine the skin type and skin condition
  - 2.8 select facial products and equipment for the client's skin type and skin condition
- 

## Range

### (AC2.1) Consultation techniques:

- questioning
- listening
- visual
- manual
- written

### (AC2.4) Necessary action:

- encouraging the client to seek medical advice
- explaining why the treatment cannot be carried out
- modification of the treatment

### (AC2.7, AC2.8) Skin type:

- oily
- dry
- combination

### (AC2.7, AC2.8) Skin condition:

- sensitive skin
- mature skin
- dehydrated skin
- young skin

### (AC2.8) Facial products:

- eye make-up remover
- cleansers
- toners
- exfoliators
- moisturisers
- specialised skin products
- massage medium
- masks

### (AC2.8) Equipment:

- magnifying light
-

- skin warming devices
- 

## Learning outcome

The learner will:

- 3 Improve and maintain skin condition

## Assessment criteria

The learner can:

- 3.1 use facial products and equipment based on the results of the skin analysis
  - 3.2 cleanse the skin and remove all traces of make-up
  - 3.3 use exfoliation products and techniques suitable for the client's skin type and skin condition
  - 3.4 use skin warming technique to meet the client's needs
  - 3.5 carry out comedone extraction minimising discomfort to the client and with minimal damage to the skin
  - 3.6 use and adapt massage techniques to meet the needs of the client and agreed treatment plan
  - 3.7 apply and remove mask treatments without discomfort to the client and leave the skin clean, toned and moisturised
  - 3.8 ensure the finished result is to the client's satisfaction and meets the agreed treatment plan
  - 3.9 give the client advice and recommendations on the treatment provided
  - 3.10 ensure the client's records are completed and signed by self and the client
- 

## Range

### (AC3.1) Facial products:

- eye make-up remover
- cleansers
- toners
- exfoliators
- moisturisers
- specialised skin products
- massage medium
- masks

### (AC3.1) Equipment:

- magnifying light
- skin warming devices

### (AC3.3) Skin type:

- oily
- dry
- combination

### (AC3.3) Skin condition:

- sensitive skin
  - mature skin
  - dehydrated skin
  - young skin
-

(AC3.6) **Massage techniques:**

- effleurage
- petrissage
- tapotement

(AC3.9) **Advice and recommendations:**

- suitable aftercare products and their uses
- avoidance of activities which may cause contra-actions
- time intervals between treatments
- present and future products and treatments

---

## Learning outcome

The learner will:

- 4 Know how to maintain safe and effective methods of working when improving and maintaining facial skin condition

## Assessment criteria

The learner will know and understand:

- 4.1 their responsibilities for health and safety as defined by any specific legislation covering their job role
- 4.2 the legal and organisational requirements for client protection and preparation
- 4.3 the legal and organisational requirements for own personal hygiene, protection and appearance
- 4.4 the reasons for maintaining the client's modesty and privacy
- 4.5 safe positioning techniques for self and the client to prevent discomfort
- 4.6 the necessary environmental conditions for treatments such as heating, sound and ventilation and why these are important
- 4.7 why it is important to keep their work area clean and tidy
- 4.8 methods of cleaning, disinfection and sterilisation
- 4.9 methods of working safely and hygienically to avoid the risk of cross- infection
- 4.10 the different types of working methods that promote environmental and sustainable working practices
- 4.11 the hazards and risks which exist in the workplace and the safe working practices which they must follow
- 4.12 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow
- 4.13 the legal requirements for waste disposal
- 4.14 the reasons for completing the treatment in a commercially viable time

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## Range

(AC4.1) **Health and safety:**

- 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

(AC4.10) **Environmental and sustainable working practices:**

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items
- using recycled, eco-friendly furniture
- using low chemical paint
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

## Learning outcome

The learner will:

- 5 Know how to consult, plan and prepare for facial treatments

## Assessment criteria

The learner will know and understand:

- 5.1 why it is important to communicate with clients in a professional manner
- 5.2 how to complete a consultation taking into account the client's diverse needs
- 5.3 the legal requirements for providing treatment to minors under 16 years of age
- 5.4 the age at which an individual is classed as a minor and how this differs nationally
- 5.5 the importance of agreeing the treatment that meets the client's needs
- 5.6 the legal significance of gaining signed, informed client consent to receive the treatment
- 5.7 the legislative requirements for storing and protecting client data
- 5.8 the contra-indications requiring medical referral and why
- 5.9 how to recognise contra-indications that would prevent or restrict treatment
- 5.10 the necessary action to take in relation to specific contra-indications when referring clients
- 5.11 the reasons for not naming specific contra-indications when referring clients
- 5.12 how to recognise different skin types and conditions when conducting a skin analysis
- 5.13 the criteria for selecting products and equipment to suit the clients' skin type and condition

## Range

(AC5.2) **Diverse needs:**

- cultural
- religious
- age

- disability
- gender

(AC5.8) **Contra-indications requiring medical referral:**

- bacterial infection – impetigo
- viral infection – herpes simplex
- fungal infection – tinea
- systemic medical conditions
- conjunctivitis
- severe skin conditions
- eye infections
- acne
- boils
- herpes zoster and warts
- parasitic infection such as pediculosis and scabies

(AC5.9) **Contra-indications that would prevent or restrict treatment:**

- recent scar tissue
- eczema
- psoriasis
- hyperkeratosis
- skin allergies
- cuts
- abrasions
- bruising
- styes

---

## Learning outcome

The learner will:

- 6 Know how to improve and maintain skin condition

## Assessment criteria

The learner will know and understand:

- 6.1 the range and uses of products and equipment available for facial skin care treatments
- 6.2 the different types of specialist skin products and how to apply them
- 6.3 the reasons for and benefits of using different types of facial products
- 6.4 the different types and effects of skin warming devices
- 6.5 the methods used to safely extract comedones from the skin
- 6.6 the different types of massage techniques and their effects
- 6.7 how to adapt the massage techniques to suit different skin types and skin conditions
- 6.8 the different types of mask treatments and their effects
- 6.9 the different application and removal techniques for mask treatments
- 6.10 the anatomy and physiology of the face and neck
- 6.11 how environmental and lifestyle factors affect the condition of the skin
- 6.12 how the natural ageing process affects facial skin and muscle tone
- 6.13 possible contra-actions which may occur, how to deal with them and what advice to give to clients
- 6.14 the advice and recommendations on the products and treatments

---

## Range

(AC6.10) **Anatomy and physiology:**

- the structure and functions of the skin
- the actions of the face, neck and shoulder muscles, including the frontalis, corrugator, temporalis, orbicularis oculi, levators labii of the upper lip, orbicularis oris, buccinator, risorius, mentalis, zygomaticus, masseter, depressors of the lower lip, sternocleidomastoid, platysma, trapezius, pectoralis and deltoid
- bones of the head, neck and shoulder girdle, including:
  - for the skull: occipital, frontal, parietal, temporal, sphenoid, ethmoid
  - for the face: zygomatic, mandible, maxillae, nasal, vomer, turbinate, lacrimal, palatine
  - for the neck: cervical vertebrae
  - for the shoulder girdle: clavicle, scapula, humerus
  - for the chest: sternum
- the position of the head, face, neck, chest and shoulder girdle bones
- the position of the face, neck and shoulder muscles
- the composition and function of blood and lymph and their role in improving skin and muscle conditions

(AC6.14) **Advice and recommendations:**

- additional treatments
- additional products
- products for home use that will benefit the client and those to avoid and why

- the contra-actions that may occur after facial treatments and what advice to give to clients
- the recommended time intervals for facial treatments

## Unit 211

## Provide facial treatments

### Supporting Information

#### ***Evidence requirements***

1. The assessment must be performed in a Realistic Working Environment (RWE) on clients. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for providing facial skin care treatments.
3. Your assessor will observe your performance on **at least 2 occasions**.
4. From the range statement, you must practically demonstrate that you have:
  - used **all** consultation techniques
  - carried out at least **1** of the necessary actions
  - treated the clients skin type
  - treated the clients skin condition
  - used **all** the facial products
  - used **all** the massage techniques
  - provided **all** advice and recommendations.
5. If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence. The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.



## Unit 212

## Provide eyelash and eyebrow treatments

<b>Unit level:</b>	Level 2
<b>GLH:</b>	45
<b>Unit aim:</b>	The learner will be able to consult, plan, prepare and perform enhancements to the appearance of the eyebrows and lashes on clients. They will also know and understand the techniques, tools and equipment used for eyebrow artistry and their effects, colour eyelashes, attach, maintain and remove semi-permanent and temporary eyelashes.

---

### Learning outcome

The learner will:

- 1 Maintain safe and effective methods of working when providing eyelash and eyebrow treatments

### Assessment criteria

The learner can:

- 1.1 maintain their responsibilities for health and safety throughout the service/treatment
- 1.2 prepare and protect the client and self to meet legal and organisational requirements
- 1.3 protect the client's clothing, hair and accessories throughout the service
- 1.4 maintain the client's modesty and privacy at all times
- 1.5 position the client to meet the needs of the service/treatment
- 1.6 ensure their own posture and working methods minimise fatigue and the risk of injury to self and others
- 1.7 ensure environmental conditions are suitable for the client and the service/treatment
- 1.8 keep their work area clean and tidy throughout the service/treatment
- 1.9 use working methods that minimise the risk of cross-infection
- 1.10 ensure the use of clean equipment and materials
- 1.11 promote environmental and sustainable working practices
- 1.12 follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 1.13 dispose of waste materials to meet legal requirements
- 1.14 complete the service/treatment within a commercially viable time

---

## Learning outcome

The learner will:

- 2 Consult, plan and prepare for providing eyelash and eyebrow treatments

## Assessment criteria

The learner can:

- 2.1 use consultation techniques to determine the client's treatment plan
- 2.2 ensure that informed and signed parent or guardian consent is obtained for minors prior to any treatment
- 2.3 ensure that a parent or guardian is present throughout the service for minors under the age of 16
- 2.4 recognise any contra-indications and take the necessary action
- 2.5 agree the treatment and outcomes that meet the client's needs
- 2.6 carry out a skin sensitivity test on the client, prior to the treatment and record the results
- 2.7 select and prepare equipment and materials for the service required
- 2.8 cleanse and prepare the brow/lash area
- 2.9 give the client advice and recommendations on the treatment provided
- 2.10 ensure the client's records are completed and signed by self and the client

---

## Range

(AC2.1) **Consultation techniques:**

- questioning
- listening
- visual
- manual
- written

(AC2.4) **Necessary action:**

- encouraging the client to seek medical advice
- explaining why the treatment cannot be carried out
- modification of the treatment

(AC2.9) **Advice and recommendations:**

- suitable aftercare products and their uses
- avoidance of activities which may cause contra-actions
- time intervals between treatments
- present and future products and services

---

## Learning outcome

The learner will:

- 3 Colour eyebrows

## Assessment criteria

The learner can:

- 3.1 select eyebrow artistry to suit the client's hair colour characteristics and their requirements
- 3.2 colour and define the eyebrow using eyebrow artistry techniques
- 3.3 prevent the spread of products on to the client's skin, clothes and surrounding areas during application
- 3.4 remove excess product from the eyebrows with minimum discomfort to the client
- 3.5 ensure the finished result is to the client's satisfaction

---

## Range

(AC3.1) **Hair colour characteristics:**

- fair
- red
- dark
- white

(AC3.2) **Eyebrow artistry to suit:**

- powder
- tint
- pencil

---

## Learning outcome

The learner will:

- 4 Shape eyebrows

## Assessment criteria

The learner can:

- 4.1 confirm the client's understanding of the service prior to commencement and clarify the eyebrow shape required
- 4.2 keep the skin taut to minimise discomfort to the client
- 4.3 remove the hair in the direction of the hair growth to meet client requirements
- 4.4 create a well-balanced, proportioned and defined eyebrow shape
- 4.5 ensure the area is free of unwanted hair and treated with a soothing product
- 4.6 ensure the finished shape is to the client's satisfaction

---

## Range

(AC4.1) **Shape:**

- total reshape of the brow
- maintenance of original brow shape

---

## Learning outcome

The learner will:

- 5 Colour eyelashes

## Assessment criteria

The learner can:

- 5.1 select a colour to suit the client's lash colour characteristics
- 5.2 apply an even application of colour to the eyelashes and allow it to develop for the required time
- 5.3 prevent the spread of colour to the client's skin, clothes and surrounding areas during application
- 5.4 ensure all colour is removed from the lashes with minimum discomfort to the client
- 5.5 ensure finished result is to the client's satisfaction

---

## Range

(AC5.1) **Lash colour characteristics:**

- fair
- red
- dark
- white

---

## Learning outcome

The learner will:

- 6 Attach semi-permanent eyelashes

## Assessment criteria

The learner can:

- 6.1 isolate single lash and secure lash extension in the required direction
- 6.2 leave a gap between the eyelash extension and the eyelid
- 6.3 add and attach single lash systems in a way that takes into account the factors influencing the treatment
- 6.4 remove excess adhesive throughout the attachment process
- 6.5 ensure client's wellbeing throughout the service
- 6.6 seal the eyelashes and achieve a well-balanced look that meets the client's requirements

---

## Range

(AC6.3) **Factors:**

- thickness of natural lash
- length of natural lash
- direction of growth
- colour of the natural lash

- curvature of the natural lash
  - eye shape
  - density of eyelashes
  - evident eyelash damage
  - lifestyle
- 

### **Learning outcome**

The learner will:

- 7 Maintain semi-permanent eyelashes

### **Assessment criteria**

The learner can:

- 7.1 replace eyelashes required, minimising damage to the client's natural eyelashes  
7.2 achieve a well-balanced look that meets the client's requirements
- 

### **Learning outcome**

The learner will:

- 8 Apply temporary eyelashes

### **Assessment criteria**

The learner can:

- 8.1 position and secure temporary lash extensions onto the client's lashes  
8.2 remove any excess adhesive from the lashes  
8.3 achieve a well-balanced look that meets the client's requirements
- 

### **Learning outcome**

The learner will:

- 9 Remove eyelash systems

### **Assessment criteria**

The learner can:

- 9.1 use tools and products to remove eyelash enhancement systems avoiding damage to the client's natural eyelashes  
9.2 leave the client's natural eyelashes clean and product free
- 

### **Range**

(AC9.1) **Eyelash enhancement systems:**

- strip
  - flare
  - single
-

---

## Learning outcome

The learner will:

- 10 Know how to maintain safe and effective methods of working when enhancing the appearance of eyebrows

## Assessment criteria

The learner will know and understand:

- 10.1 their responsibilities for health and safety as defined by any specific legislation covering their job role
- 10.2 the legal and organisational requirements for client protection and preparation
- 10.3 the legal and organisational requirements for their own personal hygiene, protection and appearance
- 10.4 safe positioning techniques for self and the client to prevent discomfort
- 10.5 the necessary environmental conditions for treatments such as heating and ventilation and why these are important
- 10.6 why it is important to keep their work area clean and tidy
- 10.7 methods of cleaning, disinfection and sterilisation
- 10.8 methods of working safely and hygienically to avoid the risk of cross- infection
- 10.9 the different types of working methods that promote environmental and sustainable working practices
- 10.10 the hazards and risks which exist in the workplace and the safe working practices which they must follow
- 10.11 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow
- 10.12 the legal requirements for waste disposal
- 10.13 the reasons for completing the treatment in a commercially viable time

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## Range

### (AC10.1) Health and safety:

- 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

### (AC10.9) Environmental and sustainable working practices:

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)
- reducing water usage and other resources

- preventing pollution
- using disposable items
- using recycled, eco-friendly furniture
- using low chemical paint
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

---

## Learning outcome

The learner will:

- 11 Know how to consult, plan and prepare for providing eyelash and eyebrow treatments

## Assessment criteria

The learner will know and understand:

- 11.1 why it is important to communicate with clients in a professional manner
- 11.2 how to complete a consultation taking into account the client's diverse needs
- 11.3 the legal requirements for providing treatments to minors under 16 years of age
- 11.4 the age at which an individual is classed as a minor and how this differs nationally
- 11.5 the importance of agreeing the treatment that meets the client's needs
- 11.6 the legal significance of gaining signed, informed client consent to carry out the treatment
- 11.7 the legislative requirements for storing and protecting client data
- 11.8 the contra-indications requiring medical referral and why
- 11.9 how to recognise contra-indications that would prevent or restrict the treatment
- 11.10 the necessary action to take in relation to specific contra-indications when referring clients
- 11.11 the reasons for not naming specific contra-indications when referring clients
- 11.12 the procedure for carrying out a skin sensitivity test prior to eyelash and eyebrow enhancement treatments
- 11.13 the reasons for carrying out a skin sensitivity test and recording the results
- 11.14 the preparation requirements for different eyebrow enhancement treatments
- 11.15 the advice and recommendations on the products and services

---

## Range

(AC11.2) **Diverse needs:**

- cultural
- religious
- age
- disability
- gender

(AC11.9) **Contra-indications:**

- which prevent treatment:
  - conjunctivitis
  - chemotherapy
  - trichotillomania
  - recent eye surgery
  - blepharitis
  - eye infections
- which restrict treatment:
  - psoriasis
  - styes
  - dry eye syndrome
  - glaucoma
  - contact lenses
  - thyroid disturbance



(AC11.1 **Advice and recommendations:**

- 5)
- additional services
  - additional products
  - the contra-actions that may occur and the action that clients should take
  - time intervals between services
- 

**Learning outcome**

The learner will:

- 12 Know how to colour eyebrows

**Assessment criteria**

The learner will know and understand:

- 12.1 how to select and apply different eyebrow artistry techniques to suit the client's hair colour characteristics and their requirements
- 12.2 the different types of products used for eyebrow artistry and their effects
- 

**Learning outcome**

The learner will:

- 13 know how to shape eyebrows

**Assessment criteria**

The learner will know and understand:

- 13.1 how to advise the client and assess the eyebrow shape and proportions in relation to clients facial features and existing eyebrow shape
- 13.2 the types of equipment and products used for eyebrow shaping
- 13.3 the features and benefits of using automatic and manual tweezers
- 13.4 how to remove the hair in relation to the direction of hair growth
- 13.5 the different methods used to ensure client comfort
- 13.6 how to create a symmetrical and well balanced shape
- 13.7 the expected skin reaction to eyebrow shaping
- 13.8 the types of soothing agents available and their effects on the eye area
-

---

## Learning outcome

The learner will:

- 14 Know how to colour eyelashes

## Assessment criteria

The learner will know and understand:

- 14.1 how to select and apply eyelash tint to suit the client's hair colour characteristics and their requirements
- 14.2 how the client's hair colour characteristics can affect the development time
- 14.3 how to select, mix and remove tints and minimise wastage
- 14.4 how oxidation affects the shelf life of tint and at what point in the tinting process the tint should be mixed
- 14.5 the possible contra-actions that may occur, how to deal with them and what advice to give to the client

---

## Learning outcome

The learner will:

- 15 Know how to attach, maintain and remove semi-permanent and temporary eyelash systems

## Assessment criteria

The learner will know and understand:

- 15.1 the preparation requirements for temporary and semi-permanent lash systems
- 15.2 how to judge the type and quantity of eyelashes to be added to achieve a balanced look
- 15.3 the different application techniques for temporary and semi-permanent lash systems
- 15.4 the advantages and disadvantages of different eyelash extension systems
- 15.5 the possible contra-actions that can occur, how to deal with them and what advice to give to clients
- 15.6 the structure and cycle of hair growth
- 15.7 the basic structure and function of the eye
- 15.8 the physical effect of eyelash extensions on the eye
- 15.9 the reasons for removing excess adhesive throughout the lash application process
- 15.10 how to maintain and remove the temporary and semi-permanent lash systems
- 15.11 the recommendation of professional removal of single and flare lash systems and why this is important

### Supporting Information

#### ***Evidence requirements***

1. The assessment must be performed in a Realistic Working Environment (RWE) on clients. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for providing eyelash and eyebrow treatments.
3. Your assessor will observe your performance on **a minimum of 3 occasions** involving **a minimum of 3 different** clients.
4. From the range statement, you must show that you have:
  - used **all** consultation techniques
  - dealt with at least **1** of the necessary actions
  - covered **all** types of eyebrow artistry
  - covered **a minimum of 2** eyebrow shapes
  - covered a **minimum of 2** eyelash tints
  - covered **a minimum of 2** eyelash attachment systems
  - covered the maintenance of eyelashes including rebalancing
  - considered **all** factors
  - provided **all** advice and recommendations
5. If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence.  
The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit 213

## Provide make-up application

<b>Unit level:</b>	Level 2
<b>GLH:</b>	41
<b>Unit aim:</b>	The learner will be able to consult, plan, prepare and perform make-up services on clients. They will know and understand the techniques, tools and equipment used to create different make-up effects for different occasions.

---

### Learning outcome

The learner will:

- 1 Maintain safe and effective methods of working when providing make-up application

### Assessment criteria

The learner can:

- 1.1 maintain their responsibilities for health and safety throughout the service
- 1.2 prepare the client and self to meet legal and organisational requirements
- 1.3 protect the client's clothing, hair and accessories throughout the service
- 1.4 maintain the client's modesty and privacy at all times
- 1.5 position the client to meet the needs of the service
- 1.6 ensure own posture and working methods minimise fatigue and the risk of injury to self and others
- 1.7 ensure environmental conditions are suitable for the client and the service
- 1.8 keep their work area clean and tidy throughout the service
- 1.9 use working methods that minimise the risk of cross-infection
- 1.10 ensure the use of clean tools and equipment
- 1.11 promote environmental and sustainable working practices
- 1.12 follow workplace and suppliers' or manufacturers' instructions for the safe use of tools, materials and products
- 1.13 dispose of waste materials to meet legal requirements
- 1.14 complete the service within a commercially viable time

---

## Learning outcome

The learner will:

- 2 Consult, plan and prepare for providing make-up application

## Assessment criteria

The learner can:

- 2.1 use consultation techniques to determine the client's service plan
- 2.2 ensure that informed and signed parental or guardian consent is obtained for minors prior to any service
- 2.3 ensure that a parent or guardian is present throughout the service for minors under the age of 16
- 2.4 recognise any contra-indications and take the necessary action
- 2.5 identify and agree with the client the service plan that meets their needs
- 2.6 obtain signed, informed consent from the client prior to carrying out the service
- 2.7 ensure the skin is cleansed, toned and moisturised prior to the application of make-up
- 2.8 identify and record the client's skin type, skin condition, and underlying skin tone
- 2.9 select make-up products to suit the client's age group, skin type, skin condition, make-up style and the client's preferences

---

## Range

(AC2.1) **Consultation techniques:**

- questioning
- listening
- visual
- manual
- written

(AC2.4) **Necessary action:**

- encouraging the client to seek medical advice
- explaining why the treatment cannot be carried out
- modification of the treatment

(AC2.8, **Skin type:**

- AC2.9)
- oily
  - dry
  - combination

(AC2.9) **Skin condition:**

- mature
- dehydrated
- sensitive

(AC2.9) **Make-up products:**

- primers
- tinted moisturisers
- foundations
- powders

- facial bronzing products
- concealers
- corrective products
- eyebrow products
- eye products
- eyeliners
- mascara
- cheek products
- lip products
- pencils
- setting sprays

(AC2.9) **Make-up style:**

- natural
- evening
- special occasion

### Learning outcome

The learner will:

- 3 Apply make-up products

### Assessment criteria

The learner can:

- 3.1 blend foundation to create an even skin tone
- 3.2 apply corrective products to disguise skin blemishes
- 3.3 use a powder to achieve the desired finish, when required
- 3.4 use eyebrow products to define and shape the eyebrows
- 3.5 blend eye products to suit the texture, tone and colour required for the client
- 3.6 apply eyeliner to enhance the eye shape
- 3.7 evenly coat lashes with mascara
- 3.8 apply cheek products to suit the texture, tone and colour required for the client
- 3.9 use lip products to enhance the client's lips
- 3.10 ensure all elements of the make-up combine to complement each other and meet the required make-up style
- 3.11 ensure the finished result is to the client's satisfaction
- 3.12 give the client advice and recommendations on the service provided
- 3.13 ensure the client's records are completed and signed by self and the client

### Range

(AC3.12) **Advice and recommendations:**

- suitable aftercare products and their uses
- avoidance of activities which may cause contra-actions
- present and future products and service
- suitable make-up removal technique

---

## Learning outcome

The learner will:

- 4 Know how to maintain safe and effective methods of working when providing make-up application

## Assessment criteria

The learner will know and understand:

- 4.1 their responsibilities for health and safety as defined by any specific legislation covering their job role
- 4.2 the legal and organisational requirements for client preparation
- 4.3 the legal and organisational requirements for their own personal hygiene, protection and appearance
- 4.4 safe positioning techniques for self and their client to prevent discomfort
- 4.5 the necessary environmental conditions for services, such as heating and ventilation and why these are important
- 4.6 why it is important to keep their work area clean and tidy
- 4.7 methods of cleaning, disinfection and sterilisation
- 4.8 methods of working safely and hygienically and which minimise the risk of cross-infection
- 4.9 the different types of working methods that promote environmental and sustainable working practices
- 4.10 the hazards and risks which exist in their workplace and the safe working practices which they must follow
- 4.11 suppliers' and manufacturers' instructions for the safe use of tools, materials and products which they must follow
- 4.12 the legal requirements for waste disposal
- 4.13 the reasons for completing the service in a commercially viable time

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## Range

### (AC4.1) Health and safety:

- 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

### (AC4.9) Environmental and sustainable working practices:

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)
- reducing water usage and other resources

- preventing pollution
- using disposable items
- using recycled, eco-friendly furniture
- using low chemical paint
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

(AC4.11) **Tools:**

- make-up brushes
- containers
- disposables
- eyelash curlers
- tweezers

## Learning outcome

The learner will:

- 5 Know how to consult, plan and prepare for providing make-up application

## Assessment criteria

The learner will know and understand:

- 5.1 why it is important to communicate with clients in a professional manner
- 5.2 how to complete a consultation taking into account the client's diverse needs
- 5.3 the legal requirements for providing treatment to minors under 16 years of age
- 5.4 the age at which an individual is classed as a minor and how this differs nationally
- 5.5 the importance of agreeing the service that meets the client's needs
- 5.6 the legal significance of gaining signed, informed client consent to carry out the service
- 5.7 the legislative requirements for storing and protecting client data
- 5.8 how to recognise contra-actions and contra-indications that would prevent or restrict the service
- 5.9 the contra-indications requiring medical referral and why
- 5.10 the necessary action to take in relation to specific contra-indications when referring clients
- 5.11 the reasons for not naming specific contra-indications when referring clients
- 5.12 how to recognise different skin types, characteristics and conditions
- 5.13 the different types of cleansing, toning and moisturising products
- 5.14 the methods used for cleansing, toning and moisturising the skin
- 5.15 the criteria for selecting make-up products to suit different client age groups and make-up styles
- 5.16 how to match make-up products to different skin types, skin tones and skin conditions

## Range

(AC5.2) **Diverse needs:**

- cultural
- religious



- age
- disability
- gender

(AC5.8) **Contra-actions that would prevent or restrict:**

- excessive perspiration
- adverse skin reactions
- watery eyes
- excessive erythema

(AC5.8) **Contra-indications that would prevent or restrict:**

- viral – herpes simplex
- conjunctivitis
- open cuts and abrasions
- swelling
- skin irritation
- recent scar tissue
- eczema
- hyperkeratosis
- skin allergies
- bruising
- watery eyes
- healed eczema and psoriasis
- redness
- bruising

(AC5.9) **Contra-indications requiring medical referral:**

- bacterial – impetigo
- fungal – tinea
- conjunctivitis
- severe skin conditions and eye infections
- acne
- boils
- herpes zoster and warts
- parasitic infections such as pediculosis and scabies

(AC5.15) **Make-up products:**

- AC5.16)
- primers
  - tinted moisturisers
  - foundations
  - powders
  - facial bronzing products
  - concealers
  - corrective products
  - eyebrow products
  - eye products
  - eyeliners
  - mascara
  - cheek products
  - lip products
  - pencils

- setting sprays

(AC5.16) **Skin conditions:**

- sensitive
- dehydrated
- broken capillaries
- pustules
- papules
- open pores
- dark circles
- hyperpigmentation
- hypopigmentation
- sun damage
- scarring
- erythema
- mature

---

### Learning outcome

The learner will:

- 6 Know how to apply make-up products

### Assessment criteria

The learner will know and understand:

- 6.1 the different types of make-up products available for the eyes, lips and the face; application techniques and the guidelines for using them
- 6.2 how to adapt the make-up for clients who wear contact lenses or glasses
- 6.3 how to use corrective colours and concealers to balance skin tone
- 6.4 how to select and use make-up products to enhance face shapes
- 6.5 why certain make-up products should be applied in a particular sequence
- 6.6 the results of incorrect make-up selection and application
- 6.7 the structure and functions of the skin
- 6.8 how environmental and lifestyle factors affect the condition of the skin
- 6.9 how lighting affects the perception of colour and its influence on the effect of make-up
- 6.10 the reasons for matching lighting with the occasion for which the make-up will be worn
- 6.11 possible contra-actions which may occur, how to deal with them and what advice to give to clients
- 6.12 the advice and recommendations on products and services

---

### Range

(AC6.1) **Make-up products:**

- primers
- tinted moisturisers
- foundations
- powders
- facial bronzing products

- concealers
- corrective products
- eyebrow products
- eye products
- eyeliners
- mascara
- cheek products
- lip products
- pencils
- setting sprays

(AC6.7) **Structure and functions of the skin:**

Structure

- layers of epidermis
- dermis
- subcutaneous layer
- hair follicle
- hair shaft
- sebaceous gland
- arrector pili gland
- sweat gland
- blood and lymph vessels
- sensory nerve endings

Function

- sensitivity
- heat regulation
- absorption
- protection
- excretion
- secretion
- vitamin D production

## Unit 213

## Provide make-up application

### Supporting Information

#### ***Evidence requirements***

1. The assessment must be performed in a Realistic Working Environment (RWE) on clients. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for provide make-up application.
3. Your assessor will observe your performance on **at least 2 occasions**, covering both of the following make-up looks:
  - intense make-up
  - special occasion make-up
4. From the range, you must show that you have:
  - used **all** the consultation techniques
  - dealt with **at least 1** of the necessary actions
  - identified the clients skin type
  - identified the clients skin condition
  - used a **minimum of 7 types** of make-up products
  - provided **all** types of advice and recommendations.
5. If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence. The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit 214

## Provide basic massage treatments

<b>Unit level:</b>	Level 2
<b>GLH:</b>	70
<b>Unit aim:</b>	The learner will be able to consult, plan, prepare and perform manual massage treatments on clients. They will know and understand the correct use and application of massage techniques and the anatomy and physiology of the body.

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### Learning outcome

The learner will:

- 1 Maintain safe and effective methods of working when providing a massage treatment

### Assessment criteria

The learner can:

- 1.1 maintain their responsibilities for health and safety throughout the treatment
- 1.2 prepare the client and self to meet legal and organisational requirements
- 1.3 protect the client's clothing, hair and accessories throughout the service
- 1.4 maintain the client's modesty and privacy at all times
- 1.5 position the client to meet the needs of the treatment
- 1.6 ensure own posture and working methods minimise fatigue and the risk of injury to self and others
- 1.7 ensure environmental conditions are suitable for the client and the treatment
- 1.8 keep their work area clean and tidy throughout the service
- 1.9 use working methods that minimise the risk of cross-infection
- 1.10 ensure the use of clean equipment and materials
- 1.11 promote environmental and sustainable working practices
- 1.12 follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- 1.13 dispose of waste materials to meet legal requirements
- 1.14 complete the treatment within a commercially viable time

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## Learning outcome

The learner will:

- 2 Consult, plan and prepare for massage treatments

## Assessment criteria

The learner can:

- 2.1 use consultation techniques to determine the client's treatment plan
- 2.2 ensure that informed and signed parental or guardian consent is obtained for minors prior to any treatment
- 2.3 ensure that a parent or guardian is present throughout the treatment for minors under the age of 16
- 2.4 recognise any contra-indications and take the necessary action
- 2.5 assess the client's physical characteristics and determine the treatment plan
- 2.6 obtain signed, informed consent from the client prior to carrying out the treatment

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## Range

(AC2.1) **Consultation techniques:**

- questioning
- listening
- visual
- manual
- written

(AC2.4) **Necessary action:**

- encouraging the client to seek medical advice
- explaining why the treatment cannot be carried out
- modification of the treatment

(AC2.5) **Physical characteristics:**

- body type
- posture
- muscle tone
- age
- health
- skin condition

---

## Learning outcome

The learner will:

- 3 Perform massage treatments

## Assessment criteria

The learner can:

- 3.1 adapt the massage techniques, sequence and massage mediums to meet the client's physical characteristics and treatment areas
- 3.2 vary the depth, rhythm and pressure of massage techniques to meet treatment objectives, treatment areas and the client's physical characteristics and preferences
- 3.3 ensure the finished result is to the client's satisfaction and meets the agreed treatment objectives
- 3.4 give the client advice and recommendations on the treatment provided
- 3.5 ensure the client's records are completed and signed by self and the client

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## Range

(AC3.1) **Massage techniques:**

- effleurage
- petrissage
- tapotement
- friction

(AC3.1) **Massage medium:**

- oil
- cream

(AC3.1, **Physical characteristics:**

- AC3.2)
- body type
  - posture
  - muscle tone
  - age
  - health
  - skin condition

(AC3.1) **Treatment areas:**

- face
- head
- chest and shoulders
- arms and hands
- back
- legs and feet

(AC3.2) **Treatment objectives:**

- relaxation
- sense of well-being
- uplifting
- stimulating

(AC3.2, **Treatment objectives:**

~~AC3.3)~~

- relaxation
- sense of well-being

(AC3.4) **Advice and recommendations:**

- suitable aftercare products and their uses
- avoidance of activities which may cause contra-actions
- present and future products and treatments
- post-treatment advice

## Learning outcome

The learner will:

- 4 Know how to maintain safe and effective methods of working when providing massage treatments

## Assessment criteria

The learner will know and understand:

- 4.1 their responsibilities for health and safety as defined by any specific legislation covering their job role
- 4.2 the legal and organisational requirements for client protection and preparation
- 4.3 the legal and organisational requirements for own personal hygiene, protection and appearance
- 4.4 their responsibilities under local authority licensing regulations for self and their premises
- 4.5 the reasons for maintaining the client's modesty and privacy during the treatment
- 4.6 safe positioning techniques for self and client and why using these are important
- 4.7 the necessary environmental conditions for services such as heating and ventilation and why these are important
- 4.8 methods of cleaning, disinfection and sterilisation
- 4.9 methods of working safely and hygienically to avoid cross-infection
- 4.10 the hazards and risks which exist in the workplace and the safe working practices which they must follow
- 4.11 the different types of working methods that promote environmental and sustainable working practices
- 4.12 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow
- 4.13 the legal requirements for waste disposal
- 4.14 the reasons for completing the treatment in a commercially viable time

## Range

(AC4.1) **Health and safety:**

- 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

(AC4.11) **Environmental and sustainable working practices:**

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items
- using recycled, eco-friendly furniture
- using low chemical paint
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

## Learning outcome

The learner will:

- 5 Know how to consult, plan and prepare for massage treatments

## Assessment criteria

The learner will know and understand:

- 5.1 why it is important to communicate with clients in a professional manner
- 5.2 how to complete a consultation taking into account the client's diverse needs
- 5.3 the legal requirements for providing treatment to minors under 16 years of age
- 5.4 the age at which an individual is classed as a minor and how this differs nationally
- 5.5 the importance of agreeing with the client the treatment that meets their needs
- 5.6 the legal significance of gaining signed, informed client consent to carry out the treatment
- 5.7 the legislative requirements for storing and protecting client data
- 5.8 how to recognise contra-indications that would prevent or restrict the treatment
- 5.9 the contra-indications requiring medical referral and why
- 5.10 the necessary action to take in relation to specific contra-indications when referring clients
- 5.11 the reasons for not naming specific contra-indications when referring clients
- 5.12 how to visually assess the client's physical characteristics
- 5.13 how to match massage medium to different skin types, conditions
- 5.14 the advice and recommendations on products and treatment objectives

## Range

(AC5.2) **Diverse needs:**

- cultural
- religious
- age

- disability
- gender

(AC5.8) **Contra-indications:**

which prevent treatment:

- diagnosed medical conditions (subject to medical referral or diagnosis)
- prescribed medications (subject to medical guidance)
- contagious skin diseases
- dysfunction of the nervous system
- recent scar tissue
- undiagnosed lumps and swellings

which restrict treatment:

- undergoing medical treatment
- uncontrolled diabetes
- epilepsy
- high/low blood pressure
- history of thrombosis or embolism
- medication
- pregnancy
- piercings
- cuts and abrasions
- during cancer treatment.

## Learning outcome

The learner will:

- 6 Know how to perform massage treatments

## Assessment criteria

The learner will know and understand:

- 6.1 the use and application of massage techniques to meet a variety of treatment objectives
- 6.2 how the massage sequence, depth and pressure can be adapted to suit different client physical characteristics
- 6.3 how to adapt the massage treatments to suit different treatment objectives and treatment areas
- 6.4 the benefits and effect of different massage treatments
- 6.5 the benefits of massage and how these can be adapted to prevent work related injuries
- 6.6 the different skin types and skin characteristics
- 6.7 the anatomy and physiology of the body
- 6.8 the effects of massage on the individual systems of the body
- 6.9 the methods used to evaluate the effectiveness of body massage treatments

## Range

(AC6.7) **Anatomy and physiology:**

- the structure and function of cells and tissues
- the structure, function and different types of muscles

- the positions and actions of the main muscle groups identified within the treatment areas of the body
- the position and function of the primary bones and joints of the skeleton
- how to recognise postural faults and conditions
- the structure and function of the circulatory system
- the structure and function of the lymphatic system
- the basic principles of the central nervous system and autonomic system
- the basic principles of the endocrine, respiratory (including sinuses and olfactory bulb), digestive and excretory systems
- the structure and functions of skin
- the structure and location of the adipose tissue

## Unit 214

## Provide basic massage treatments

### Supporting Information

#### ***Evidence requirements***

1. The assessment must be performed in a Realistic Working Environment (RWE) on clients. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for provide a massage treatment.
3. Your assessor will observe your performance on at **least 2 occasions**.
4. From the range, you must show that you have:
  - used **all** consultation techniques
  - dealt with **at least 1** of the necessary actions
  - dealt with **all** the clients' physical characteristics
  - covered **all** treatment areas
  - met the agreed treatment objectives
  - used **all** massage techniques
  - used **all** massage mediums
  - given **all** the types of advice and recommendations
5. If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence.  
The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

# Appendix 1 Mandatory Core Knowledge

## Professionalism and values

The apprentice will be able to:

Carry out and maintain beauty therapy legal, industry and organisational requirements for professionalism and demonstrate a passion for the industry: meet organisational and industry standards of appearance; work under pressure, observe time management and self-management; provide advice and recommendations on the beauty treatments aftercare and appointments; complete services in a commercially viable time and to a high standard; demonstrate an appreciation of equality and diversity; describe the range of treatments and products in the beauty therapy industry; maintain client confidentiality and rights to support the client journey; demonstrate excellent verbal and non-verbal communication skills; deal with problems within the scope and responsibilities of the occupation, swiftly seeking assistance from a senior member of staff when required.

The apprentice will know and understand:

Beauty therapy industry, legal and organisational requirements: procedures, guidelines, codes of practice, ethics, equality and diversity and quality assurance systems; time and self-management principles; Beauty Therapy duties, standards of appearance, personal hygiene, etiquette, housekeeping; commercially viable times for the completion of treatments; continuing professional development; Consumer Rights Act and the Data Protection Act; the role of the reception and associated areas; the types of products and treatments in the beauty therapy and related industries; the importance of aftercare advice and recommendations; verbal and non-verbal communication skills; how to deal with problems within the scope and responsibilities of the occupation, swiftly seeking assistance from a senior member of staff.

### **Professionalism**

This would also include skills, knowledge and understanding of the following:

- professional ethics
- Employee Rights and Responsibilities and industry knowledge
- ensuring personal hygiene and protection meets accepted industry and organisational requirements
- a high standard of personal and professional conduct requirements
- a high level of technical skills and ability
- the completion of services in a commercially viable time
- a willingness to learn
- time management
- the ability to self-manage
- positive attitude
- maintenance of customer care

### **Organisational and industry standards**

This would also include skills, knowledge and understanding of the following:

- meeting both organisational and industry standards of appearance
- having a flexible working attitude
- being a team worker

- maintaining customer care
- having a professional attitude
- having good verbal and non-verbal communication skills
- the maintenance of effective, hygienic and safe working methods
- having skills, knowledge and understanding of the following - housekeeping, business basics, and selling and recommendations (retail)

### **Communication skills**

This would also include skills, knowledge and understanding of the following:

- providing a positive impression of them self and their organisation
- customer care and the client journey, including reception
- basic communication skills
- how to communicate with the general public and colleagues

### **The role of the reception area**

- maintain the reception area
- attend to clients and enquiries
- make appointments for salon services
- taking payments
- handle payments from clients

### **Safe working practices**

The apprentice will be able to:

Meet legal, industry and organisational requirements: maintain effective, hygienic and safe working methods; meet health and safety considerations; adhere to workplace, suppliers' or manufacturers' instructions for the safe use of equipment, materials and products; maintain the client's modesty, privacy and comfort; minimise risks of cross-infection, injury or fatigue; promote environmental and sustainable working practices; ensure personal hygiene and protection meets industry, organisational and local authority requirements; correctly use, store and dispose of Personal Protective Equipment.

The apprentice will know and understand:

Legal, industry and organisational requirements: use of tools, equipment, materials and products; workplace housekeeping: cleaning, disinfection, sterilisation, waste disposal; supplier or manufacturer's instructions; protection of self and client; direct and indirect cross-infection; contra indications and contra actions; methods that promote environmental and sustainable working practices; how to recognise and reduce the risk of injury to self and others by maintaining correct posture; health and safety legislation and practice.

### **Hygienic and safe working methods**

This would also include skills, knowledge and understanding of the following:

- maintain responsibilities for health and safety throughout the service
- prepare the client and them self to meet legal and organisational requirements
- protect the client's clothing, hair and accessories throughout the service
- maintain the client's modesty and privacy at all times
- position the client to meet the needs of the service
- ensure own posture and working methods minimise fatigue and the risk of injury to them self and others

- repetitive strain injury
- ensure the use of clean equipment and materials
- reason for conduction allergy alert testing
- promote environmental and sustainable working practices
- complete the service within a commercially viable time
- responsibilities for health and safety as defined by any specific legislation covering their job role
- the legal and organisational requirements for client protection and preparation
- the legal and organisational requirements for their own personal hygiene, protection and appearance
- the reasons for maintaining the client's modesty and privacy at all times
- safe positioning techniques for them self and the client to prevent discomfort
- the necessary environmental conditions for services such, as heating, lighting and ventilation, and why these are important
- why it is important to keep their work area clean and tidy
- methods of cleaning, disinfection and sterilisation
- methods of working safely and hygienically to avoid the risk of cross-infection
- how to recognise relevant contra-indications and contra-actions, and take the necessary actions
- the different types of working methods that promote environmental and sustainable working practices
- the hazards and risks which exist in the workplace and the safe working practices which must be followed
- suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which must be followed
- the legal requirements for waste disposal (clinical waste)
- the correct methods for safe handling, removing and disposing of waste and rubbish
- the correct handling, storing and disposing of substances hazardous to health
- the legal requirements of safety labelling
- the reasons for completing the service in a commercially viable time

### ***Health and safety legislation***

Be familiar with the content, with regard to employer and employee responsibilities and requirements under other, current relevant legislation, to include:

- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) Order
- The Electricity at Work Regulations
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- Data Protection Act
- Working Time Directives
- Cosmetic Products Regulations
- Sale of Goods Act
- Distance Selling Act
- Trade Descriptions Act
- Consumer Protection legislation

## ***Environmental and sustainable working practices***

This would also include skills, knowledge and understanding of the following:

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items
- using recycled, eco-friendly furniture
- using low chemical paint
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

## **Core Behaviours**

The following behaviours underpin the delivery of services in the beauty sector.

These behaviours ensure that clients/customers receive a positive impression of both the organisation and the individual and meet industry standards of behaviour, as a Beauty Professional:

- 1 Personal and professional ethics: demonstrates a commitment to quality, maintains honesty, integrity and confidentiality
- 2 Willingness to learn: enquiring and curious mind, enthusiastic to learn about their chosen career, good work ethic applied to learning, drive and commitment to learn and maintain continual professional development
- 3 Flexible and positive attitude: adapts positively to changing work priorities and patterns when new tasks need to be completed or requirements change
- 4 Maintain client/customer care principles and practices: show clients/customers respect at all times and in all circumstances, demonstrate client empathy, sensitivity and awareness
- 5 Team Work: builds good relationships with others, integrity and respect for all colleagues, engender team spirit, is considerate towards others, flexible and adaptable

This would also include skills, knowledge and understanding of the following:

- meeting the salon's standards of behaviour
- greeting the client respectfully and in a friendly manner
- communicate with the client politely and courteously
- identifying and confirming the client's expectations
- responding promptly and positively to the clients' questions and comments
- keeping the client informed and reassured
- responding promptly to a client seeking assistance
- quickly locating information that will help the client
- dealing with problems within the scope of their responsibilities and job role
- show clients and colleagues respect at all times and in all circumstances
- quickly seeking assistance from a senior member of staff when required
- giving the client the information they need about the services or products offered by the salon



## Appendix 2 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).

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

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

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

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

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

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

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

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

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

Specifically, the document includes sections on:

- The centre and qualification approval process and forms

- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Appendix 3 Useful contacts

<b>UK learners</b> General qualification information	<b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	<b>E: intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	<b>E: centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	<b>E: singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	<b>E: intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e- assessment, Navigation, User/menu option, Problems	<b>E: walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	<b>E: business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	

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