

# Entry 3 and Level 1 Qualifications in an Introduction to the hair and beauty sector (3001)

Qualification Handbook

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August 2017  
Version 6.4



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# **Entry 3 and Level 1 Qualifications in an Introduction to the hair and beauty sector (3001)**

## **Qualification Handbook**

**Entry 3 Award in an Introduction to the Hair and Beauty Sector  
(3001-90)**

**Entry 3 Certificate in an Introduction to the Hair and Beauty Sector  
(3001-01)**

**Level 1 Award in an Introduction to the Hair and Beauty Sector  
(3001-90)**

**Level 1 Certificate in an Introduction to the Hair and Beauty Sector  
(3001-02)**

**Level 1 Diploma in an Introduction to the Hair and Beauty Sector  
(3001-02)**

**Level 1 Certificate in Hairdressing and Beauty Therapy  
(3001-12)**

**Level 1 Diploma in Hair and Beauty  
(3001-11)**

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
6.0 Oct 2011	Clarification on Age Restriction	Candidate entry requirements Error! Reference source not found.
6.1 Nov 2012	Re-wording of staff titles	Centre Staff
6.2 Oct 2013	Unit titles clarified for 106, 108, 216	Structures, Units
6.3 Nov 2015	Removed last registration/ certification dates	Introduction
6.4 August 2017	Added TQT details  Deleted QCF	Qualification at a glance, Structure Throughout

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications

Qualification titles and levels	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number	Last registration date	Last certification date
Entry 3 Award in an Introduction to the Hair and Beauty Sector	62	70	3001-90	500/6433/2		
Entry 3 Certificate in an Introduction to the Hair and Beauty Sector	114	130	3001-01	500/6325/X		
Level 1 Award in an Introduction to the Hair and Beauty Sector	72	90	3001-90	500/6345/5		
Level 1 Certificate in an Introduction to the Hair and Beauty Sector	129	150	3001-02	500/6347/9	Please see the Walled Garden for last registration/ certification dates	
Level 1 Diploma in an Introduction to the Hair and Beauty Sector	320	380	3001-02	500/6346/7		
Level 1 Certificate in Hairdressing and Beauty Therapy	233	290	3001-12	600/2752/6		
Level 1 Diploma in Hair and Beauty	347	420	3001-11	600/2753/8		

These qualifications:

- meet the needs of candidates who want to work in the hair and beauty sector
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the hair and beauty sector
- can be used as part of a **Foundation Learning** programme
- provide valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupation competence

For more information on the Foundation Learning please go to [www.cityandguilds.com/fl](http://www.cityandguilds.com/fl)



## 1.1 Related publications

City & Guilds also provides the following documents specifically for this qualification:

<b>Publication</b>	<b>Available from</b>
Assignment guide	Centre resources section of the City & Guilds website
Fast track approval forms	City & Guilds website, regional office

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds Qualifications – a guide to centre and scheme (qualification) approval:* 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.
- *Ensuring Quality* – contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – this CD-ROM contains additional information on *Providing City & Guilds Qualifications* which links to the internet for access to the latest documents, reference materials and templates
- *Directory of Qualifications* – Contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of Qualifications* and this Guide, the *Directory of Qualifications* contains the more up-to-date information.

For the latest updates on our publications along with details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

### City & Guilds websites

<b>Website</b>	<b>Address</b>	<b>Purpose and content</b>
City & Guilds main website	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>	SmartScreen is the City & Guilds online support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	<a href="http://www.walled-garden.co.uk">www.walled-garden.co.uk</a>	The Walled Garden is an online qualification administration portal for approved centres.

## 1.2 Qualification structures

### Entry 3 Award in an Introduction to the Hair and Beauty Sector

Learners must achieve **4** credits from the mandatory units and **3** credits from the optional units available below.

### Entry 3 Certificate in an Introduction to the Hair and Beauty Sector

Learners must achieve **4** credits from the mandatory units and **9** credits from the optional units available below.

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
<b>Mandatory</b>				
Unit 001	Introduction to the Hair and Beauty Sector	Entry 3	2	20
Unit 002	Presenting a Professional Image in a Salon	Entry 3	2	20
<b>Optional (only one of 004 and 105 can be taken within a qualification)</b>				
Unit 003	Shampoo and Conditioning	Entry 3	3	30
Unit 004	Hair Plaiting	Entry 3	3	30
Unit 005	Create an Image using Colour for the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 007	Hand Care	Entry 3	3	30
Unit 103	Styling Women's Hair	1	3	30
Unit 104	Styling Men's Hair	1	3	30
Unit 105	Plaiting and Twisting Hair	1	3	30
Unit 106	Basic Make-up Application	1	3	30
Unit 107	Themed Face Painting	1	3	30
Unit 108	Nail Art Application	1	3	30
Unit 109	Providing Basic Manicure Treatment	1	3	30
Unit 110	Providing Basic Pedicure Treatment	1	3	30
Unit 111	Colour Hair using Temporary Colour	1	3	30
Unit 112	Create a Hair and Beauty Image	1	3	30
Unit 113	Follow Health and Safety in the Salon	1	3	30
Unit 114	Salon Reception Duties	1	3	30
Unit 115	Working with Others in the Hair and Beauty Sector	1	2	19

### Level 1 Award in an Introduction to the Hair and Beauty Sector

Learners must achieve 6 credits from the mandatory units and a minimum of 3 credits from the optional units available below.

### Level 1 Certificate in an Introduction to the Hair and Beauty Sector

Learners must achieve 6 credits from the mandatory units and a minimum of 9 credits from the optional units available below.

### Level 1 Diploma in an Introduction to the Hair and Beauty Sector

Learners must achieve 6 credits from the mandatory units and a minimum of 32 credits from the optional units available below.

**A minimum of 50% of credits must come from level 1 or above.**

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
<b>Mandatory</b>				
Unit 101	Introduction to the Hair and Beauty Sector	1	3	25
Unit 102	Presenting a Professional Image in a Salon	1	3	25
<b>Optional</b> (only one of 004 and 105 can be taken within a qualification) (only one of 108 and 218 can be taken within a qualification)				
Unit 003	Shampoo and Conditioning	Entry 3	3	30
Unit 004	Hair Plaiting*	Entry 3	3	30
Unit 005	Create an Image using Colour for the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 007	Hand Care	Entry 3	3	30
Unit 103	Styling Women's Hair	1	3	30
Unit 104	Styling Men's Hair	1	3	30
Unit 105	Plaiting and Twisting Hair*	1	3	30
Unit 106	Basic Make-up Application	1	3	30
Unit 107	Themed Face Painting	1	3	30
Unit 108	Nail Art Application**	1	3	30
Unit 109	Providing Basic Manicure Treatment	1	3	30
Unit 110	Providing Basic Pedicure Treatment	1	3	30
Unit 111	Colour Hair using Temporary Colour	1	3	30
Unit 112	Create a Hair and Beauty Image	1	3	30
Unit 113	Follow Health and Safety in the Salon	1	3	30
Unit 114	Salon Reception Duties	1	3	30
Unit 115	Working with Others in the Hair and Beauty Sector	1	2	19

Unit 215	The Art of Dressing Hair	2	5	30
Unit 216	The Art of Photographic Make-up	2	5	30
Unit 217	The Art of Colouring	2	7	60
Unit 218	Provide Nail Art **	2	3	24

**\*Only one of these units can be taken**

**\*\*Only one of these units can be taken**

### City & Guilds Level 1 Certificate in Hairdressing and Beauty Therapy

Learners must achieve 29 credits overall - **11** credits from the four mandatory units and a minimum of **18** credits from the optional units available for each pathway as shown below.

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
<b>Mandatory</b>				
Unit 101	Introduction to the Hair and Beauty Sector	1	3	25
Unit 102	Presenting a Professional Image in a Salon	1	3	25
Unit 113	Follow health and safety in the salon	1	3	30
Unit 115	Working with others in the hair and beauty sector	1	2	19

Plus one of five pathways;

1. Hairdressing
2. Beauty Therapy
3. Barbering
4. Make- up
5. Nails

#### Pathway 1 Hairdressing

All mandatory units plus 18 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
Unit 003	Shampoo and Conditioning	Entry 3	3	30
Unit 004	Hair Plaiting*	Entry 3	3	30
Unit 005	Create an image using colour for the Hair and Beauty Sector	Entry 3	3	30
Unit 103	Styling Women's Hair	1	3	30
Unit 105	Plaiting and Twisting hair*	1	3	30

Unit 111	Colour hair using temporary colour**	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 215	The Art of Dressing Hair	2	5	30
Unit 217	The Art of Colouring hair**	2	7	60

**\*Only one of these units can be selected as part of the same qualification**

**\*\*Only one of these units can be selected as part of the same qualification**

### Pathway 2 Beauty Therapy

All mandatory units plus 18 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
Unit 005	Create an image using colour for the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 007	Hand Care*	Entry 3	3	30
Unit 106	Basic Make-up Application	1	3	30
Unit 107	Themed Face Painting	1	3	30
Unit 108	Nail Art Application	1	3	30
Unit 109	Providing Basic Manicure Treatments *	1	3	30
Unit 110	Providing Basic Pedicure Treatments	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 216	The Art of Photographic Make-up	2	5	30

**\*Only one of these units can be selected as part of the same qualification**

### Pathway 3 Barbering

All mandatory units plus 18 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
<b>Unit 003</b>	<b>Shampoo and Conditioning</b>	<b>Entry 3</b>	<b>3</b>	<b>30</b>
Unit 005	Create an image using colour for the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 007	Hand Care	Entry 3	3	30
Unit 104	Styling Men's Hair	1	3	30
Unit 107	Themed Face Painting	1	3	30

Unit 111	Colour hair using temporary colour*	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 217	The Art of Colouring hair*	2	7	60

**\*Only one of these units can be selected as part of the same qualification**

#### Pathway 4 Make – up

All mandatory units plus 18 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
Unit 005	Create an image using colour for the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 103	Styling Women’s Hair	1	3	30
Unit 105	Plaiting and Twisting hair	1	3	30
Unit 106	Basic Make-up Application	1	3	30
Unit 107	Themed Face Painting	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 216	The Art of Photographic Make-up	2	5	30

#### Pathway 5 Nails

All mandatory units plus 18 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
Unit 005	Create an image using colour for the Hair and Beauty Sector	Entry 3	3	30
Unit 007	Hand Care**	Entry 3	3	30
Unit 108	Nail Art Application**	1	3	30
Unit 109	Providing Basic Manicure Treatments**	1	3	30
Unit 110	Providing Basic Pedicure Treatments	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 218	Provide Nail Art**	2	3	24

**\*Only one of these units can be selected as part of the same qualification**

**\*\*Only one of these units can be selected as part of the same qualification**

## City & Guilds Level 1 Diploma in Hair and Beauty

Learners must achieve 42 credits overall - 11 credits from the four mandatory units and a minimum of 31 credits from the optional units available for each pathway as shown below.

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
<b>Mandatory</b>				
Unit 101	Introduction to the Hair and Beauty Sector	1	3	30
Unit 102	Presenting a Professional Image in a Salon	1	3	30
Unit 113	Follow health and safety in the salon	1	3	30
Unit 115	Working with others	1	2	19

### Plus one of four pathways

1. **Hairdressing**
2. **Beauty Therapy**
3. **Hairdressing and Beauty Therapy**
4. **Barbering**

#### Pathway 1 Hairdressing

All mandatory units plus 31 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
Unit 003	Shampoo and Conditioning	Entry 3	3	30
Unit 004	Hair Plaiting*	Entry 3	3	30
Unit 005	Create an Image using Colour in the Hair and Beauty Sector	Entry 3	3	30
Unit 007	Hand Care	Entry 3	3	30
Unit 103	Styling Women's Hair	1	3	30
Unit 104	Styling Men's Hair	1	3	30
Unit 105	Plaiting and Twisting hair*	1	3	30
Unit 111	Colour hair using temporary colour **	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 215	The Art of Dressing Hair	2	5	30
Unit 217	The Art of Colouring hair**	2	7	60

\*Only one of these units can be selected as part of the same qualification

\*\*Only one of these units can be selected as part of the same qualification

**Pathway 2 Beauty Therapy**

All mandatory units plus 32 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
Unit 005	Create an Image using Colour in the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 007	Hand Care**	Entry 3	3	30
Unit 106	Basic Make-up Application	1	3	30
Unit 107	Themed Face Painting	1	3	30
Unit 108	Nail Art Application*	1	3	30
Unit 109	Providing Basic Manicure Treatments**	1	3	30
Unit 110	Providing Basic Pedicure Treatments	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 216	The Art of Photographic Make-up	2	5	30
Unit 218	Provide Nail Art *	2	3	24

\*Only one of these units can be selected as part of the same qualification

\*\*Only one of these units can be selected as part of the same qualification

**Pathway 3 Hairdressing and Beauty Therapy**

All mandatory units plus 31 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
Unit 003	Shampoo and Conditioning	Entry 3	3	30
Unit 004	Hair Plaiting*	Entry 3	3	30
Unit 005	Create an Image using Colour in the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 007	Hand Care****	Entry 3	3	30
Unit 103	Styling Women's Hair	1	3	30
Unit 104	Styling Men's Hair	1	3	30
Unit 105	Plaiting and Twisting hair*	1	3	30
Unit 106	Basic Make-up Application	1	3	30
Unit 107	Themed Face Painting	1	3	30
Unit 108	Nail Art Application***	1	3	30



Unit 109	Providing Basic Manicure Treatments****	1	3	30
Unit 110	Providing Basic Pedicure Treatments	1	3	30
Unit 111	Colour hair using temporary colour**	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 215	The Art of Dressing Hair	2	5	30
Unit 216	The Art of Photographic Make-up	2	5	30
Unit 217	The Art of Colouring hair**	2	7	60
Unit 218	Provide Nail Art ***	2	3	24

**\*Only one of these units can be selected as part of the same qualification**

**\*\*Only one of these units can be selected as part of the same qualification**

**\*\*\*Only one of these units can be selected as part of the same qualification**

**\*\*\*\*Only one of these units can be selected as part of the same qualification**

#### Pathway 4 Barbering

All mandatory units plus 31 credits from the following optional units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours
<b>Unit 003</b>	<b>Shampoo and Conditioning</b>	<b>Entry 3</b>	<b>3</b>	<b>30</b>
Unit 005	Create an Image using Colour in the Hair and Beauty Sector	Entry 3	3	30
Unit 006	Skin Care	Entry 3	3	30
Unit 007	Hand Care	Entry 3	3	30
Unit 104	Styling Men's Hair	1	3	30
Unit 107	Themed Face Painting	1	3	30
Unit 111	Colour hair using temporary colour*	1	3	30
Unit 112	Create a hair and beauty image	1	3	30
Unit 114	Salon reception duties	1	3	30
Unit 217	The Art of Colouring hair*	2	7	60

**\*Only one of these units can be selected as part of the same qualification**

## 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Entry 3 Award in an Introduction to the Hair and Beauty Sector	62	70
Entry 3 Certificate in an Introduction to the Hair and Beauty Sector	114	130
Level 1 Award in an Introduction to the Hair and Beauty Sector	72	90
Level 1 Certificate in an Introduction to the Hair and Beauty Sector	129	150
Level 1 Diploma in an Introduction to the Hair and Beauty Sector	320	380
Level 1 Certificate in Hairdressing and Beauty Therapy	233	290
Level 1 Diploma in Hair and Beauty	347	420

## 1.2 Opportunities for progression

On completion of the qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 1 Foundation Diploma in Creative Hair and Beauty Studies
- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering
- 3009 SVQ 1 at SCQF Level 4 in Hairdressing and Barbering
- 3007 Level 1 NVQ in Beauty therapy
- 3011 SVQ 1 at SCQF Level 4 in Beauty therapy
- 3008 Level 1 NVQ Diploma in Hairdressing and Beauty therapy
- 3002 Level 2 Diploma in Hairdressing
- 3003 Level 2 Diploma in Beauty therapy
- 3008 Level 2 NVQ Diploma in Hairdressing, Barbering or Combined hair types
- 3009 SVQ 2 at SCQF Level 5 in Hairdressing, Barbering or Combined hair types
- 3007 Level 2 NVQ Diploma in Beauty therapy
- 3007 Level 2 NVQ Diploma in Nail services
- 3011 SVQ 2 at SCQF Level 5 in Beauty therapy
- 3011 SVQ 2 at SCQF Level 5 in Nail services

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications

Description	How to access
Assessor Pack and Answer Guide	<a href="http://www.cityandguilds.com/hairandbeauty">www.cityandguilds.com/hairandbeauty</a>
Candidate Pack	<a href="http://www.cityandguilds.com/hairandbeauty">www.cityandguilds.com/hairandbeauty</a>
Hair & Beauty Product updates (monthly)	Sign up via the website
Fast track approval form	<a href="http://www.cityandguilds.com/hairandbeauty">www.cityandguilds.com/hairandbeauty</a>
Smart screen	Sign up via the website

The Assessor Pack /Answer guide and Candidate Pack are all password protected, to get the password please check the walled garden

## 2 Centre requirements

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

### 2.1 New centres to City & Guilds qualification in this subject area

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds Qualifications - a guide to centre and qualification approval* is downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in *Providing City & Guilds Qualifications*.

## 2.2 Centres already offering City & Guilds qualification in this subject area

Centres approved to offer the qualification 6926 Level 1 Qualifications in Salon Services may apply for approval for the new 3001 Entry Level and Level 1 Qualifications in an Introduction to the Hair and Beauty Sector using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

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

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

## 2.3 Resource requirements

### Physical resources

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

The equipment must meet industry standards and be capable of being used under normal working conditions.

The learning and assessment setting should incorporate a real, or simulated but realistic learning environment. The setting should take account of any bye-laws, legislation or legal authority requirements that would affect commercial establishments.

Use of the word client within these qualifications refers to any of the following; candidates themselves, peers, friends and family, head blocks, training hands or nail trainers. For more specific information about each unit please refer to the assessors pack and answer guide

### Centre staff

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Internal Quality Assurers (IQA) and assessors must:

1. have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Appropriate evidence will include:
  - curriculum vitae and references
  - achievement of a relevant qualification
  - continuing professional development (CPD)
2. only assess in their acknowledged area of occupational competence
3. participate in training activities for their continued professional development

4. be competent in making accurate assessment decisions: it is recommended that assessors hold, or are working towards, Learning and Development unit A1; or hold units D32 and D33 and assess to A1 standard.

### **Assessor and verifier requirements**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

## **2.4 Candidate entry requirements**

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

### **Age restrictions**

There are no age limits attached to candidates undertaking the 3001-01, 3001-02 3001-12 or 3001-90 unless this is a legal requirement of the process or the environment.

City & Guilds cannot accept any registrations for candidates under 16 who wish to undertake 3001-11 Level 1 Diploma in Hair and Beauty as this qualification is not approved for under 16s

## **2.5 Quality Assurance**

### **Internal 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.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications* and in the *Centre toolkit*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

### **External quality assurance**

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

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

### **External verifiers:**

The role of the external verifier 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
- visit centres regularly 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.

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

### 3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the National Occupational Standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, functional Skills, Personal Social Development units (PSD) and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.



## 4 Assessment

### 4.1 Summary of assessment methods

For each of these qualifications, candidates will be required to complete the following assessments:

- **one** assignment for **each** mandatory unit
- **one** assignment for **each chosen** optional unit

Each assignment will be made up of a series of tasks. For more information about the tasks please refer to the following documents:

<b>Assessors Pack</b>	<a href="http://www.cityandguilds.com/hairandbeauty">www.cityandguilds.com/hairandbeauty</a>
Candidate Pack	<a href="http://www.cityandguilds.com/hairandbeauty">www.cityandguilds.com/hairandbeauty</a>

### 4.2 Grading and marking

Entry 3 units will be pass/fail only

Level 1 & level 2 units will be graded pass, merit and distinction

Detailed marking and grading criteria are provided in the Marking and Grading Criteria section of each assignment in the Candidate Pack.

Assignments are externally set and internally marked.

## 5 Units

**Level:**            **Entry 3**

**Credit value:**   **2**

### **Unit aims**

This unit should enable learners to gain a general introduction to the hair and beauty sector and understand the range of services and treatments on offer.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Know the career opportunities within the hair and beauty sector
2. Know the main hairdressing services and beauty treatments

### **Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering underpinning knowledge.

## **Unit 001 Introduction to the hair and beauty sector**

### **Learning outcomes and assessment criteria**

#### **Outcome 1 Know the career opportunities within the hair and beauty sector**

##### **Underpinning knowledge**

The learner can:

1. state **job roles** in the hair and beauty sector
2. state the main **career opportunities** available in the hair and beauty sector

#### **Outcome 2 Know the main hairdressing services and beauty treatments**

##### **Underpinning knowledge**

The learner can:

1. identify the different types of salon
2. list the main hairdressing services offered by salons
3. list the main beauty treatments offered by salons

#### **Range**

##### **Job roles**

Salon junior, hair stylist, barber, beauty therapist, make-up artist, nail technician, salon manager, receptionist, salon owner

##### **Career opportunities**

Specialist salons, clinics, health farms, health and fitness clubs, leisure centres, hotels, facilities aboard cruise liners, theatre, film/video/television make-up departments and studios, fashion and photographic settings, hospitals, mobile salons in remote areas, in retail – via consultancy, demonstration and sales facilities in department stores, in workplace or home visits.

**Level:**            **Entry 3**

**Credit value:**  **2**

**Unit aims**

This unit should enable learners to present a professional image in a salon environment and communicate and behave professionally in a salon environment.

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to present a professional image in a salon environment
2. Be able to communicate and behave in a salon environment

**Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 002 Presenting a professional image in a salon

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to present a professional image in a salon environment

##### Practical skills

The learner can:

1. present a **professional image** in a salon environment

##### Underpinning knowledge

The learner can:

1. state the **personal hygiene** required for working in a salon

#### Outcome 2 Be able to communicate and behave in a salon environment

##### Practical skills

The learner can:

1. **communicate** and **behave** professionally in a salon environment

##### Underpinning knowledge

The learner can:

1. state how to communicate and behave in a salon environment

### Range

#### Professional image

Facial care, hair care, oral hygiene, hand care, nail care, foot care, personal hygiene, foot wear, dress code

#### Personal hygiene

Daily cleansing of the body, face, hands and feet, oral hygiene, use of skin and body care preparations – moisturisers, deodorants, anti-perspirants

#### Communicate

Speaking, listening, body language, what to say, how to say it

#### Behave

Following instructions, working co-operatively with others, following salon requirements

**Level:** Entry 3

**Credit value:** 3

### Unit aims

This unit should enable learners to know the effects of shampoo and conditioning and be able to shampoo and condition hair under supervision.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for shampooing and conditioning
2. Be able to shampoo, condition and towel dry hair

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Relationship between the unit and relevant national occupational standards

This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 003 GH1 Shampoo and condition hair

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 003 Shampoo and conditioning

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to prepare for shampooing and conditioning

##### Practical skills

The learner can:

1. prepare the client for shampooing and conditioning
2. select **products and tools** for shampoo and conditioning

##### Underpinning knowledge

The learner can:

1. state the procedure for **client preparation**

#### Outcome 2 Be able to shampoo, condition and towel dry hair

##### Practical skills

The learner can:

1. shampoo and condition hair
2. towel dry and detangle hair
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

##### Underpinning knowledge

The learner can:

1. state the **main hair types and conditions**
2. state the **basic structure of the hair**
3. state the **effects of shampooing and conditioning on the hair**

### Range

#### Products and tools

Shampoos, surface conditioners, basin comb

#### Client preparation

Correct position, gown and towel.

#### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation



## **Communicate**

Speaking, listening, body language, what to say, how to say it, range of hairdressing terminology

## **Unit 003 Shampoo and conditioning**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

##### **Main hair types and conditions**

Normal, dry, oily, dandruff, damaged

##### **Basic structure of the hair**

Cuticle, cortex, medulla

##### **Effects of shampooing and conditioning on the hair**

Shampooing – To cleanse the hair and scalp

Conditioning – Closing and smoothing the cuticle, adding shine, replacing moisture

**Level:**            **Entry 3**

**Credit value:**  **3**

**Unit aims**

This unit should enable students to provide basic plaiting techniques under supervision

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be able to prepare for hair plaiting service
2. Be able to carry out hair plaiting techniques

**Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 004 Hair plaiting

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to prepare for hair plaiting service

##### Practical skills

The learner can:

1. prepare for hair plaiting service
2. select **products and tools** for basic plaiting

##### Underpinning knowledge

The learner can:

1. state the procedure for **client preparation**

#### Outcome 2 Be able to carry out hair plaiting techniques

##### Practical skills

The learner can:

1. carry out a basic **plaiting technique**
2. follow **safe and hygienic working practices**
3. **communicate** and **behave** in a professional manner

##### Underpinning knowledge

The learner can:

1. state when and how to use products, tools and equipment

#### Range

##### Products and tools

Decoration, combs, brushes, section clips, bands, pins, ribbons, electrical equipment, gel, oil, lotions, spray, moisturisers

##### Client preparation

Prepare the hair, gown and protect client

##### Plaiting technique

Off scalp – single plait, fishtail plait

## **Unit 004          Hair plaiting**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety legislation

##### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of hair plaiting terminology

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

**Level:** Entry 3

**Credit value:** 3

**Unit aims**

This unit should enable learners to know the colour spectrum and use it within the hair and beauty industries

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know the colour spectrum
2. Be able to use the colour spectrum in the hair and beauty industries

**Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 005      Create an image using colour for the hair and beauty sector

Learning outcomes and assessment criteria

## Outcome 1   Know the colour spectrum

### Underpinning knowledge

The learner can:

1. state the **primary colours**
2. state the **secondary colours**
3. outline the colour spectrum and its **use in the hair and beauty industries**

## Outcome 2   Be able to use the colour spectrum in the hair and beauty industries

### Practical skills

The learner can:

1. create an image using colour

## Range

### Primary colours

Blue, red, yellow

### Secondary colours

Violet, orange, green

### Use in the hair and beauty industries

Complementary colours

**Level:** Entry 3

**Credit value:** 3

### **Unit aims**

This unit should enable learners to know how to prepare for and provide basic skin care treatment under supervision

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for skin care treatment
2. Be able to provide skin care treatment

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 006 Skin care

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to prepare for skin care treatment

##### Practical skills

The learner can:

1. **prepare** for skin care treatment
2. select **products and materials** for basic skin care treatment

##### Underpinning knowledge

The learner can:

1. state the procedure for client preparation

#### Outcome 2 Be able to provide skin care treatment

##### Practical skills

The learner can:

1. carry out a basic skin care treatment
2. follow **safe and hygienic working practices**
3. **communicate** and **behave** in a professional manner

##### Underpinning knowledge

The learner can:

1. state the main **skin types**

### Range

#### Prepare

Prepare work area, visual inspection, products, materials

#### Products and materials

Cleanser, toner, moisturiser, head band, gown, towels, cotton wool, tissues, spawlers, bowls

#### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation

#### Communicate

Speaking, listening, body language, what to say, how to say it, range of skin care terminology

#### Behave

Following instructions, working co-operatively with others, following salon requirements

#### Skin types

Oily, dry, combination, normal



**Level:**            **Entry 3**

**Credit value:**  **3**

### **Unit aims**

This unit should enable learners to know how to prepare and provide basic hand care treatments under supervision

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for hand care treatment
2. Be able to carry out hand care treatment

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 007            Hand care

### Learning outcomes and assessment criteria

#### Outcome 1    Be able to prepare for hand care treatment

##### Practical skills

The learner can:

1. **prepare** for a basic hand care treatment
2. select **products and tools** for a hand care treatment

##### Underpinning knowledge

The learner can:

1. state the procedure for client preparation

#### Outcome 2    Be able to carry out hand care treatment

##### Practical skills

The learner can:

1. carry out a basic hand care treatment
2. follow **safe and hygienic working practices**
3. **communicate** and **behave** in a professional manner

##### Underpinning knowledge

The learner can:

1. identify typical **nail shapes** and **basic nail structure**

#### Range

##### Prepare

Prepare work area, visual inspection, products, materials

##### Products and tools

Manicure bowl, files, cuticle cream, hand cream, cotton wool, tissues, spatulas, base coat, top coat, coloured varnish.

##### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation

##### Communicate

Speaking, listening, body language, what to say, how to say it, range of hand care terminology

## **Unit 007            Hand care**

### **Learning outcomes and assessment criteria**

#### **Range**

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

##### **Nail shapes**

Oval, square, sqoval, pointed, round

##### **Basic nail structure**

Nail plate, free edge, nail wall, nail bed, cuticle

**Level:** Level 1

**Credit value:** 3

### **Unit aims**

This unit should enable learners to gain a general introduction to the sector and understand the characteristics of working in the sector, to know the range of services and treatments offered in hair and beauty and to know the different types of salon and the type of clients they attract.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Know the career opportunities and the working patterns within the hair and beauty sector
2. Know the main hairdressing services and beauty treatments

### **Guided learning hours**

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering underpinning knowledge.

# Unit 101 Introduction to the hair and beauty sector

## Learning outcomes and assessment criteria

### Outcome 1 Know the career opportunities and the working patterns within the hair and beauty sector

#### Underpinning knowledge

The learner can:

1. identify **occupational roles** in the hair and beauty sector
2. outline the **working patterns** in the hair and beauty sector
3. identify the main **career opportunities** available in the hair and beauty sector and related industries
4. give examples of sources of information on training and career opportunities in the sector

### Outcome 2 Know the main hairdressing services and beauty treatments

#### Underpinning knowledge

The learner can:

1. identify different types of salon and the types of client they attract
2. outline the main hairdressing services offered by salons
3. outline the main beauty treatments offered by salons

### Range

#### Occupational roles

Salon junior, hair stylist, barber, beauty therapist, make-up artist, nail technician, salon manager, receptionist, salon owner, colour technician, session stylist, product technician, manufacturers sales rep, spa therapist, beauty consultant, trainer, assessor, tutor

#### Working patterns

Shift work, flexible working, standing all day, part time, full time

#### Career opportunities

Hairdressing salons, barbers, beauty salons, nail bars, specialist salons, clinics, health farms, health and fitness clubs, leisure centres, hotels, facilities aboard cruise liners, theatre, film/video/television make up departments and studios, fashion and photographic settings, hospitals, mobile salons, in workplace or home visits, freelance.

**Level:** Level 1

**Credit value:** 3

**Unit aims**

This unit should enable learners to present and maintain a professional image in a salon environment and communicate and behave professionally in a salon environment.

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to present a professional image and maintain personal hygiene in a salon
2. Be able to communicate in a salon environment

**Guided learning hours**

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 102 Presenting a professional image in a salon

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to present a professional image and maintain personal hygiene in a salon

##### Practical Skills

The learner can:

1. present a **professional image** in line with salon policy

##### Underpinning knowledge

The learner can:

1. identify how to promote a **professional image** in a salon
2. identify how to maintain **personal hygiene**

#### Outcome 2 Be able to communicate in a salon environment

##### Practical Skills

The learner can:

1. **communicate** professionally in a salon environment to meet the needs of different people

##### Underpinning knowledge

The learner can:

1. identify the effects of positive and negative attitudes and behaviours

### Range

#### Professional image

Facial care, hair care, oral hygiene, hand care, nail care, foot care, personal hygiene, foot wear, dress code

#### Personal hygiene

Daily cleansing of the body, face, hands and feet, oral hygiene, use of skin and body care preparations – cleansers, toners/astringents, moisturisers, deodorants, anti-perspirants and powders

#### Communicate

Speaking, listening, body language, what to say, how to say it

**Level:** Level 1

**Credit value:** 3

### Unit aims

The aim of this unit is to introduce the learner to the basic techniques of styling hair for women, engaging their interest through experiential learning of selected hairdressing skills focused on achieving a final finished look. This unit will allow the learner to develop their creativity skills further and practise under supervision, achieving a finished look using a selected range to practical hair styling techniques, products and equipment.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be able to prepare for styling for women
2. Be able to provide styling for women

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Relationship between the unit and relevant national occupational standards

This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 006 GH2 Blow dry hair

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



# Unit 103 Styling women's hair

## Learning outcomes and assessment criteria

### Outcome 1 Be able to prepare for styling for women

#### Practical Skills

The learner can:

1. **prepare** for styling women's hair

#### Underpinning knowledge

The learner can:

1. identify **basic techniques** for styling women's hair
2. state the **factors** that influence the choice of hair styling techniques for women
3. state the importance of the preparation procedures for styling women's hair

### Outcome 2 Be able to provide styling for women

#### Practical Skills

The learner can:

1. select appropriate **products, tools and equipment**
2. style women's hair using **basic techniques**
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. state the purpose of basic hair styling and finishing **products, tools and equipment**

### Range

#### Prepare

Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

#### Basic techniques

Straightening, smoothing, curling, hair up, blow drying, setting, pin curling, finger drying

#### Factors

Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends

# Unit 103 Styling women's hair

## Learning outcomes and assessment criteria

### Range (continued)

#### Products

Mousse, gel, lotion, spray, moisturisers, wax, heat protectors

#### Tools and equipment

Combs, brushes, dryers, electrical equipment

#### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety regulation

#### Communicate

Speaking, listening, body language, what to say, how to say it, range of hair styling terminology

#### Behave

Following instructions, working co-operatively with others, following salon requirements

**Level:** Level 1

**Credit value:** 3

### **Unit aims**

The aim of this unit is to introduce the learner to the basic technique, products and equipment for hair styling for men, engaging their interest through experiential learning of selected barbering skills focused on achieving a final finished look.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner:

1. Be able to prepare for styling for men
2. Be able to provide styling for men

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 006 GH2 Blow dry hair

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 104 Styling men's hair

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to prepare for styling for men

##### Practical Skills

The learner can:

1. **prepare** for styling men's hair

##### Underpinning knowledge

The learner can:

1. identify **basic techniques** for styling men's hair
2. state the **factors** that influence the choice of hair styling techniques for men
3. state the importance of the preparation procedures for styling men's hair

#### Outcome 2 Be able to provide styling for men

##### Practical Skills

The learner can:

1. select appropriate **products, tools and equipment**
2. style men's hair using **basic techniques**
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

##### Underpinning knowledge

The learner can:

1. state the purpose of basic hair styling and finishing **products, tools and equipment**

#### Range

##### Prepare

Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

##### Basic techniques

Straightening, smoothing, curling, finger drying, finishing, blow drying

##### Factors

Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends

## **Unit 104 Styling men's hair**

### Learning outcomes and assessment criteria

#### **Range (continued)**

##### **Products**

Mousse, gel, lotion, spray, moisturisers, wax, dressing creams, heat protectors

##### **Tools and equipment**

Combs, brushes, dryers, electrical equipment

##### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety regulation

##### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of hair styling terminology

##### **Behave**

Following instructions, following salon/barbers requirements, working co-operatively

**Level:** Level 1

**Credit value:** 3

### Unit aims

The aim of this unit is to introduce the learner to the basic techniques of plaiting and twisting hair. The learner will look at the steps to be followed to achieve a finished look, using both on-and-off-scalp plaits and twisting the hair. They will discover how to decorate the plaits and twists using a range of materials to achieve a finished look. This unit provides opportunity for development of the learner's skills of dexterity and creativity, exploration of cultural hair diversity and recognition of how hair can be considered as an expression of individuality.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for hair plaiting and twisting
2. Be able to carry out hair plaiting and twisting techniques

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Relationship between the unit and relevant national occupational standards

This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 009 GH6 Plait and twist hair using basic techniques

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 105            Plaiting and twisting hair

## Learning outcomes and assessment criteria

### Outcome 1    Be able to prepare for hair plaiting and twisting

#### Practical Skills

The learner can:

1. **prepare** for plaiting and twisting techniques
2. select **products and tools** for basic plaiting and twisting techniques

#### Underpinning knowledge

The learner can:

1. identify the range of finished looks that use **plaiting and twisting techniques**
2. state the **factors** that influence the choice of plaiting and twisting techniques
3. state the importance of the preparation procedures for plaiting and twisting hair
4. state when and how to use **products, tools and equipment**

### Outcome 2    Be able to carry out hair plaiting and twisting techniques

#### Practical Skills

The learner can:

1. carry out basic **plaiting and twisting techniques** with and without decoration
2. provide home care advice
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. state the purpose of home care advice

## Range

#### Prepare

Prepare the client, prepare the work area, PPE, correct posture, prepare the hair

#### Products, tools and equipment

Decorations, combs, brushes, section clips, bands, pins, added hair, clips, pipe cleaners, fabrics, ribbons, threads, electrical equipment, gel, oil, lotions, spray moisturisers

#### Plaiting and twisting techniques

On scalp plaits, off scalp plaits, twists

#### Factors

Head shape, face shape, body shape, life style, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, texture, elasticity, density, degree of curl, cultural and fashion trends, gender, personality, occasion



## **Unit 105            Plaiting and twisting hair**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety legislation, posture – prevention of fatigue and injury, potential effects of excessive tension on the hair

##### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of hair styling terminology

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

**Level:** Level 1

**Credit value:** 3

### Unit aims

This unit should enable learners to prepare for and carry out basic make up.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for make up
2. Be able to carry out make up

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Relationship between the unit and relevant national occupational standards

This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 063 B3 Assist with day make-up

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 106 Basic make-up application

## Learning outcomes and assessment criteria

### Outcome 1 Be able to prepare for make up

#### Practical Skills

The learner can:

1. **prepare** for applying basic make up
2. select **products and tools and equipment**

#### Underpinning knowledge

The learner can:

1. state the **factors** that could influence the choice of basic make-up products and techniques
2. state the importance of the preparation procedures for applying basic make up
3. state how and when to use products, tools and equipment for basic make up

### Outcome 2 Be able to carry out make up

#### Practical Skills

The learner can:

1. prepare the face
2. apply basic make up
3. follow **safe and hygienic working practices**
4. remove basic make up
5. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. state the **basic skin types**
2. state the **basic structure and functions of the skin**
3. state the **bone structure of the face**

### Range

#### Prepare

Prepare work area, visual inspection of the skin, cleansing, toning and moisturising

#### Products, tools and equipment

Concealers, foundations, powders, blushers, lip products: lipstick, lip liners, lip gloss, eye products: eye shadow, eye pencil, mascara, applicators, brushes, cotton wool, tissues, make-up palette, head bands, gowns, towels

#### Factors

Face shape – round, oval, square, oblong, skin colour type and texture, hair colour, eye colour, skin conditions, occasion – day make-up, evening make-up, fashion trends, cultural factors

## **Unit 106                  Basic make-up application**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety legislation

##### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of make-up terminology

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

##### **Basic skin types**

Oily, dry, combination, normal

##### **Basic structure and functions of the skin**

Epidermis, dermis, sensation, heat regulation, absorption, protection, excretion, secretion

##### **Bone structure of the face**

Mandible, maxillae, zygomatic, frontal

**Level:** Level 1

**Credit value:** 3

### **Unit aims**

The purpose of this unit is to introduce the learner to the world of themed face painting. The learner will look at the steps to be followed to achieve a selection of themed designs, so developing their skills of dexterity, imagination and creativity. The learner will use a range of face painting products and techniques to achieve different finished looks. This unit provides opportunity for allowing the learner to analyse and interpret how a 2D image can be transferred to a 3D surface.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for a themed face painting
2. Be able to carry out a themed face painting

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 107            Themed face painting

## Learning outcomes and assessment criteria

### Outcome 1    Be able to prepare for a themed face painting

#### Practical Skills

The learner can:

1. **prepare** for a themed face painting
2. design a 2D image

#### Underpinning knowledge

The learner can:

1. state the **factors** that could influence the choice of themed face painting techniques
2. state the importance of the preparation and removal procedures for themed face painting

### Outcome 2    Be able to carry out a themed face painting

#### Practical Skills

The learner can:

1. select the products and tools for themed face painting
2. carry out face painting technique
3. use products, tools and equipment
4. adapt 2D images to **3D surfaces**
5. remove face painting products
6. follow **safe and hygienic working practices**
7. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. state the **products and tools** used in themed face painting

### Range

#### Prepare

PPE, prepare the work area, correct posture, protective coverings and materials, skin cleansing products, prepare client, visual inspection of the skin

#### Factors

Face shapes, skin types, adverse skin conditions, occasion, gender and cultural factors, topical themes

# **Unit 107            Themed face painting**

## Learning outcomes and assessment criteria

### **Range (continued)**

#### **3D Surfaces**

Mannequin, client or mask

#### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety legislation

#### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic face painting techniques

#### **Behave**

Following instructions, working co-operatively with others, following salon requirements

#### **Products and tools**

Sponges, brushes, face paints, glitters, gems, transfers, cleansers, toners, moisturisers

**Level:** Level 1

**Credit value:** 3

### Unit aims

The purpose of this unit is to introduce the learner to the world of nail art, engaging their interest through experiential learning of selected basic nail art products and techniques focused on achieving a final, finished look. The learner will look at the steps to be followed to achieve a selection of designs, so developing their skills of dexterity, imagination and creativity. This unit provides opportunity for allowing the learner to analyse and interpret how a 2D image can be transferred to a 3D surface.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for a nail art technique
2. Be able to carry out nail art techniques

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Relationship between the unit and relevant national occupational standards

This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 064 N1 Assist with nail services

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 108 Nail art application

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to prepare for a nail art techniques

##### Practical Skills

The learner can:

1. prepare for basic nail art techniques
2. select **products** and tools for basic nail art techniques
3. design a 2D nail art image

##### Underpinning knowledge

The learner can:

1. state the **factors** that could influence the choice of basic nail art techniques and products
2. state the importance of the preparation procedures for nail art
3. state the **products** and basic techniques used in nail art

#### Outcome 2 Be able to carry out nail art techniques

##### Practical Skills

The learner can:

1. carry out a **basic nail art technique** adapting the 2D nail art image to a 3D surface
2. follow **safe and hygienic working practices**
3. **communicate** and **behave** in a professional manner

##### Underpinning knowledge

The learner can:

1. state the **products** and tools used in nail art

#### Range

##### Products

Foils, transfers, glitter dots and enamel, non-acetone enamel remover, artificial nail structure

##### Factors

Length, strength, shapes, adverse skin and nail conditions, occasion, fashion trends, cultural factors, nail growth rate

##### Basic nail art technique

3D designs, striping, colour blending

## **Unit 108            Nail art application**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety legislation

##### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic nail art techniques and general hand and nail care

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

**Level:** Level 1

**Credit value:** 3

### **Unit aims**

This unit is about providing basic manicure treatments. The knowledge gained in this unit includes how to prepare and provide basic manicure treatments.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for basic manicures
2. Be able to provide basic manicure treatments

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 064 N1 Assist with nail services

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 109 Providing basic manicure treatment

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to prepare for basic manicures

##### Practical Skills

The learner can:

1. prepare themselves, the client and work area for a basic manicure treatment
2. carry out a visual study of the hands and nails to identify **factors that will influence the treatment**

##### Underpinning knowledge

The learner can:

1. outline salon's requirements for client preparation, preparing themselves and the work area
2. state the importance of carrying out a visual study of the hands and nails to identify **factors that will influence the treatment**

#### Outcome 2 Be able to provide basic manicure treatments

##### Practical Skills

The learner can:

1. select and use **products**, techniques and **equipment** taking into account identified factors
2. carry out a **basic manicure treatment**
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

##### Underpinning knowledge

The learner can:

1. identify typical **nail shapes**
2. identify the **basic structure of the nail**
3. state possible **contra-actions** and **how to respond**

#### Range

##### Factors that will influence the treatment

Allergies, nail length, skin condition, nail condition, surrounding cuts and abrasions, bruising and swelling, severe nail damage, treatment objectives

##### Products

Nail varnish remover, cuticle cream, hand and arm lotion, base coat, top coat, nail varnishes

##### Equipment

Nail file/emery board, orange wood stick, manicure/finger bowl, soak, cotton wool, towels

## **Unit 109                  Providing basic manicure treatment**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Basic manicure treatment**

File, soften cuticles, provide superficial hand and arm massage, varnish

##### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety legislation, cleaned work area after finished treatment

##### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic manicure techniques and general hand and nail care

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

##### **Nail shapes**

Oval, rounded, square-shaped.

##### **Basic structure of the nail**

Nail plate, nail wall, cuticle, free edge.

##### **Contra-actions**

Erythema, irritation, swelling

##### **How to respond**

During treatment: Stop procedure immediately, remove product, report to supervisor

After treatment: Remove product, apply soothing lotion

**Level:** Level 1

**Credit value:** 3

### **Unit aims**

The unit is about providing basic pedicure treatments. The knowledge gained in this unit includes how to prepare and provide basic pedicure treatments.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for basic pedicures
2. Be able to provide basic pedicure treatments

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 064 N1 Assist with nail services

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 110 Providing basic pedicure treatment

## Learning outcomes and assessment criteria

### Outcome 1 Be able to prepare for basic pedicures

#### Practical Skills

The learner can:

1. prepare themselves, the client and work area for a basic pedicure treatment
2. carry out a visual study of the feet and nails to identify **factors that will influence the treatment**

#### Underpinning knowledge

The learner can:

1. outline salon's requirements for client preparation, preparing themselves and the work area
2. state the importance of carrying out a visual study of the feet and nails to identify **factors that will influence the treatment**

### Outcome 2 Be able to provide basic pedicure treatments

#### Practical Skills

The learner can:

1. select and use **products**, techniques and **equipment** taking into account identified factors
2. carry out a **basic pedicure treatment**
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. identify typical **nail shapes**
2. identify the **basic structure of the nail**
3. state possible **contra-actions** and **how to respond**

### Range

#### Factors that will influence the treatment

Allergies, nail length, skin condition, nail condition, surrounding cuts and abrasions, bruising and swelling, severe nail damage, treatment objectives

#### Products

Nail varnish remover, cuticle cream, foot and leg lotion, base coat, top coat, nail varnishes.

#### Equipment

Nail file/emery board, orange wood stick, pedicure bowl, foot soak, cotton wool, tissues, towels

## **Unit 110**                    **Providing basic pedicure treatment**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Basic pedicure treatment**

File, soften cuticles, provide superficial foot and lower leg massage, varnish

##### **Safe and hygienic working practices**

PPE, COSHH, methods of sterilization, relevant health and safety legislation, clean work area following treatment

##### **Communicate**

Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic pedicure techniques and general foot and nail care

##### **Behave**

Following instructions, working co-operatively with others, following salon requirements

##### **Nail shapes**

Oval, rounded, square-shaped

##### **Basic structure of the nail**

Nail plate, nail wall, cuticle, free edge

##### **Contra-actions**

Erythema, irritation, swelling

##### **How to respond**

During treatment: Stop procedure immediately, remove product, report to supervisor

After treatment: Remove product, apply soothing lotion



**Level:** Level 1

**Credit value:** 3

### Unit aims

The purpose of this unit is to introduce the learner to the different hair colouring techniques, engaging their interest through experiential learning of selected temporary hair colouring skills focused on achieving a final, finished look, under supervision. They will investigate the advantages, disadvantages and effects of temporary, semi-permanent and permanent hair colouring. This unit applies to both hairdressing and barbering salons.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for application of temporary colour
2. Be able to apply a temporary colour

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Relationship between the unit and relevant national occupational standards

This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 007 GH4 Assist with hair colouring services

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 111 Colour hair using temporary colour

## Learning outcomes and assessment criteria

### Outcome 1 Be able to prepare for application of temporary colour

#### Practical Skills

The learner can:

1. **prepare** for applying temporary colour
2. select **temporary colouring products**

#### Underpinning knowledge

The learner can:

1. identify the **purpose and effect** of applying temporary, semi permanent and permanent colouring and lightening products.
2. state the **factors** that influence the choice of temporary colouring products and method of **application**
3. state the importance of the preparation procedures for temporary colouring
4. list types of **temporary colouring products**
5. outline **procedures for temporary colouring**

### Outcome 2 Be able to apply a temporary colour

#### Practical Skills

The learner can:

1. carry out hair sectioning techniques
2. apply **temporary colouring products** according to manufacturer's instructions
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. state the **basic structure of the hair**
2. state the **methods and techniques** used for temporary colouring
3. state how to **remove colouring products** from hair

### Range

#### Prepare

Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

## **Temporary colouring products**

Mousses, gels, wands, sprays (hair and glitter), lotions, setting lotions, water rinses, colour paints

# Unit 111                      Colour hair using temporary colour

## Learning outcomes and assessment criteria

### Range (continued)

#### Purpose and effect

Temporary and Semi permanent products: Enhances the natural colour by adding tones (eg. Warm, golden or ashen), darkens natural coloured hair, for fashion effects

Permanent products: Enhances the natural colour by adding tones (e.g. Warm, golden or ashen), darkens and lightens natural coloured hair, for fashion effects

Lightening products: Lightens all hair

#### Factors

Hair and scalp condition (hair porosity, headlice, dry flaky scalp), natural hair colour, fashion trends, desired finished look

#### Application

Full head, partial head

#### Procedure for temporary colouring

Application method, suitable equipment, manufacturer's instructions, preparing client's hair, preparing the colour product, even, neat partings/meshes/sections, applying sufficient product

#### Safe and hygienic working practices

Methods of sterilisation, PPE, relevant health and safety legislation, Electricity at Work Act, posture

#### Communicate

Speaking, listening, body language, what to say, how to say it, range of hair colouring terminology

#### Behave

Following instructions, working co-operatively with others, following salon requirements

#### Basic structure of the hair

Cuticle, cortex, medulla

#### Methods and techniques

Scrunching, shoe shining, stencilling, combing

## **Unit 111**            **Colour hair using temporary colour**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Remove colouring products**

Semi permanent, quasi-permanent, permanent, lightening products, cap, foils

**Level:** Level 1

**Credit value:** 3

### **Unit aims**

The aim of this unit is to introduce the learner to creative approaches, using hair and/or beauty techniques, to develop, produce and present an image.

The image could be created on a block, model or peer.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to plan an image
2. Be able to create an image

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit contributes towards the knowledge and understanding required for the following qualifications

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering
- 3007 Level 1 NVQ Certificate in Beauty Therapy
- 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 112 Create a hair and beauty image

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to plan an image

##### Practical Skills

The learner can:

1. access **sources of information** for creating an image
2. prepare and develop a plan for creating an image

##### Underpinning knowledge

The learner can:

1. identify **sources of information** for creating an image
2. state the importance of researching when developing a plan for creating an image
3. describe **how to develop a plan for creating a range**

#### Outcome 2 Be able to create an image

##### Practical Skills

The learner can:

1. develop the image
2. produce and present the final image
3. follow safe working practices

##### Underpinning knowledge

The learner can:

1. state the importance of developing an image
2. describe ways of effectively **presenting a created image**
3. outline the **safety considerations** that must be taken into account

#### Range

##### Sources of information

The Internet, magazines, photographs, sketches, text books, TV/DVD, image libraries, hair/fashion shows

##### Plan for creating an image

Design plan, storyboard/mood board

##### How to develop a plan for creating a range

Identify image, select from a range of hair accessories/products, body art/make-up/beauty products.

## **Unit 112            Create a hair and beauty image**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Presenting a created image**

Part of show, competition, presentation, photographic shoot.

##### **Safety considerations**

Preparation, COSHH, safe working methods, PPE, manufacturers' instructions



**Level:** Level 1

**Credit value:** 3

### **Unit aims**

The aim of this unit is to provide the learner with an introduction into the knowledge and understanding of health and safety, within the hairdressing and beauty industry.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to maintain health and safety practices
2. Be able to follow emergency procedures

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / /3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 001 G20 Ensure responsibility for actions to reduce the risk to health and safety

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 113 Follow health and safety in the salon

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to maintain health and safety practices

##### Practical Skills

The learner can:

1. identify hazards in the salon environment
2. carry out a simple risk analysis of the salon
3. follow **safe and hygienic working practices**

##### Underpinning knowledge

The learner can:

1. outline the main provisions of the **Health and Safety at Work Act**
2. state the difference between the terms 'hazard' and 'risk'
3. State the **employers' responsibilities** for the safety of employees and customers in the salon
4. outline **safe and hygienic working practices**

#### Outcome 2 Be able to follow emergency procedures

##### Practical Skills

The learner can:

1. locate fire fighting equipment in the salon
2. locate the first aid equipment and the accident report book
3. follow fire and evacuation procedures

##### Underpinning knowledge

The learner can:

1. State the procedures for dealing with **accidents and emergencies**

#### Range

##### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety regulation

##### Health and Safety at Work Act

Manual handling, COSHH, PPE, Electricity at work act

##### Hazard

Something that may cause risk of an accident

##### Risk

A risk is something that may happen if a hazard is not dealt with

## **Unit 113            Follow health and safety in the salon**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

##### **Employers' responsibilities**

Safe place of work - safe access, exit, specified evacuation assembly points, safe tools and equipment, provision of protective clothing, a safe working environment, maintenance of reasonable working temperatures, humidity and ventilation, fumes and dust control, provision of adequate washing, sanitation and first aid facilities, safe methods of handling, storing and identification of potentially hazardous substances - chemicals, reporting of accidents: the accident register, information, instruction, training and supervision of employees, a health and safety policy, subject to regular review.

##### **Accidents and emergencies**

Accidents: slips, trips and falls

Emergencies: fire, bomb alert, flood, casualty

**Level:** Level 1

**Credit value:** 3

### **Unit aims**

The aim of this unit is to provide the learner with an introduction into the knowledge and understanding of reception duties, within the hairdressing and beauty industry.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to carry out salon reception duties
2. Be able to record salon appointments

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 005 G2 Assist with salon reception duties

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 114 Salon reception duties

## Learning outcomes and assessment criteria

### Outcome 1 Be able to carry out salon reception duties

#### Practical Skills

The learner can:

1. present a **positive image** of themselves and the salon to the client
2. **communicate** and **behave** in a professional manner
3. record and pass on information accurately and clearly
4. maintain client confidentiality

#### Underpinning knowledge

The learner can:

1. outline the need to present a **positive image** to the customer
2. outline **typical salon reception duties**
3. list **features** of a well-run reception service
4. state the importance of maintaining client confidentiality
5. identify **payment** methods used for salon services
6. state how to **communicate** and **behave** within a salon environment

### Outcome 2 Be able to record salon appointments

#### Practical Skills

The learner can:

1. record salon appointments for a variety of services

#### Underpinning knowledge

The learner can:

1. outline how to record appointments for a variety of services
2. list the basic **information required** from the client
3. identify the different systems for recording appointments
4. outline **factors to consider** when agreeing appointment times

### Range

#### Positive image

Personal appearance and behaviour, efficient reception service, clean and tidy reception and display area, meet and greet the client appropriately

#### Communicate

Speaking, listening, body language, what to say, how to say it, range of related terminology

# Unit 114 Salon reception duties

## Learning outcomes and assessment criteria

### Range (continued)

#### Behave

Following instructions, working co-operatively with others, following salon requirements

#### Typical salon reception duties

Receiving clients, checking appointments, seating clients, taking care of clients' belongings, giving services at reception - beverages, magazines, promoting the sale of products, services and treatments

#### Features

Facilities; seating area, cloakroom, hot and cold drinks, newspapers and magazines, retail displays

Requests for appointments are dealt with promptly, messages are recorded correctly, customer requirements are accurately identified, timing of the appointment is acceptable to the customer, information is correctly passed on to the appropriate person

#### Payment

Cash, credit/debit card, cheque, cash alternatives, eg vouchers

#### Information required

Customer's name and contact details, service or treatment required, time of appointment, date of appointment, name of the person who will provide the treatment.

#### Factors to consider

Services and treatments available, typical duration, cost, the need for appropriate appointment spacing.

**Level:** Level 1

**Credit value:** 2

### **Unit aims**

The aim of this unit is to introduce the learner to the basic techniques of working within a team and with others within a hairdressing and/or beauty salon environment. This unit is about forming good relationships with clients and colleagues and working effectively to support others.

### **Learning outcomes**

There is **one** learning outcome to this unit. The learner will:

1. Be able to work as part of a team in a salon

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 002 G3 Contribute to the development of effective working relationships

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 115 Working with others in the hair and beauty sector

## Learning outcomes and assessment criteria

### Outcome 1 Be able to work as part of a team in a salon

#### Practical Skills

The learner can:

1. communicate clearly and effectively with colleagues
2. support others to resolve problems
3. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. state different **ways of communicating**
2. state **how to adapt communication** for different situations
3. outline the **benefits of effective team working**
4. identify the effects of **negative attitude and behaviour** on others
5. identify roles and responsibilities of team members
6. state **when to refer problems**

#### Range

##### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation

##### Ways of communicating

Verbal, non-verbal (body language, written, listening),

##### How to adapt communication

Tone and clarity, using appropriate terminology, listening, responding appropriately

##### Benefits of effective team working

Client satisfaction, personal and team achievement, positive salon reputation, repeat business, staff motivation and morale, possible rewards, opportunities for progression, harmony within the working environment

##### Negative attitude and behaviour

Rudeness, bad temper, indifference, arrogance, poor time keeping, closed body language



**When to refer problems**

When outside of own levels of responsibility, when assistance is required, potential risk or hazard identified, in line with salon policy

**Level:** Level 2

**Credit value:** 5

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to style and dress women's hair using basic techniques.

The skills developed by the learner include setting, blow-drying, finger drying, straightening and dressing long hair.

The knowledge acquired by the learner will enable them to understand how styling the hair affects the hair structure and how humidity affects the resulting style.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for dressing hair
2. Be able to provide a dressing hair service

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3008 Level 2 NVQ Diploma in Hairdressing
  - Unit 016 GH10 Style and finish hair

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 215

## The art of dressing hair

### Outcome 1

### Be able to prepare for dressing hair

#### Practical skills

The learner can:

1. prepare the client and work area for dressing service
2. consult with clients to confirm their requirements
3. evaluate the potential of the hair to achieve the desired look by identifying the Influencing **factors**

#### Underpinning knowledge

The learner can:

1. state the procedure for client preparation
2. describe the effects of different **styling techniques**
3. describe the **factors** that need to be considered when styling and dressing hair
4. describe the **physical effects** of styling on the hair structure
5. describe the effects of humidity on the **hair structure** and resulting style
6. explain how the **incorrect use of heat** can affect the hair and scalp

#### Range

##### Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, head/face shapes/features, client lifestyle, contra-indications, body shape, hair growth patterns, hair type, hair elasticity, fashion trends

##### Styling techniques

Setting (brickwind, directional wind), blow-drying, finger-drying, curling, waving, smoothing, straightening, pin curling, finger waving

##### Physical effects

Appearance of the hair, structural changes

##### Hair structure

Cuticle, cortex, medulla

##### Incorrect use of heat

Temperature, direction of air flow, frequency of use

## Unit 215

## The art of dressing hair

### Outcome 2

### Be able to provide a dressing hair service

#### Practical skills

The learner can:

1. position self and client appropriately throughout the service
2. select and use **styling products, tools and equipment** to achieve the desired look
3. use **working methods** that meet salon and legal requirements
4. use **styling techniques** and dressing effects that take into account the identified factors
5. control and secure hair effectively during dressing
6. dress hair to the satisfaction of the client
7. apply **finishing products** to maintain the style
8. provide suitable **aftercare advice**
9. follow **safe and hygienic working practices**
10. **communicate** and behave in a professional manner

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools, equipment and accessories**
2. describe the use for the range of **styling products**
3. describe how to secure and control the **long hair looks**
4. state the **purpose of back combing and back brushing** when dressing hair
5. describe the uses for the range of **finishing products**
6. describe the **aftercare advice** that should be provided
7. outline **safe and hygienic working practices** when styling and dressing hair
8. state how to **communicate** in a salon environment
9. state the **behavioural expectations** within a salon environment

#### Range

##### Styling products

Lotions, mousses, activators, gels, moisturisers, heat protectors

##### Tools, equipment and accessories

Hand held dryer, hood dryer, diffuser, nozzle, round brushes, flat brushes, rollers secured with pins, pin curl clips, straighteners, curling tongs, heated rollers, feathers, ribbons, flowers.

##### Working methods

Client preparation, service requirements, safe working methods, manufacturers' instructions, PPE.

##### Styling techniques

Setting (brickwind, directional wind), blow-drying, finger-drying, curling, waving, smoothing, straightening, pin curling, finger waving.

##### Finishing products

Sprays, waxes, gels, serums, dressing creams, oils.

**Aftercare advice**

How to maintain the look, suitable styling and finishing products to use.

**Safe and hygienic working practices**

Methods of sterilization, disposal of contaminated waste, legislation, PPE, positioning of client and stylist, removal of accessories, relevant Health & Safety.

**Communicate**

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to styling hair.

**Long hair looks**

Scalp plait, vertical roll, twists.

**Purpose of backcombing and back brushing**

Styling: duration, shape, securing.

**Behavioural expectations**

Working cooperatively with others, following salon requirements.

**Level:** Level 2

**Credit value:** 5

### **Unit aims**

The aim of this unit is to introduce the learner to research how to create and achieve a make-up suitable for a photographic image. They will extend their knowledge of specialist make-up techniques, and develop their creative and innovative skills; through preparing and implementing a mood board. Throughout this unit, they must also demonstrate the ability to work on their own initiative and/or as part of a team.

### **Learning outcomes**

There is **one** learning outcome to this unit. The learner will:

1. Provide photographic make-up

### **Guided learning hours**

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3007 Level 2 NVQ Diploma in Beauty Therapy
  - Unit 011 B8 Provide make-up services

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 216

## The art of photographic make-up

### Outcome 1

### Provide photographic make-up

#### Practical Skills

The learner can:

1. produce a mood board
2. select and use **products, tools and equipment** for photographic make-up application taking into account identified **factors**
3. apply a photographic make-up application
4. **communicate** and behave in a professional manner
5. evaluate effectiveness of the photographic make-up application
6. provide suitable **aftercare advice**
7. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. outline the **purpose of a mood board**
2. outline how to develop a mood board
3. describe ways of **effectively presenting** a mood board
4. describe the **factors** that need to be considered when carrying out a photographic make-up application
5. state the importance of the preparation procedures for photographic make-up
6. state **tools, equipment** and **products** used when carrying out a photographic make-up application
7. describe the sequence in which make-up **products** should be applied
8. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin
9. describe the **structure and functions of the skin**
10. describe the position of the major **facial bones**
11. state how to **communicate**
12. state the **behavioural expectations**
13. state **methods of evaluating** the effectiveness of the application of the make-up
14. outline **safe and hygienic working practices** when carrying out photographic make-up application

#### Range

##### Products

Products: cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss

##### Tools and equipment

sponges, palette, spatula, headband, gown, brushes, disposable applicators, mirrors, towels

## **Unit 216            The art of photographic make-up**

### **Outcome 1            Provide photographic make-up**

#### **Factors**

condition of the skin, affects of sunlight, ageing, face shape, facial features, age, skin types, conditions and characteristics, eye and lip shape, glasses and contact lens wearers, adverse skin conditions, occasion, fashion trends, cultural factors, skin colour, skin texture, hair colour, eye colour

#### **Communicate**

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to photographic make-up application

#### **Aftercare advice**

Methods of removal, product recommendations, further treatment needs, maintenance advice

#### **Safe and hygienic working practices**

Methods of sterilization, disposal of contaminated waste, legislation, PPE, relevant Health & Safety, posture, positioning of client

#### **Purpose of a mood board**

Creativity, linked themes, choice of specialised make-up techniques

#### **Effectively presenting**

Planning, images, colour, research, verbal communication, written communication, presentation

#### **Structure and functions of the skin**

epidermis, dermis, subcutaneous layer, and the location and function of sweat and sebaceous glands, hair follicle. The basic functions of the skin - protection, heat regulation, absorption, secretion

#### **Facial bones**

frontal, zygomatic, mandible and maxillae

#### **Behavioural expectations**

Working cooperatively with others, following salon requirements.

#### **Methods of evaluating**

Verbal feedback, written feedback, photographic evidence, self evaluation



**Level:** 2

**Credit value:** 7

**NDAQ number:** T/600/8626

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to change hair colour using basic temporary and semi permanent products.

The skills developed by the learner include colour applications for temporary and semi permanent colouring.

The knowledge acquired by the learner will enable them to understand how to select suitable application methods, choose suitable products, work safely and efficiently and to give aftercare advice.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

### **Guided learning hours**

It is recommended that 60 guided learning hours are allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to:

- 3008 Level 2 NVQ Diploma in Hairdressing / 3008 Level 2 NVQ Diploma in Barbering
  - Unit 015 GH9 Change hair colour

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 217      The art of colouring hair

### Outcome 1      Be able to prepare for colouring hair

#### Practical skills

The learner can:

1. prepare self, the client and work area for colouring service
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when colouring hair
2. outline the types of **colouring products** and **colouring techniques**
3. state the **factors** that need to be considered when selecting **colour products**
4. explain the importance of carrying out the **necessary tests** prior to and during the colour service and recording the results
5. explain the principles of colour selection
6. explain how natural hair pigments influence colour selection
7. describe how the international colour chart is used to select colour
8. describe how each of the **colouring products** affects the **hair structure**
9. explain the **uses of hydrogen peroxide** when colouring the hair
10. describe the different **consultation techniques** used to identify service objectives
11. describe the salon's requirement for client preparation, preparing self and the work area

#### Range

##### Consultation techniques

Open and closed questions, use of visual aids

##### Factors

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, personality, fashion, advertising, media, celebratory coverage, branding

##### Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection

##### Colouring products

Semi-permanent, quasi-permanent, permanent, bleach, lightening products, high street retail products, professional salon products

**Colouring techniques**

Full head, partial head, foils, cap, spatula, freehand

**Necessary tests**

Skin test, elasticity test, porosity test, colour development strand test.

**Hair structure**

Cuticle, cortex, medulla

**Uses of hydrogen peroxide**

To darken the base colour, to lighten the base colour, to tone

## Unit 217

## The art of colouring hair

### Outcome 2

### Be able to provide a colouring service

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use the **application method**, products, **tools and equipment** to temporary and semi permanent colour hair
3. position self and the client appropriately throughout the service
4. mix and apply the colour using neat sections
5. monitor the development of the colour accurately, following manufacturers' instructions
6. remove the colour product thoroughly from the hair and scalp
7. apply a suitable conditioner or post colour treatment to the hair, following manufacturers' instructions
8. create a desired look to the satisfaction of the client
9. provide suitable **aftercare advice**
10. follow **safe and hygienic working practices**
11. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. state the importance of restoring the pH of the hair after a permanent colour
3. describe the **aftercare advice** that should be provided
4. outline **safe and hygienic working practices**
5. state how to **communicate** and behave within a salon environment

#### Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology linked to colouring.

#### Application method

Full head, re-growth

#### Tools and equipment

Brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps), steamer, infra-red, drying equipment

#### Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services

### **Safe and hygienic working practices**

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

**Level:** 2

**Credit value:** 3

**NDAQ number:** L/601/4450

### **Unit aim**

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing nail art. To carry out this unit the candidate will need to maintain effective health safety and hygiene providers.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for nail art service
2. Be able to provide nail art service

### **Guided learning hours**

It is recommended that **24** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national standards**

This unit is linked to:

- 30078 Level 2 NVQ Diploma in Nail Services
  - Unit 040 N4 Carry out nail art services

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) or an on-line test

## Unit 218

## Provide nail art

### Outcome 1

### Be able to prepare for nail art service

#### Practical skills

The learner can:

1. prepare themselves, client and work area for nail art service
2. use suitable **consultation techniques** to identify service objectives
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client service needs and **nail conditions**

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. state the **environmental conditions** suitable for nail art
3. describe different **consultation techniques** used to identify service objectives
4. explain the importance of carrying out a nail and skin analysis
5. describe how to select **products, tools and equipment** to suit client service needs and **nail conditions**
6. identify the different **nail conditions**
7. describe the **contra-indications** which prevent or restrict nail art

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

##### Products, tools and equipment

**Products:** colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

**Tools:** brushes, jewellery tool

**Equipment:** table, hand support, light, training hand

##### Nail conditions

Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges, allergies to products

Nail shapes: oval, tapered, square, squoval, claw, fan, pointed and their relationship to the shape of the hands

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

##### Contra-indications

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis, and severe skin conditions

**Restrict treatment:** broken bones, recent scar tissue, skin allergies, cuts and abrasions, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies



## Unit 218

## Provide nail art

### Outcome 2

### Be able to provide nail art service

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the service
4. use **products, tools, equipment and techniques** to suit clients service needs and nail conditions
5. complete the service to the satisfaction of the client
6. record the results of the service
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs and **nail conditions**
5. describe how treatments can be adapted to suit client treatment needs and **nail conditions**
6. state the **contra-actions** that may occur during and following services and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe diseases and disorders of the nail
11. describe the structure and functions of the nail

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Health and safety working practice

COSHH, client preparation, treatment requirements, PPE, manufacturers' instructions, ventilation, safe working methods, deportment.

##### Products, tools, equipment and techniques

**Products:** colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

**Tools:** brushes, jewellery tool

**Equipment:** table, hand support, light, training hand

**Techniques:** polishing, dotting, striping, marbling, enamelling, foiling, blending.

**Aftercare advice**

Suitable aftercare products, maintenance and removal of enamel, care of the nails, future treatments

**Contra-actions**

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss.

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***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.

***Providing City & Guilds qualifications – a guide to centre and qualification approval*** 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.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

**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 such on such things as:

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

## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

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

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

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

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### Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

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

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### International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)

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### Publications

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