

Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa) (5450-47)

Qualification handbook for centres

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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www.cityandguilds.com
October 2015
Version 1.0

Qualification title

City &
Guilds No.

Ofqual ref.
(QAN)

Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa)

5450-47

600/2461/6

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Contents

| | | |
|-------------------|---|-----------|
| 1 | Introduction to the qualifications | 6 |
| 2 | Centre requirements | 9 |
| 3 | Assessment | 14 |
| 4 | Course design and delivery | 15 |
| 5 | Unit specifications | 17 |
| Unit 303 | Cultural, social and technological influences on beauty-related industries | 18 |
| Unit 304 | Research in the hair and beauty sector | 21 |
| Unit 305 | Marketing in the hair and beauty sector | 24 |
| Unit 306 | Human resource management within the hair and beauty sector | 27 |
| Unit 321 | Apply micro-dermabrasion | 30 |
| Unit 401 | Quality management of client care in the hair and beauty sector | 35 |
| Unit 402 | Salon management | 38 |
| Unit 407 | Physiology of ageing | 41 |
| Unit 409 | Laser and light treatments for hair removal | 46 |
| Unit 410 | Laser and light treatments for skin rejuvenation | 57 |
| Unit 411 | Enhance appearance using micro-pigmentation treatment | 67 |
| Unit 412 | Sales management in the hair and beauty sector | 76 |
| Unit 413 | Public relations PR in the hair and beauty sector | 81 |
| Unit 414 | Management of health, safety and security in the salon | 84 |
| Appendix 1 | Connections to other qualifications and NOS | 87 |
| Appendix 2 | The wider curriculum | 88 |
| Appendix 3 | Sources of general information | 89 |

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1 Introduction to the qualifications

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

| Qualification title and level | City & Guilds number | Qualification accreditation number | Registration/certification |
|---|---------------------------------|---|--|
| Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa) | 5450-47 | 600/2461/6 | Consult the Walled Garden/ Online Catalogue for last dates |

1.1 Qualifications summary

This qualification can help you set up and run your own Beauty business.

You'll get the skills to manage staff and resources, learn how to develop and promote your business, and develop your technical skills and the skills needed if you are hoping to take up a role in assessment and internal quality assurance.

1.2 Opportunities for progression

Candidates can progress onto an ILM Level 4/5 qualification in Management.

1.3 Qualification structure

A minimum of **120** credits is required to achieve the **5450-47 Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa)**. All mandatory units must be achieved.

| Unit | Unit title | Credits | GLH |
|--|--|---------|-----|
| Mandatory (all must be completed) | | | |
| 401 | Quality management of client care in the hair and beauty sector | 12 | 44 |
| 303 | Cultural, social and technological influences on beauty-related industries | 5 | 30 |
| 321 | Apply micro dermabrasion techniques | 4 | 39 |
| 409 | Laser and light treatments for hair removal | 10 | 74 |
| 410 | Laser and light treatments for skin rejuvenation | 10 | 74 |
| 411 | Enhance appearance using micro-pigmentation treatment | 12 | 75 |
| 407 | Physiology of ageing | 10 | 64 |
| 412 | Sales management on the hair and beauty sector | 9 | 47 |
| 413 | Public relations in the hair and beauty sector | 10 | 42 |
| 414 | Management of health, safety and security in the salon | 8 | 44 |
| 304 | Research in the hair and beauty sector | 7 | 44 |
| 305 | Marketing in the hair and beauty sector | 6 | 32 |
| 306 | Human resource management within the hair and beauty sector | 7 | 60 |
| 402 | Salon management | 10 | 50 |

1.4 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

| Description | How to access |
|---------------------------------------|---|
| Assessment Pack | Downloadable from our website |
| Qualification Handbook | Downloadable from our website |
| Fast track approval forms | Please contact your regional office direct. Downloadable from our website |
| Textbooks (Ultimate Salon Management) | Can be purchased from our website Book 1 = TL015450, 125004770 Book 2 = TL025450, 125004780 Book 3 = TL035450, 125004782 |

The Assessment pack is password protected; the password is available on the Walled Garden.

Ultimate Salon Management Books

City & Guilds, the UK's leading awarding body for hairdressing and beauty therapy, is pleased to announce a new series of books for salon managers.

This series of books is essential reading for City and Guilds learners as well as learners of other awarding bodies, and indeed new and existing professionals either already managing a salon, or aspiring to do so.

The author, Hellen Ward, runs one of the highest independent grossing salons in the UK. Hellen is arguably the most recognised and comprehensively qualified 'business guru' in the industry today, both through her monthly column (Professional Beauty), soundbites to all media (trade and consumer) and courses, lectures and seminars regularly conducted for L'Oreal, Unilever and TIGI both in the UK and internationally.

The series is made up of three books. The first book, *Getting Established*, covers setting up, red tape, branding, PR and marketing. The second book, *Managing Finances*, covers increasing turnover and controlling costs. The third book, *Team Performance*, covers creating and managing a team, and monitoring financial performance.

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 This qualification 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 qualifications 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 *Centre Manual* 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 *Centre Manual*.

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

Centres approved to offer Level 4 Diploma in Technical Salon Management (4450) may apply for approval for the new 5450 Level 4 Award/Certificate/Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector using the fast track approval form, available from the City & Guilds website **www.cityandguilds.com**

- 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 learners 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.

Use of simulation

Simulation is **not** allowed for any units within this qualification.

Realistic learning environment requirements (RLE)

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area. Example resource lists for each qualification area are being developed.

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and / or workplace to meet the qualification needs and enable candidates' to cover all of the required practical activities.

The learning and assessment setting should incorporate a real, or simulated but realistic learning environment. These facilities must provide candidates with experience of working in and under realistic commercial conditions during assessment.

The learning environment must meet any bye-laws, legislation or legal authority requirements that would affect a similar commercial establishment as well as meeting the requirements of a vocational education establishment.

For the purpose of City & Guilds VRQs clients are defined as people seeking the service or treatment being assessed, which can include friends, peers, models and family members. There is no requirement for these clients to pay.

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records. Acceptable facilities for Evolve online testing must be maintained where the VRQ requires online testing of knowledge and understanding.

Centre staff

It is important that centre staff involved in the delivery have appropriate knowledge and skills to ensure provision of Level 4 qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5/6/7 qualification eg Degree/HNC or HND/HPD or MPD, in an appropriate subject, together with current, sufficient, valid and up to date relevant sector experience
- Level 3 qualification in an appropriate subject with current, sufficient, valid and up to date relevant sector experience at managerial/senior level
- current, sufficient, valid and up to date experience in the relevant sector at a managerial/senior level which could include recognised professional practice at a high level eg running a sector-related business or consultancy

and

- A CertEd/equivalent teaching qualification and/or 2 years teaching/training experience.

Internal quality assurers (IQAs – previously called IVs) and assessors must 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. Newly qualified hairdressers, barbers, therapists, make-up artists and nail technicians must have gained significant post qualification commercial experience before commencing these roles. For the avoidance of doubt, those who have no occupational experience cannot assess these VRQs. Appropriate evidence will include CVs, References, Qualification Certificates, CPD records, Product Evidence, Video Evidence. This list is not exhaustive and other relevant methods may be considered. Please contact your Qualification Consultant for guidance.

- i. Staff must only assess or quality assure in their acknowledged area of occupational competence.
- ii. Staff must participate in relevant training activities for their continued professional development (see CPD requirements).

Assessors and quality assurers of VRQs must be competent and experienced in making accurate assessment decisions; it is therefore highly recommended that the assessor and quality assurance qualification have been obtained or that they are being worked towards. It is highly recommended that new VRQ assessors work towards or hold either the Learning and Development unit A1 or the relevant TAQA unit.

Continuous professional development (CPD) in VRQs

For City & Guilds VRQs centre staff must continue to meet the requirements for occupational expertise for the specific qualification(s) they assess or quality assure.

Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring

Continuing Professional Development (CPD) must take place throughout the careers of assessors and quality assurers

This **must** include the completion of a minimum number of **30** hours CPD in each twelve month period using activities approved for CPD which do not have to be consecutive. (see below).

The CPD requirement must be carried out on **one or a combination** of the types of activities listed below. **No activity will carry a 'double hours' allowance.**

- 'hands on' delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
- further relevant qualifications.

The following activities will **not** count towards CPD:

- reading the trade press and books
- listening to tapes and watching DVDs .

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 month period to be measured from 1 September - 31 August.

Calculating CPD hours

- a. CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
- b. CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
- c. Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
- d. The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.
- e. For example, an assessor contracted for 7 hours/week : $7 \div 37 \times 100 = \text{approx. } 20\%$ of a full time assessor. $20\% \times 30 \text{ hours} = 6 \text{ hours CPD in any 12 month period.}$
- f. A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- g. If you are an assessor and quality assurer, you only have to do the minimum of 30 hours CPD, not 60 hours.

2.4 Candidate entry requirements

Candidates must have one of the following qualifications:

- Level 3VRQs in Hairdressing or Beauty Therapy or equivalent
- Level of expertise commensurate with a Level 3 in the National Qualifications
- Framework which has been acquired through work experience and can be demonstrated through the APL procedure and/or appropriate certification.

All candidates should also be in work or have access to work experience to complete this qualification.

This qualification is only approved for the 18+ age group, due to health and safety concerns about working with laser and light treatments.

For some of the level 4 units candidates are required to have achieved the appropriate level 3 units as part of a qualification or have equivalent industry experience

Level 3 Provide facial electrotherapy treatments should be achieved before starting Level 4 Laser and light treatments for skin rejuvenation.

Level 3 Provide facial electrotherapy treatments should be achieved before starting Level 4 Apply micro dermabrasion techniques.

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 *Centre Manual*. 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 *Centre Manual*.

2.6 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration
- enrolment numbers
- fees
- entry for examinations
- certification.

These details are also available on Walled Garden.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, which are specified on the Walled Garden.

3 Assessment

For each mandatory and optional unit chosen candidates must complete an assignment. These can be found on the City & Guilds website. The assignments will cover:

- practical tasks, and
- knowledge and understanding task(s).

For further in depth information on assessments please refer to the assessment pack for the **Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450)**. This can be found on the City & Guilds website.

Glossary of terms & Guidance notes:

Technical training - external and internal workshops and training sessions can be used..

Commercial salon - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken.

Qualification work - the aim of this option is to encourage assessors and quality assurers to gain new knowledge and skills. Work undertaken for this option must lead to a formally assessed and accredited qualification

30 hours can be claimed on the achievement of any technical unit qualification in any one CPD year.

4 Course design and delivery

4.1 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme. Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

4.2 Relationship to other qualifications and wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core/Functional Skills and other related qualifications.

4.3 Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

4.4 Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual*.

4.5 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.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications 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 in the *Centre toolkit*.

4.6 Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre Manual*). The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre Manual* and is also available from the City & Guilds Customer Relations department.

4.7 Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

4.8 Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Centre Manual*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.

5 Unit specifications

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

Each unit is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a **learning outcome** and its **assessment criteria** by setting out the various circumstances in which they are to be applied.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- unit reference (UAN)
- aim
- list of learning outcomes for the unit
- statement of guided learning hours
- assessment details
- learning outcomes in detail expressed as practical skills and underpinning knowledge.

Unit 303

Cultural, social and technological influences on beauty-related industries

Level: 3

Credit value: 5

UAN: F/601/4459

Unit aims

This unit is about developing knowledge and understanding of the cultural and social effects and technological advances in beauty-related industries including key developments, iconic landmarks and major advances.

Learning outcomes

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

1. understand the cultural and social effects on beauty-related industries
2. understand the technological advances in beauty-related industries.

Guided learning hours

It is recommended that **30** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 303

Cultural, social and technological influences on beauty-related industries

Outcome 1

Understand the cultural and social effects on beauty-related industries

Underpinning knowledge

The learner can:

1. describe the **cultural effects** that have influenced the **beauty-related industries** through the ages
2. describe the social effects that have influenced the beauty related industries through the **ages**
3. identify **key developments** in history that have influenced the beauty related industries
4. identify the **iconic landmarks** in the development of the beauty related industries
5. review **influences and trends** which affect current beauty fashions.
6. describe how the **development of travel and trade** have influenced the beauty- related industries.

Range

Cultural effects

Exposure to different culture/societies.

Beauty-related industries – should be relevant to the beauty industry/specialism chosen

Hair removal, henna for hair and skin, micro-pigmentation, tattooing, tribal markings, make-up, aromatherapy, tanning, nails and nail art etc.

Ages - should be relevant to the beauty related industry chosen.

Key developments

Technology, electricity, plant distillation, fashion, media, celebrity, globalisation, ethnicity, historical culture, science discovery, medicine, chemicals, environmental factors, surgery.

Iconic landmarks

Historical events: world wars, woman's movement, Suffragette Movement, Equal Opportunities.

Product development: cosmetic surgery, non-invasive treatments, anti-ageing, instant results.

Iconic figures/celebrities: Coco Chanel, Mary Quant, Elizabeth 1st, Twiggy.

Influences and trends

Celebrity culture, fashion, new product development, new technology.

Development of travel and trade

Transient culture, tourism, multicultural societies, manufacturing and distribution, web, competition, personal travel.

Unit 303

Cultural, social and technological influences on beauty-related industries

Outcome 2

Understand the technological advances in beauty-related industries

Underpinning knowledge

The learner can:

1. identify **major advances in tools and equipment** within the beauty related industries
2. identify the **advances in beauty products, product design and application** within the beauty related industries
3. explain how ingredients and the manufacture of beauty products have evolved
4. analyse the effect the **media** has had on the beauty related industries.

Range

Major advances in tools and equipment

Sterile single-use disposable equipment, using electricity in different forms, invasive and non-invasive tools, forms of sterilisation, plastic and metal, computers, 3D.

Advances in beauty products, product design and application

Extraction of essential oils, organic, synthetic, active ingredients, globalisation, trade, competition, male branding, chemistry, disposable items, longevity, additives, micro-pigmentation, injectables.

Media

TV, film, celebrity culture, radio, press, web, social networking.

Level: 3

Credit value: 7

UAN: R/601/5342

Unit aims

This unit is about the knowledge, understanding and skills required to carry out a research investigation related to the hair and beauty sector.

Learning outcomes

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

1. be able to plan a research investigation concerning the hair and beauty sector
2. be able to carry out research relating to the hair and beauty sector¹.

Guided learning hours

It is recommended that **44** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

¹ Harvard referencing needs to be used when carrying out research.

Unit 304

Research in the hair and beauty sector

Outcome 1

Be able to plan a research investigation concerning the hair and beauty sector

Practical skills

The learner can:

1. identify the focus and type of research investigation proposed
2. plan the research investigation to include research objectives and stages of development
3. identify research **sources**.

Underpinning knowledge

The learner can:

1. describe different research methodologies involved in the investigation
2. explain the **principles of planning** a research investigation.

Range

Sources

Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

Principles of planning

APIC, SWOT.

Unit 304

Outcome 2

Research in the hair and beauty sector

Be able to carry out research relating to the hair and beauty sector

Practical skills

The learner can:

1. carry out research to collect data according to the investigation plan
2. obtain information from different **sources**
3. process the **data** collected
4. evaluate data and research collected
5. present the results from the research collected.

Underpinning knowledge

The learner can:

1. explain how to carry out research to gather data for the investigation plan
2. explain ways of obtaining information from different **sources**
3. explain how to use and process data
4. describe methods of evaluating data and research collected
5. explain the importance of including a bibliography when presenting research findings.

Range

Sources

Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

Data

Quantitative – graphs, charts, tables

Qualitative – interviews, scripts, reports.

Level: 3

Credit value: 6

UAN: J/601/4463

Unit aims

This unit is about the knowledge, understanding and skills required for carrying out market research in the hair and beauty sector and promoting a hair or beauty product, treatment or service.

Learning outcomes

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

1. be able to carry out market research in the hair and beauty sector
2. be able to promote hair and beauty products, services and treatments.

Guided learning hours

It is recommended that **32** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 305

Marketing in the hair and beauty sector

Outcome 1

Be able to carry out market research in the hair and beauty sector

Practical skills

The learner can:

1. carry out **market research** in the hair and beauty sector
2. analyse data collected from **market research** carried out in the hair and beauty sector
3. produce a **marketing plan** to promote and enhance a business in the hair and beauty sector.

Underpinning knowledge

The learner can:

1. describe the principles of marketing
2. describe how to **carry out market research**
3. explain the importance of analysing data collected from **market research**
4. explain the importance of producing a marketing plan that will promote and enhance the business.

Range

Market research

Qualitative and quantitative, sample size for customers, competitors and suppliers.

Marketing plan

SWOT, PESTLE, ANSOFF, internal and external, APIC.

Carry out market research

Face-to-face, surveys, focus groups, interviews, canvassing, questionnaires, telephone, sample size, aims and objectives.

Unit 305

Outcome 2

Marketing in the hair and beauty sector

Be able to promote hair and beauty products, services and treatments

Practical skills

The learner can:

1. promote a hair and beauty product, service and/or treatment based on a marketing plan
2. communicate effectively when promoting a hair and beauty product, service and/or treatment
3. evaluate the effectiveness of the promotional activity and marketing plan.

Underpinning knowledge

The learner can:

1. explain the important role of advertising and PR in promoting a hair and beauty product, service and/or treatment
2. describe the different **promotional methods and activities**
3. explain the importance of effective communication when promoting a hair and beauty product, service and/or treatment
4. explain the importance of evaluating the effectiveness of promotional methods and activities and marketing plan.

Range

Promotional methods and activities

Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.

Unit 306

Human resource management within the hair and beauty sector

Level: 3

Credit value: 7

UAN: M/601/2481

Unit aims

The aim of this unit is allow the learner to develop an understanding of human resources management in relation to the hair and beauty sector; covering relevant employment legislation, modes of employment and relevant legislation to these employment options, employment rights and responsibilities, recruitment methods, job description, contracts of employment, appraisal systems, Continual Professional Development (CPD) and training opportunities.

Learning outcomes

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

1. be able to research human resource management
2. be able to carry out a practical presentation.

Guided learning hours

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

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.

Unit 306

Human resource management within the hair and beauty sector

Outcome 1

Be able to research Human Resource Management

Practical skills

The learner can:

1. research into Human Resource Management
2. use a variety of presentation methods including ICT
3. **communicate** and behave in a professional manner
4. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. describe the purpose of job descriptions
2. describe the purpose of contracts employment
3. state methods of **employment options**
4. explain relevant employment legislation, **rights and responsibilities**
5. identify a range of **ICT applications** that can be used in the hair and beauty sector
6. explain how to **communicate** in a professional manner.

Range

Communicate

Speaking, listening, body language, reading, following instructions, giving instructions, presentation.

Safe and hygienic working practices

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

Employment options

Self employment, full or part time, permanent or temporary.

Rights and responsibilities

Rights: contract of employment, minimum wage, safe working environment, training (CPD)

Responsibilities: work safely to meet salon and legal requirements.

ICT applications

Internet searches, word processing, spreadsheets, databases, presentations.

Unit 306

Human resource management within the hair and beauty sector

Outcome 2

Be able to carry out a practical presentation

Practical skills

The learner can:

1. present a practical demonstration
2. evaluate the presentation.

Underpinning knowledge

The learner can:

1. state the cost implications of staff
2. describe the **methodology of retaining staff**
3. describe the function of **industry associations**.

Range

Methodology of retaining staff

Psychology of team behaviour, effective communication, motivation, conflict resolution, appraisals.

Industry associations

Advisory, Conciliation of Arbitration Services (ACAS), Hair and Beauty Industry (Habia), National Hairdressers Federation (NHF), Federation of Holistic Therapists (FHT), Guild of Holistic Therapists, Guild of Beauty Therapists, Guild of Nail Technicians, British International Spa Associations (BISA), Hairdressing Council, Guild of Hairdressers, Fellowship of British Hairdressing.

Level: 3
Credit value: 4
UAN number: K/601/5329

Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about providing micro-dermabrasion treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes

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

1. Be able to prepare for skin treatment using micro dermabrasion
2. Be able to provide skin treatment using micro dermabrasion

Guided learning hours

It is recommended that **39** 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 the Beauty Therapy NOS, unit B13 and B14.

Support of the unit by a sector or other appropriate body (if required)

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 321

Apply micro-dermabrasion

Outcome 1

Be able to prepare for skin treatment using micro-dermabrasion

Practical skills

The learner can:

1. prepare themselves, client and work area for micro-dermabrasion skin treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. advise the client on how to prepare for the treatment
4. carry out a skin analysis
5. provide clear recommendations to the client
6. select **products** and tools to suit client treatment needs, **skin types and conditions**

Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. describe the **environmental conditions** suitable for micro-dermabrasion skin treatment
3. describe the different **consultation techniques** used to identify treatment objectives
4. describe how to select **products** and tools to suit client treatment needs, **skin types and conditions**
5. describe known **contra-indications** that may restrict or prevent micro-dermabrasion treatment
6. describe the importance of carrying out a skin analysis
7. describe the effects and **benefits** of a micro-dermabrasion treatment

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

Cleansers, toners, moisturisers, specialist products

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Environmental conditions

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

Contra-indications

Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

Restrict treatment: broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

Benefits

Improved skin texture and condition

Unit 321 Apply micro-dermabrasion

Outcome **Error! No text of specified style in document.**

Be

able to provide skin treatment using micro dermabrasion

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 treatment
4. use **products**, tools and techniques to suit clients treatment needs, **skin types and conditions**
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using **products**, tools and techniques to suit clients treatment needs, **skin types and conditions**
5. describe how treatment can be adapted to suit client treatment needs
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the **methods of evaluating** the effectiveness of the treatment
10. describe the **aftercare advice** that should be provided
11. describe the structure and function of the skin
12. describe the main diseases and disorders of the skin
13. describe skin types, conditions and characteristics
14. describe the growth cycle and repair of the skin
15. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin

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 practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, equipment testing

Products

Cleansers, toners, moisturisers, specialist products

Skin types and conditions

Skin types: Normal, dry, oily, combination

Conditions: Sensitive, mature, dehydrated

Aftercare advice

24 hours following treatment: no heat treatments. 12 hours following treatment: avoid make-up, avoid touching the area. Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions.

Methods of evaluating

Visual, verbal, written feedback, repeat business.

Unit 401

Quality management of client care in the hair and beauty sector

Level: 4

Credit value: 12

UAN: M/601/5350

Unit aims

This unit is about the knowledge and skills required to effectively manage the quality of client care within the hair and beauty sector. It covers evaluate client care procedures, the use of client feedback and the analysis of this, implementation and monitoring of quality management procedures and the evaluation of these.

Learning outcomes

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

1. be able to review the overall client service experience as part of quality assurance
2. be able to implement and monitor procedures to improve the overall client service experience.

Guided learning hours

It is recommended that **50** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 401 **Quality management of client care in the hair and beauty sector**

Outcome 1 Be able to review the overall client service experience as part of quality assurance

Practical skills

The learner can:

1. evaluate **client care procedures**, using **quality assurance** and **inspection processes**
2. conduct a **client satisfaction survey**
3. use client feedback and complaints to inform a review of the client service experience
4. draw conclusions from the client satisfaction survey and client complaints
5. analyse **client expectations**
6. analyse the impact of client satisfaction on the business.

Underpinning knowledge

The learner can:

1. describe different **quality assurance** and **inspection processes** used within businesses in the hair and beauty sector
2. describe how to conduct a **client satisfaction survey**
3. explain the value of feedback and client complaints in reviewing the client service experience
4. explain the importance of meeting clients' expectations.

Range

Client care procedures

Reception, consultation, carrying out of services/treatments, aftercare advice.

Quality assurance processes (PS1)

Professional working standards, CPD/training/action planning, qualifications, health and safety, Investors in People.

Inspection processes (PS1)

Compliance and legislation, policies and procedures, standardisation, client feedback, ISO 900, visual questioning, oral questioning.

Client satisfaction survey

Face-to-face, anonymous (written).

Client expectations

Global, cultural, standardisation, Equality Act.

Quality assurance processes (UPK1)

Professional working standards, CPD, CPD/training/action planning, qualifications, health and safety, Investors in People, ISO 900, Industry standards.

Inspection processes (UPK1)

Compliance and legislation, policies and procedures, standardisation, client feedback, visual questioning, oral questioning

Unit 401

Quality management of client care in the hair and beauty sector

Outcome 2

Be able to implement and monitor procedures to improve the overall client service experience

Practical skills

The learner can:

1. recommend approaches to, or ways of, improving the client service experience
2. engage staff in consultation necessary for effective implementation of a quality scheme
3. evaluate the effectiveness of newly implemented procedures
4. propose new systems or modifications to existing systems that could improve the client service experience.

Underpinning knowledge

The learner can:

1. evaluate own quality management of client care
2. describe different approaches to quality management of client care within the hair and beauty sector
3. explain the importance of staff engagement to the success of newly implemented procedures
4. explain the importance of monitoring the effectiveness of newly implemented procedures
5. explain the factors necessary for 'continuous improvement'
6. explain how quality management can be **measured**.

Range

Measured

Standardisation, client feedback, visual questioning, oral questioning.

Level: 4

Credit value: 10

UAN: K/601/4469

Unit aims

This unit is about the knowledge and skills required for salon management. It covers planning management of products and services and salon management duties.

Learning outcomes

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

1. be able to plan the management of products and services in the salon
2. be able to undertake salon management duties.

Guided learning hours

It is recommended that **50** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 402

Salon management

Outcome 1

Be able to plan the management of products and services in the salon

Practical skills

The learner can:

1. produce a plan with operational objectives for the management of products and services
2. analyse data for use in **management planning**
3. allocate staff to meet operational objectives
4. devise and implement **salon requirements** for staff to prepare themselves, the client and work area for service(s)
5. monitor **working practices** by reviewing different client consultations, services and client records
6. evaluate methods of stock control, maintenance and replacement
7. evaluate stock levels, tools, equipment and facilities with regard to the salon's clientele
8. plan **methods** of maintaining and increasing salon revenue.

Underpinning knowledge

The learner can:

1. explain the importance of planning operational objectives to manage products and services
2. explain how data is used in **management planning**
3. explain how to allocate staff to meet operational objectives
4. describe the **salon requirements** for staff to prepare themselves, the client and work area for service(s)
5. outline the criteria by which client consultations, services and client records are reviewed
6. explain how to maintain stock levels, tools, equipment and facilities in a salon
7. explain how to maintain and increase salon revenue.

Range

Management planning (PS2)

SWOT, PESTL, competitor analysis, CRM.

Salon requirements

Salon policies and procedures, legislation, insurance and public liability.

Working practices

Professionalism, legislation.

Methods

Change management, PESTL, marketing.

Management planning (UPK 2)

MIS, MkIS.

Unit 402

Salon management

Outcome 2

Be able to undertake salon management duties

Practical skills

The learner can:

1. manage the salon in a professional manner
2. implement health and safety working practices in line with relevant legislation
3. use **workforce planning** to assess employee requirements
4. provide clear recommendations for the improvement of working practices
5. evaluate own **communication** and **management style**
6. evaluate the importance of providing clear recommendations for the improvement of workplace practices
7. assess **factors** to be considered when employing **subcontractors**.

Underpinning knowledge

The learner can:

1. describe factors that must be considered when implementing health and safety working practices
2. explain the role of appraisal and management schemes within the organisation
3. describe the factors that influence working relationships, including lines of authority, role and responsibilities of employees, objectives associated with working relationships
4. describe **contractual regulations of employment** and how legislation affects employment in the salon.

Range

Workforce planning

Training, CPD, appraisals, skills analysis, flexible working arrangements.

Communication

Verbal, non-verbal.

Management style

For example Maslow, Henrich, Cobbs, "X and Y" – dependant on own choice of management style.

Factors

Right to work, Equality Act, equipment, insurance, contractual issues.

Subcontractors

Self-employed, associates, part-time staff, agency staff, specialist staff.

Contractual regulations of employment

Minimum wage, Equality Act, flexible working, period of notice, working hours.

Level: 4
Credit value: 10
UAN: A/601/5349

Unit aims

This unit is about the knowledge and understanding surrounding the physiology of ageing. It covers the nature of ageing, the cause and effects ageing has on the skin, degenerative disorders and the use of beauty therapy products and treatments to delay the ageing process.

Learning outcomes

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

1. understand the nature of ageing
2. understand the causes and effects of ageing of the skin
3. understand the cause and effects of degenerative disorders as a result of the ageing process
4. understand how beauty therapy treatments and products may delay the ageing process.

Guided learning hours

It is recommended that **64** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 407

Physiology of ageing

Outcome 1

Understand the nature of ageing

Underpinning knowledge

The learner can:

1. describe the **characteristics of ageing**
2. explain the differences between **intrinsic and extrinsic** environmental effects on the skin which contribute to the ageing process
3. critically compare different **theories of ageing**
4. explain the ageing process in **cells and tissues**.

Range

Characteristics of ageing

Skin, hair (changes in growth patterns, nails, postural, musculo-skeletal).

Intrinsic and extrinsic

Intrinsic: genetic, hormonal effects on tissues

Extrinsic: UV, lifestyle (smoking, alcohol consumption).

Theories of ageing

Cellular change, genetic change.

Cells and tissues

Cells: metabolic rate, cell division, mitosis

Tissues: connective, epithelial, muscular, nervous.

Unit 407

Outcome 2

Physiology of ageing

Understand the causes and effects of ageing of the skin

Underpinning knowledge

The learner can:

1. analyse the changes which occur to the **repair mechanisms** of the skin with ageing
2. explain how ageing causes **microscopic changes to the structure** of skin
3. evaluate the causes of changes to the skin when ageing
4. explain **pathological conditions of the skin** which may occur as a result of ageing
5. explain the ageing **effect of UV on the skin**
6. recommend precautions to minimise damage caused by UV light.

Range

Repair mechanisms

Wound healing, mitosis, immunity.

Microscopic changes to the structure

Collagen, elastin, atrophy of tissues, melanocytes and sebaceous glands.

Pathological conditions of the skin

Lentigines, telangiectasia, skin tumours, Suderiferous (sweat) gland disorders (bromidrosis – body odour, anhidrosis – lack of sweating, Hyperhydrosis – excessive sweating , miliaria rubra - prickly heat), Pigmentation disorders (ephilides – freckles, chloasma, vitiligo, albinism, vascular naevi, erythema, dilated capillaries), Skin disorders involving abnormal growth (psoriasis, seborrheic or senile warts, verrucae filliformis or skin tags, keloids) malignant tumours (squamous cell carcinomas or prickle-cell cancers, basal cell carcinomas or rodent ulcers, melanoma), allergies (dermatitis, eczema, urticaria – nettle rash or hives) bacterial infections (impetigo, conjunctivitis, hordeolum – sty, furuncles – boils, carbuncles, paronychia – tissue surrounding nails, conjunctivitis/pink eye) Viral infections (herpes simplex, herpes zoster or shingles, verrucae or warts, molluscum) Infestations (scabies or itch mites, pediculosis capitis or head lice, pediculosis pubis, pediculosis corporis), Fungal diseases (tinea corporis – body ringworm, tinea capitis – ringworm of the head, tinea pedis – athlete's foot).

Effect of UV on the skin

Collagen, elastin, epidermal thickness, blood vessels, melanocytes

Unit 407

Outcome 3

Physiology of ageing

Understand the cause and effects of degenerative disorders as a result of the ageing process

Underpinning knowledge

The learner can:

1. explain possible causes of **degenerative disorders** and their effects on the:
 - skeletal system
 - muscular system
 - nervous system
 - cardiovascular system
 - immune system
 - respiratory system
2. describe contra-indications to **beauty therapy treatments** when a degenerative disorder is present.

Range

Degenerative disorders

Skeletal: Osteoarthritis, Osteoporosis.

Muscular: general loss of strength and tone.

Nervous: Dementia, Parkinson's.

Cardiovascular: Atherosclerosis.

Immune system: reduced activity.

Respiratory system: reduced lung capacity.

Beauty therapy treatments

Electrical treatments, laser treatments.

Unit 407

Outcome 4

Physiology of ageing

Understand how beauty therapy treatments and products may delay the ageing process

Underpinning knowledge

The learner can:

1. justify how **beauty therapy treatments and products** may delay the skin ageing process
2. evaluate the performance of **beauty therapy treatments and products** considered to delay the ageing process.

Range

Beauty therapy treatments and products

Treatments: EMS, micro current, microdermabrasion, body wraps.

Products: moisturisers, UV screens, fruit acids, vitamins, injectables.

Level: 4

Credit value: 10

UAN: D/601/5652

Unit aims

This unit is about the skills and knowledge required for laser and light treatments for hair removal. It includes both the preparation and the provision of the treatment.

Learning outcomes

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

1. be able to prepare for laser and light treatments
2. be able to provide laser and light treatments.

Guided learning hours

It is recommended that **74** 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 the Habia NOS, Unit B31.

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, which will be graded Pass, Merit or Distinction.

To take this unit, the learner will need to:

- take either the Health & Safety unit or have prior industry experience, **and**
- have achieved Facial Electrotherapy.

Unit 409

Laser and light treatments for hair removal

Outcome 1

Be able to prepare for laser and light treatments

Practical skills

The learner can:

1. **prepare** themselves, client and work area for laser and light treatment for hair removal
2. use suitable **consultation techniques** to identify treatment objectives
3. carry out **skin and hair analysis** and any relevant **tests** to identify any **influencing factors**
4. provide **clear recommendations** to the client based on outcomes of skin and hair analysis
5. select **products, tools and equipment** to suit client treatment needs, hair types, skin types and conditions
6. select **personal protective equipment** that should be worn by client and therapist during laser and light treatment for hair removal.

Underpinning knowledge

The learner can:

1. explain salon requirements for preparing themselves, the client and work area
2. explain the **environmental conditions** suitable for laser and light treatment for hair removal
3. explain the different **consultation techniques** used to identify treatment objectives
4. explain the importance of carrying out a detailed skin and hair analysis and relevant tests
5. explain how to select **laser and light treatment equipment to suit client skin and hair types and conditions**
6. identify the range of **equipment** used for laser and light treatment for hair removal
7. explain the **contra-indications that prevent or restrict** laser and light treatment for hair removal
8. explain the required **legislation** for laser and light treatment and the importance of compliance with regulations.

Range

Prepare

Preparation of work area

Work area is set up to meet safety and hygiene standards (cleaned, sterilised and disinfected) medical protocol organisational procedures and to the manufactures instructions. No mirrors to be in treatment room, windows are blacked out and that there are no reflective surfaces.

Preparation of therapist

Personal hygiene and appearance meets accepted industry and organisational standards, correct uniform, including- enclosed flat shoes. Correct PPE (optical density eyewear) powder free vinyl gloves. Hands are disinfected before and after each treatment or as required throughout the treatment.

Preparation of client

Correct PPE (optical density eyewear), headband, and towels. Area to be treated is suitable for hair reduction treatment, shaved, cleaned, oil free, and dry. Area to be treated is accurately marked out using the correct methods as per manufacturer's instructions and medical protocol.

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, skin typing using Fitzpatrick scale, pre-treatment advice.

Skin analysis

Full and thorough check of skin condition and all relevant factors, take photographic evidence, use of mirror to identify areas to clients, full records taken, patch test to monitor the level of skin reaction

Hair analysis

Hair colour (dark pigment, medium pigment)

Hair density (coarse, fine)

Tests

Patch tests.

Influencing factors

Results of patch test, results of skin typing as per Fitzpatrick scale, contra indications, medication prescribed or herbal, medical history, medical treatment, clients expectations, the effects of ultra violet radiation on the skin and the natural shade of the skin, Fitzpatrick scale to identify the clients skin classification to predict clients suitability for treatment. Factors that make certain clients less suitable for laser and intense pulsed light treatments for hair removal.

Clear recommendations

Outline realistic aims and objectives, any potential undesired results that may occur, treatment duration/course, treatment costs, how the treatment is affected by other treatments (epilation, tanning – UV and self tanning, skin peels and microdermabrasion)

Products

Skin cleansing products, aftercare products, SPF 30+

Tools

Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultra-sounds/cosmetic clear gel, white eyeliner pencil, pencil sharpener, cotton wool buds, pads, tissues, alcohol wipes

Equipment

Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads

Personal protective equipment

Optical density eyewear, non powdered vinyl gloves

Environmental conditions

Heating, lighting, privacy, adequate safe space, ventilation, appropriate sound and visual stimulation.

Laser and light treatment equipment to suit client skin and hair types and conditions

Selection of correct laser or intense pulse light equipment will depend upon the outcome of the consultation and skin typing according to the Fitzpatrick scale, clients hair colour and density.

Equipment

Laser or Intense Pulse Light machine, foot pedal, cooling devices, selection of correct laser or IPL head to be used, optical density eyewear.

Contra-indications that prevent or restrict

Prevent

sun tanned skin, self tanned skin, tanning injections, tinted moisturisers, pregnancy, certain prescribed medication, certain herbal medication, photo sensitive medication, inappropriate skin type and colour, skin cancer, receiving chemotherapy and radiotherapy, epilepsy, diabetes, loss of tactile sensation, infectious diseases and disorders, hyper or hypo tension - following guidelines of manufacturer and the British Medical Laser Association

Restrict

tattoos, semi-permanent make-up, eczema, psoriasis in area to be treated and any other restrictions as per manufacturer's guidelines

Legislation

Health and safety at work act, local government act, local bye laws.

Unit 409

Outcome 2

Laser and light treatments for hair removal

Be able to provide laser and light treatments

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 treatment
4. use **products, tools, equipment** and **techniques** to suit clients treatment needs
5. **adapt** treatment to suit client needs and skin and hair conditions
6. complete the treatment to the satisfaction of the client
7. **record** and evaluate the results of the treatment
8. provide suitable **aftercare advice**.

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. explain **health and safety working practices**
3. explain the importance of **positioning themselves** and the client correctly throughout treatment
4. explain the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin types and conditions
5. explain how to work on different **treatment areas**
6. explain the consequences of inaccurate identification of client skin type/colouring according to Fitzpatrick scale
7. describe how treatments can be adapted to suit client treatment needs and skin and hair conditions
8. explain the **contra-actions** that may occur during and following treatments
9. explain the **methods of evaluating** the effectiveness of the treatment
10. summarise the **aftercare advice** that should be provided to prevent post-treatment damage
11. explain the suitable **methods** of dealing with reappearance of skin condition between treatments
12. explain different **skin and hair types, conditions, diseases and disorders**
13. explain the **structure and functions of the skin**
14. explain the **principles of skin healing**
15. explain the structure and function of the endocrine system and its effect on hair growth
16. explain growth patterns and causes of hair growth
17. explain the **structure and function of circulatory and lymphatic systems**.

Range

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

Behave: working cooperatively with others, follow salon requirements.

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, intensity of fluence, equipment testing, PPE, use of dressings.

Products

Skin cleansing products, aftercare products, SPF 30+

Tools

Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultra-sounds/cosmetic clear gel, white eyeliner pencil, pencil sharpener, cotton wool buds, pads, tissues, alcohol wipes

Equipment

Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads.

Techniques

Ensuring the hand piece is used at the correct angle and pressure, according to the manufacturer's instructions and medical protocol. Delivering the laser and intense pulse light beam in the required treatment area according to the manufacturer's instructions and medical protocol. Working logically and systemically to cover all areas that are to be treated. To stop treatment should any contra-actions occur complying with manufacturer's instructions and medical protocol.

Adapt

Adapting the treatment and settings of the laser or intense pulse light to suit the client's skin type according to the Fitzpatrick scale, colour and thickness of hairs to be treated

Record

Photographic evidence, full consultation records - signed and dated by both client and therapist. To accurately record: client ref. no, area treated, treatment time, wavelength, fluence, pulse length/duration, total amount of shots

Aftercare advice

Use of cooling gels, the use of correct and recommended skin care products during and after the healing process. The use of SPF 30+. Avoiding over exposure to the sun or sun beds. Avoid any other heat treatments such as saunas, steam rooms, Jacuzzi's, hot tubs, hot baths, and hot showers. Avoid swimming or any other physical activity for 24 hours

Positioning themselves

To prevent personal injury, to prevent injury to the client. To ensure correct delivery of treatment

Treatment areas

Face, lip chin, neck chest or breast, underarms, arms, hands, legs, bikini line, abdomen, back.

Contra-actions

Erythema, oedema around hair follicles, frazzling of hair. Smell of burning hair, sever burning, blistering, scabbing, hyper or hypo-pigmentation, small risk of scarring and permanent discolouration

Methods of evaluating

Visual, verbal, written feedback, repeat business, photographic evidence, increased business.

Aftercare advice

To include the use of cooling gels, the use of correct and recommended skin care products during and after the healing process. The use of SPF 30+. Avoiding over exposure of the sun or sun beds. Avoid any other heat treatments such as saunas, steam rooms, Jacuzzis, hot tubs, hot baths, and hot showers. Avoid swimming or any other physical activity for 24 hours

Methods

Continue to use recommended products and follow therapist's advice.

Skin types

Normal, dry, oily, combination.

Hair types

Coarse, fine, vellus, superfluous

Conditions

Sensitive, dehydrated, moist, skin ageing (all ages).

Diseases and disorders

- a Bacterial infections:
 - i impetigo
 - ii conjunctivitis
 - iii hordeolum – styne
 - iv boils/cysts
- b Viral infections:
 - i herpes simplex
 - ii herpes zoster or shingles
 - iii verrucae or warts
 - iv molluscum contagiosum
- c Fungal diseases:
 - i tinea corporis – body ringworm
 - ii tinea barbae
 - iii tinea versicolour
- d Sebaceous gland disorders:
 - i milia
 - ii comedones – blackheads
 - iii seborrhoea
 - iv sebaceous cysts
 - v acne vulgaris
- e Sudoriferous (sweat) gland disorders:
 - i Hyperhidrosis – excessive sweating
 - ii miliaria rubra (prickly heat)
- f Pigmentation and vascular disorders:
 - i ephelides – freckles
 - ii chloasma
 - iii vitiligo
 - iv albinism
 - v vascular nevus
 - vi erythema
 - vii roascea
 - viii telangiectaria / dilated capillaries
 - ix port wine stain
 - x age spots/lentignes
 - xi hyper & hypo pigmentation
 - xii Campbell De Morgan
 - xiii Spider naevus

- g Skin disorders involving abnormal growth:
 - i psoriasis
 - ii seborrheic keratosis
 - iii fibro epithelial polyps or skin tags
 - iv keloids
- h Malignant tumours:
 - i squamous cell carcinomas or prickle-cell cancers
 - ii basal cell carcinomas or rodent ulcers
 - iii malignant melanoma
 - iv cutaneous horns
- i Allergies:
 - i dermatitis
 - ii eczema
 - iii urticaria – nettle rash or hives.

Structure of the skin

- a Main layers:
 - i epidermis
 - ii dermis
 - iii subcutaneous.
- b Epidermis – layers/ structures:
 - i horny – stratum corneum
 - ii clear – stratum lucidum
 - iii granular – stratum granulosum
 - iv prickle cell – stratum spinosum
 - v basal cell – stratum germinativum.
- c Dermis - layers/ structures:
 - i papillary layer
 - ii reticular layer
 - iii subcutaneous layer
 - iv hair in follicle
 - v hair bulb
 - vi dermal papilla
 - vii arrector pili muscle
 - viii eccrine and apocrine sweat glands and ducts
 - ix sebaceous gland and sebum
 - x blood and lymph capillary network
 - xi sensory and motor nerve fibres and endings
 - xii microcirculation of blood
 - xiii skin receptors, pain receptors in the skin.
- d Subcutaneous:
 - i Adipose tissue.

Function of the skin – to provide:

- a sensation: temperature; touch; pressure; pain
- b heat regulation: sweating; vasoconstriction; vasodilation
- c absorption
- d protection
- e excretion
- f secretion

g vitamin production (vitamin D generation).

Principles of skin healing

Stages of skin healing, injured tissue and inflammation, new vessel and tissue remodelling, healed wounds

Structure and function endocrine system

The major endocrine glands, the hormone secreted and their actions (pituitary, thyroid, parathyroid, pancreas, adrenal, gonads. (polycystic ovarian syndrome) hirsutism, hypertrichosis.

Structure and function of circulatory and lymphatic systems

The functions of the blood:

- a transports oxygen from the lungs to the cells of the body
- b transports carbon dioxide from the cells to the lungs
- c transports waste products from the cells to the kidneys, lungs
- d transports hormones from the endocrine glands to the cells
- e transports enzymes to the appropriate cells
- f helps in the regulation of body temperature
- g prevents fluid loss through its clotting mechanism
- h transports white corpuscles to the source of infection
- i transports nutrients from the digestive tract to the cells of the body.

Types of blood vessel: their structure and purpose

- a Arteries:
 - i thick-walled, muscular, elastic vessels conveying blood from the heart to the arterioles
 - ii help maintain blood pressure.
- b Arterioles:
 - i small arteries which convey blood to the capillaries.
- c Capillaries:
 - i microscopic blood vessels composed of a single layer of cells
 - ii connect arterioles and venules
 - iii allow the passage of nutrients and waste products between the blood and tissue cells
 - iv capillaries help to regulate body temperature by dilating or contracting.
- d Venules:
 - i form when groups of capillaries join
 - ii collect blood from capillaries and drain into veins
 - iii thinner walled than arteries.
- e Veins:
 - i convey blood back to the heart from the venules
 - ii contain valves to prevent back flow
 - iii thinner walled than arteries.

The origin, composition, basic flow of lymph fluid

- a Clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration
- b Comprises plasma substances eg fibrinogen; serum albumin; serum globulin; water; lymphocytes
- c Lymphatic system returns tissue fluid to blood.

The structure and function of lymph capillaries and lymph vessels

- a Lymphatic capillaries:
 - i thin-walled, permeable,
 - ii collect tissue fluid
 - iii return some interstitial fluid to veins
 - iv carry lymph to lymphatic vessels.
- b Lymphatic vessels:
 - i contain valves to prevent backflow
 - ii transport lymph through lymphatic nodes.

Unit 410

Laser and light treatments for skin rejuvenation

Level: 4

Credit value: 10

UAN: T/601/5656

Unit aims

This unit is about the skills and knowledge required for carrying out laser and light treatments for skin rejuvenation.

Learning outcomes

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

1. be able to prepare for skin rejuvenation treatment
2. be able to provide laser and light treatment for skin rejuvenation.

Guided learning hours

It is recommended that **74** 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 the Habia NOS, Unit B32.

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, which will be graded Pass, Merit or Distinction.

To take this unit, the learner will need to:

- take either the Health & Safety unit or have prior industry experience, **and**
- have achieved Facial Electrotherapy.

Unit 410

Laser and light treatments for skin rejuvenation

Outcome 1

Be able to prepare for skin rejuvenation treatment

Practical skills

The learner can:

1. **prepare** themselves, client and work area for laser or light treatment for skin rejuvenation
2. use suitable **consultation techniques** to identify treatment objectives
3. carry out **skin analysis** and any relevant **tests** to identify any **influencing factors**
4. provide **clear recommendations** to the client based on outcomes of skin analysis
5. select **products, tools and equipment** to suit client treatment needs, skin types and conditions
6. select **personal protective equipment** that should be worn by client and therapist during laser and intense pulsed light treatments.

Underpinning knowledge

The learner can:

1. explain salon requirements for preparing themselves, the client and work area
2. explain the **environmental conditions** suitable for laser and light treatments for skin rejuvenation
3. explain the different **consultation techniques** used to identify treatment objectives
4. explain the importance of carrying out a detailed skin analysis and relevant tests
5. explain how to select **laser or intense pulsed light equipment to suit client skin types and conditions**
6. identify the range of **equipment** used for laser and intense pulsed light treatment for skin rejuvenation
7. explain the **contra-indications** that prevent or restrict advanced laser or intense pulsed light treatment for skin rejuvenation
8. explain the required **legislation** for laser and intense pulsed light treatments and the importance of compliance with regulations.

Range

Prepare

Preparation of work area

Work area is set up to meet safety and hygiene standards (cleaned, sterilised and disinfected) medical protocol organisational procedures and to the manufactures instructions. No mirrors to be in treatment room, windows are blacked out and that there are no reflective surfaces.

Preparation of therapist

Personal hygiene and appearance meets accepted industry and organisational standards, correct uniform, including- enclosed flat shoes. Correct PPE (optical density eyewear) powder free vinyl gloves. Hands are disinfected before and after each treatment or as required throughout the treatment.

Preparation of client

Correct PPE (optical density eyewear), headband, and towels. Area to be treated is suitable for hair reduction treatment, shaved, cleaned, oil free, and dry. Area to be treated is accurately marked out using the correct methods as per manufacturer's instructions and medical protocol.

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, skin typing using Fitzpatrick technique.

Skin analysis

Full and thorough check of skin condition and all relevant factors, take photographic evidence, use of mirror to identify areas to clients, full records taken, patch test to monitor the level of skin reaction

Tests

Patch tests.

Influencing factors

results of patch test, results of skin typing as per Fitzpatrick scale, contra indications, medication prescribed or herbal, medical history, medical treatment, clients expectations, the effects of ultra violet radiation on the skin and the natural shade of the skin, client's suitability, condition to be treated, Fitzpatrick scale

Clear recommendations

Outline realistic aims and objectives, any potential undesired results that may occur, treatment duration/course, treatment costs, **how the treatment is affected by other treatments**

Products

Skin cleansing products, aftercare products, SPF 30+

Tools

Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultra-sounds/cosmetic clear gel, white eyeliner pencil, pencil sharpener, cotton wool buds, pads, tissues, alcohol wipes

Equipment

Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads.

Personal protective equipment

Optical density eyewear, non powdered vinyl gloves

Environmental conditions

Heating, lighting, privacy, adequate safe space, ventilation, appropriate sound and visual stimulation.

Laser or intense pulsed light equipment to suit client skin types and conditions

Selection of correct laser or intense pulse light equipment will depend upon the outcome of the consultation and skin typing according to the Fitzpatrick scale, client's skin condition and area to be treated

Equipment

Laser or Intense Pulse Light machine, foot pedal, cooling devices, selection of correct laser or IPL head to be used, optical density eyewear.

Contra-indications**Prevent**

sun tanned skin, self tanned skin, tanning injections, tinted moisturisers, pregnancy, melasma/chloasma, certain prescribed medication, certain herbal medication, photo sensitive medication, inappropriate skin type and colour, skin cancer, receiving chemotherapy and radiotherapy, epilepsy, diabetes, loss of tactile sensation, infectious diseases and disorders hyper or hypo tension. Follow manufacturer guidelines and British Medical Laser Association

Restrict

tattoos, semi-permanent make-up, eczema, psoriasis in the area to be treated and any other restrictions as per manufacturers guidelines

Legislation

Health and safety at work act, local government act, local bye laws.

Unit 410

Laser and light treatments for skin rejuvenation

Outcome 2

Be able to provide laser and light treatment for skin rejuvenation

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. explain **health and safety working practices**
3. explain the importance of **positioning themselves** and the client correctly throughout treatment
4. explain the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin types and conditions
5. explain **conditions** that can be treated with IPL or Laser and how to work on different **treatment areas**
6. explain the consequences of inaccurate identification of client skin type/colouring according to Fitzpatrick scale
7. describe how treatments can be adapted to suit client treatment needs and skin conditions
8. explain the **contra-actions** that may occur during and following treatments
9. explain the **methods of evaluating** the effectiveness of the treatment
10. summarise the aftercare advice that should be provided to prevent post-treatment damage
11. explain the suitable **methods of dealing with reappearance of skin condition** between treatments
12. explain the **effects** and **benefits** of laser or intense pulsed light on the skin and underlying issues
13. explain different **skin types, conditions, diseases and disorders**
14. explain the **structure and functions of the skin**
15. explain the **principles of skin healing**
16. explain how natural ageing, **lifestyle and environmental factors** affect the condition of the skin and underlying structures
17. explain the structure and function of the **endocrine system and its effect on skin conditions**
18. explain the **structure and function of circulatory and lymphatic systems**.

Range

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

Behave: working cooperatively with others, follow salon requirements.

Products

Skin cleansing products, aftercare products, SPF 30+

Tools

Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultra-sounds/cosmetic clear gel, white eyeliner pencil, pencil sharpener, cotton wool buds, pads, tissues, alcohol wipes

Equipment

Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads.

Techniques

Ensuring the hand piece is used at the correct angle and pressure, according to the manufacturer's instructions and medical protocol. Delivering the laser and intense pulse light beam in the required treatment area according to the manufacturer's instructions and medical protocol. Working logically and systemically to cover all areas that are to be treated. Stretching and manipulating the skin according to the area to be treated. To stop treatment should any contractions occur complying with manufacturer's instructions and medical protocol.

Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of consumables, duration of equipment usage, intensity of fluence, equipment testing, PPE, use of dressings, use of cooling devices before and after treatment.

Adapt

Adapting the treatment and settings of the laser or intense pulse light to suit the client's skin type according to the Fitzpatrick scale, condition to be treated and the condition of the skin

Record

Photographic evidence, full consultation records - - signed and dated by both client and therapist. To accurately record: client ref. no, area treated, treatment time, wavelength, fluence, pulse length/duration, total amount of shots

Aftercare advice

Use of cooling gels, the use of correct and recommended skin care products during and after the healing process. The use of SPF 30+. Avoiding over exposure of the sun or sun beds. Avoid any other heat treatments such as saunas, steam rooms, Jacuzzi's, hot tubs, hot baths, and hot showers. Avoid swimming or any other physical activity

Treatment areas

Face, neck, chest, hands and other area with treatable lesions.

Conditions

Rosacea, Spider Naevii, Facial Telangiectasia, Campbell De Morgan Spots, Poikiloderma of Civatte, Sun Damage, Freckles, Lentigines (age spots, liver spots), Fine lines and wrinkles

Contra-actions

Erythema, oedema, bruising, blanching, greying or darkening of vascular lesions, darkening and crusting of pigmented lesions severe burning, blistering, scabbing, hyper or hypo-pigmentation, small risk of scarring and permanent discolouration

Methods of evaluating

Visual, verbal, written feedback, repeat business, photographic evidence, increased business.

Effects and benefits

Improves skin texture and skin tone, skin looks more uniform in colour, Reduction of fine lines, evening out of pigmentation, reduction of telangiectasia, spider naevi and Campbell de morgan spots, controlling rosacea, improving the appearance of photo aged skin.

Skin types

Normal, dry, oily, combination.

Conditions

Sensitive, dehydrated, moist, skin ageing (all ages).

Diseases and disorders

- a Bacterial infections:
 - i impetigo
 - ii conjunctivitis
 - iii hordeolum – styne
 - iv boils/cysts
- b Viral infections:
 - i herpes simplex
 - ii herpes zoster or shingles
 - iii verrucae or warts
 - iv molluscum contagiosum
- c Fungal diseases:
 - i tinea corporis – body ringworm
 - ii tinea barbae
 - iii tinea versicolour
- d Sebaceous gland disorders:
 - i milia
 - ii comedones – blackheads
 - iii seborrhoea
 - iv sebaceous cysts
 - v acne vulgaris
- e Suderiferous (sweat) gland disorders:
 - i Hyperhydrosis – excessive sweating
 - ii miliaria rubra (prickly heat)

- f Pigmentation and vascular disorders:
 - i ephelides – freckles
 - ii chloasma
 - iii vitiligo
 - iv albinism
 - v vascular nevus
 - vi rosaces
 - vii erythema
 - viii telangiectaria / dilated capillaries
 - ix port wine stain
 - x age spots/lentigenes
 - xi hyper & hypo pigmentation
 - xii Campbell De Morgan
 - xiii Spider naevus
- g Skin disorders involving abnormal growth:
 - i psoriasis
 - ii seborrheic keratosis
 - iii fibro epithelial polyps or skin tags
 - iv keloids
- h Malignant tumours:
 - i squamous cell carcinomas or prickle-cell cancers
 - ii basal cell carcinomas or rodent ulcers
 - iii malignant melanoma
 - iv cutaneous horns
- i Allergies:
 - i dermatitis
 - ii eczema
 - iii urticaria – nettle rash or hives.

Structure of the skin

- a Main layers:
 - i epidermis
 - ii dermis
 - iii subcutaneous.
- b Epidermis – layers/ structures:
 - i horny – stratum corneum
 - ii clear – stratum lucidum
 - iii granular – stratum granulosum
 - iv prickle cell – stratum spinosum
 - v basal cell – stratum germinativum.

- c Dermis - layers/ structures:
 - i papillary layer
 - ii reticular layer
 - iii subcutaneous layer
 - iv hair in follicle
 - v hair bulb
 - vi dermal papilla
 - vii arrector pili muscle
 - viii eccrine and apocrine sweat glands and ducts
 - ix sebaceous gland and sebum
 - x blood and lymph capillary network
 - xi sensory and motor nerve fibres and endings
 - xii microcirculation of blood
 - xiii skin receptors, pain receptors in the skin.
- d Subcutaneous:
 - i Adipose tissue.

Function of the skin – to provide:

- a sensation: temperature; touch; pressure; pain
- b heat regulation: sweating; vasoconstriction; vasodilation
- c absorption
- d protection
- e excretion
- f secretion
- g vitamin production (vitamin D generation).

Principles of skin healing

Stages of skin healing, injured tissue and inflammation, new vessel and tissue remodelling, healed wounds.

Lifestyle and environmental factors

Diet, fitness, medication, smoking, alcohol, loss of collagen and elastin in the skin, over exposure to the elements UVA, UVB and UVC, pollution.

Endocrine system and its effect on skin conditions

Hormonal reaction linked to telangiectasia, rosacea

Structure and function of circulatory and lymphatic systems

The functions of the blood:

- a transports oxygen from the lungs to the cells of the body
- b transports carbon dioxide from the cells to the lungs
- c transports waste products from the cells to the kidneys, lungs
- d transports hormones from the endocrine glands to the cells
- e transports enzymes to the appropriate cells
- f helps in the regulation of body temperature
- g prevents fluid loss through its clotting mechanism
- h transports white corpuscles to the source of infection
- i transports nutrients from the digestive tract to the cells of the body.

Types of blood vessel: their structure and purpose

- a Arteries:
 - i thick-walled, muscular, elastic vessels conveying blood from the heart to the arterioles
 - ii help maintain blood pressure.
- b Arterioles:
 - i small arteries which convey blood to the capillaries.
- c Capillaries:
 - i microscopic blood vessels composed of a single layer of cells
 - ii connect arterioles and venules
 - iii allow the passage of nutrients and waste products between the blood and tissue cells
 - iv capillaries help to regulate body temperature by dilating or contracting.
- d Venules:
 - i form when groups of capillaries join
 - ii collect blood from capillaries and drain into veins
 - iii thinner walled than arteries.
- e Veins:
 - i convey blood back to the heart from the venules
 - ii contain valves to prevent back flow
 - iii thinner walled than arteries.

The origin, composition, basic flow of lymph fluid

- a Clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration
- b Comprises plasma substances eg fibrinogen; serum albumin; serum globulin; water; lymphocytes
- c Lymphatic system returns tissue fluid to blood.

The structure and function of lymph capillaries and lymph vessels

- a Lymphatic capillaries:
 - i thin-walled, permeable,
 - ii collect tissue fluid
 - iii return some interstitial fluid to veins
 - iv carry lymph to lymphatic vessels.
- b Lymphatic vessels:
 - i contain valves to prevent backflow
 - ii transport lymph through lymphatic nodes.

Unit 411

Enhance appearance using micro-pigmentation treatment

Level: 4

Credit value: 12

UAN: J/503/1785

Unit aims

This is a preparation for work unit, which is based on capability, and knowledge. This unit is about enhancing the facial appearance using micro-pigmentation. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work. The knowledge and skills gained in this unit includes preparing for and providing micro-pigmentation treatment.

Learning outcomes

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

1. be able to prepare for micro-pigmentation treatment
2. understand how to prepare for micro-pigmentation treatment
3. be able to provide micro-pigmentation treatment
4. understand how to provide micro-pigmentation treatment
5. understand how to provide aftercare advice for micro-pigmentation treatment.

Guided learning hours

It is recommended that **75** 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 the Habia NOS, Unit B30.

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, which will be graded Pass, Merit or Distinction.

Unit 411

Enhance appearance using micro-pigmentation treatment

Outcome 1

Be able to prepare for micro-pigmentation treatment

Practical skills

The learner can:

1. prepare self, client and work area for micro-pigmentation treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. carry out skin analysis and any relevant **tests** to identify any influencing factors
4. provide clear recommendations to the client based on outcomes of skin analysis
5. select **products, tools and equipment** to suit **client treatment needs, skin types and conditions**
6. select **personal protective equipment** that should be worn by client and self during micro-pigmentation treatment.

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.

Tests

Heat sensitivity, tactile sensation, allergy test.

Products

Skin cleansers, antiseptic, selection of pigment, topical anaesthetic gel/cream/liquid, pigment solvent, post pigmentation lotion, aftercare products.

Tools

Needles, tissues, cable cover, cotton buds, pencil.

Equipment

Battery operated, mains electric.

Client treatment needs

Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.

Skin types and conditions

Skin types: normal, dry, oily, combination

Conditions: sensitive, mature, dehydrated.

Personal protective equipment

Disposable gloves, protective disposable masks, protective aprons, disposable hair coverings.

Unit 411

Enhance appearance using micro-pigmentation treatment

Outcome 2

Understand how to prepare for micro-pigmentation treatment

Underpinning knowledge

The learner can:

1. explain salon requirements for preparing self, the client and work area for a micro-pigmentation treatment
2. explain the **environmental conditions** suitable for micro-pigmentation treatment
3. explain the different **consultation techniques** used to identify treatment objectives
4. explain the importance of carrying out a detailed skin analysis and relevant tests before micro-pigmentation treatment
5. explain how to select micro-pigmentation treatment to suit client **skin types and conditions**
6. identify the range of **equipment** used for micro-pigmentation treatment
7. explain the **contra-indications** that prevent or restrict micro-pigmentation treatment
8. explain different **skin types, conditions**, diseases and disorders which may effect the client receiving micro-pigmentation treatment
9. explain the **structure** and functions of the skin
10. explain the structure and function of the endocrine system and its effect on skin conditions which may effect the client receiving micro-pigmentation treatment
11. explain the structure and function of circulatory and lymphatic systems
12. explain the required **legislation** for micro-pigmentation treatment
13. explain the importance of compliance with regulations.

Range

Environmental conditions

Ventilation, lighting, privacy, ambience, temperature.

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.

Skin types and conditions

Skin types: normal, dry, oily, combination.

Conditions: sensitive, mature, dehydrated.

Equipment

Battery operated, mains electric.

Contra-indications

Restrict: recent scar tissue, eczema, skin allergies, cuts. Abrasions, keloid scarring, bruising vitiligo, styes.

Prevent: impetigo, herpes simplex, conjunctivitis, severe skin conditions, dermatitis, moles.

Structure

Epidermis, dermis and its appendages, subcutaneous layer, nerve endings, connective tissue, sweat glands, sebaceous glands, capillaries.

Legislation

Electricity At Work, COSHH, Health and Safety, RIDDOR.

Unit 411

Enhance appearance using micro-pigmentation treatment

Outcome 3

Be able to provide micro-pigmentation treatment

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices** in line with organisational and legislative procedures
3. position self and client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit **clients treatment needs**
5. adapt micro-pigmentation treatment to suit **client needs and skin conditions**
6. complete the treatment to the satisfaction of the client
7. record and evaluate the results of the treatment
8. provide suitable aftercare advice.

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 practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, equipment testing.

Products

Skin cleansers, antiseptic, selection of pigment, topical anaesthetic gel/cream/liquid, pigment solvent, post pigmentation lotion, aftercare products.

Tools

Needles, tissues, cable cover, cotton buds, pencil.

Equipment

Battery operated, mains electric.

Client treatment needs

Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.

Client needs

Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.

Skin conditions

Sensitive, mature, dehydrated.

Unit 411

Enhance appearance using micro-pigmentation treatment

Outcome 4

Understand how to provide micro-pigmentation treatment

Underpinning knowledge

The learner can:

1. explain how to **communicate and behave** in a professional manner
2. explain **health and safety working practices** for micro-pigmentation treatments
3. explain the importance of positioning self and the client correctly throughout treatment
4. explain the importance of using **products, tools, equipment** and techniques to suit **clients treatment needs, skin types and conditions**
5. explain the importance of adapting working methods to different treatment areas
6. explain the consequences of inaccurate identification of client skin type/labouring according to Fitzpatrick scale
7. describe how treatments can be adapted to suit **client treatment needs and skin conditions**.

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 practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, equipment testing.

Products

Skin cleansers, antiseptic, selection of pigment, topical anaesthetic gel/cream/liquid, pigment solvent, post pigmentation lotion, aftercare products.

Tools

Needles, tissues, cable cover, cotton buds, pencil.

Equipment

Battery operated, mains electric.

Skin types and conditions

Skin types: normal, dry, oily, combination.

Conditions: sensitive, mature, dehydrated.

Client treatment needs

Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.

Skin conditions sensitive, mature.

Unit 411

Enhance appearance using micro-pigmentation treatment

Outcome 5

Understand how to provide aftercare advice for micro-pigmentation treatment

Underpinning knowledge

The learner can:

1. explain the **contra-actions and adverse conditions** that may occur during and following micro-pigmentation treatments
2. explain the methods of evaluating the effectiveness of the treatment
3. summarise the aftercare advice that should be provided to prevent post micro-pigmentation treatment damage
4. explain the effects and benefits of micro-pigmentation treatment on the skin and underlying tissues
5. explain the **principles of skin healing** in relation to micro-pigmentation treatment
6. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and underlying structures.

Range

Contra-actions and adverse conditions

Fainting, excessive bleeding, excessive swelling, bruising, scabbing, crusting, bacterial infection, scarring, loss of pigmentation.

Principles of skin healing

Stages – hemostasis, inflammatory, proliferative, remodelling .

Unit 412

Sales management in the hair and beauty sector

Level: 4

Credit value: 9

UAN: D/601/4467

Unit aims

This unit is about the knowledge and skills surrounding sales management in the hair and beauty sector particularly around evaluation.

Learning outcomes

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

1. be able to evaluate how to improve the selling skills of employees in the hair and beauty sector
2. be able to evaluate how to improve sales within businesses in the hair and beauty sector.

Guided learning hours

It is recommended that **47** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 412 Sales management in the hair and beauty sector

Outcome 1 Be able to evaluate how to improve the selling skills of employees in the hair and beauty sector

Practical skills

The learner can:

1. **review** the **ability** to identify selling **situations and opportunities**
2. **review** the selection and use of sales and **communication techniques** as appropriate during a sales interaction
3. evaluate the use of different **sales and communication techniques**
4. evaluate the use of negotiation skills
5. evaluate the use of client care skills following a sale
6. suggest **techniques and strategies** to improve sales skills and performance.

Underpinning knowledge

The learner can:

1. explain how to select the most appropriate sales techniques for the situation
2. explain the importance of having product/treatment knowledge when selling
3. analyse the importance of managing clients when selling
4. explain how negotiation skills can affect a sales interaction
5. explain the importance of providing client care following a sale
6. explain the **ethical and legal requirements** when selling.

Range

Review

Observation, figures.

Ability

Staff ability.

Situations and opportunities

Website: client, non-client

Face-to-face: client, non-client.

Communication techniques

Website: client, non-client.

Face-to-face: client, non-client.

Sales and communication techniques

AIDA, face-to-face, non-verbal, body language, appropriate questioning and listening, consultation card.

Guidance – for the team member and client.

Techniques and strategies

Rewards structures, walk-ins, market research, pricing strategy training, target setting, appraisals, linking treatment and product benefits to client need, appropriate communication, listening skills.

Ethical requirements

Meet the client's needs, professional ethics.

Legal requirements

Equality Act, Sales of Good Act, Advertising Standards Authority, Trades Description Act, Consumer Rights Act.

Unit 412

Sales management in the hair and beauty sector

Outcome 2

Be able to evaluate how to improve sales within businesses in the hair and beauty sector

Practical skills

The learner can:

1. investigate consumer behaviour and the **impact** this has on selling
2. conduct a competitor analysis
3. produce a sales forecast
4. produce sales targets based on the sales forecast
5. evaluate training methods used to improve selling
6. analyse the importance of knowing the target clients and their typical consumer behaviour
7. investigate ways to create **competitiveness within the business**
8. evaluate the use of sales forecasts.

Underpinning knowledge

The learner can:

1. explain the importance of producing sales targets
2. explain how training methods can be used to improve sales.

Range

Impact

Branding, trends, culture, lifestyle, celebrity influences, Black Box model, promotions, supplier campaigns.

Competitiveness within the business

Team members competing with each other in regards to sales.

Unit 413

Public relations PR in the hair and beauty sector

Level: 4

Credit value: 10

UAN: L/601/4464

Unit aims

This unit is about PR in the hair and beauty sector including how to carry out PR activities and how to deal with PR crises.

Learning outcomes

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

1. be able to carry out PR activities in the hair and beauty sector
2. understand how to manage a PR crisis in hair and beauty sector.

Guided learning hours

It is recommended that **42** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 413 Public relations PR in the hair and beauty sector

Outcome 1 Be able to carry out PR activities in the hair and beauty sector

Practical skills

The learner can:

1. conduct a PR campaign within the hair and beauty sector
2. investigate the roles and responsibilities of a PR officer
3. investigate the advantages and disadvantages of different **PR activities**
4. investigate current trends in PR.

Underpinning knowledge

The learner can:

1. evaluate how PR objectives can benefit a business
2. evaluate the difference between marketing and PR, and advertising and PR
3. evaluate **PR tools** and the PR campaign process.

Range

PR activities

Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

PR tools

Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.

Unit 413 Public relations PR in the hair and beauty sector

Outcome 2 Understand how to manage a PR crisis in hair and beauty sector

Underpinning knowledge

The learner can:

1. recommend approaches to or ways of improving the client service experience
2. engage staff in consultation necessary for effective implementation of a quality scheme
3. evaluate the effectiveness of newly implemented procedures
4. propose new systems or modifications to existing systems that could improve the client service experience
5. investigate issue management and the impact this has on PR activities
6. analyse **PR ethics** and the code of practice
7. assess the importance of communication in a crisis
8. analyse the **legal issues** resulting from a crisis.

Range

PR activities

Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

PR ethics

Equality Act, corporate social responsibility, ASA legal, decent, honest, truthful, safeguarding.

Legal issues

Employability, health and safety, responsibility, Equality Act, safeguarding.

Unit 414

Management of health, safety and security in the salon

Level: 4

Credit value: 8

UAN: M/601/5347

Unit aims

This unit is about managing health, safety and security within a salon. It covers how to implement, monitor and manager health, safety and security practice.

Learning outcomes

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

1. be able to implement health, safety and security practices in the salon
2. be able to manage health, safety and security practices in the salon.

Guided learning hours

It is recommended that **44** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

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, which will be graded Pass, Merit or Distinction.

Unit 414

Management of health, safety and security in the salon

Outcome 1

Be able to implement health, safety and security practices in the salon

Practical skills

The learner can:

1. conduct a **risk assessment** of health, safety and security practices
2. conduct an assessment of the effectiveness of health, safety and security practices
3. recommend modifications to existing health, safety and security practices
4. implement new health, safety and security practices based on outcomes of the assessments.
5. evaluate the reliability and effectiveness of a risk assessment
6. analyse the importance of health, safety and security practices
7. justify proposals and recommendations for health, safety and security practices.

Range

Risk assessment - of equipment, resources, clients, staff and accommodation.

Unit 414 Management of health, safety and security in the salon

Outcome 2 Be able to manage health, safety and security practices in the salon

Practical skills

The learner can:

1. evaluate **compliance** with newly implemented and existing health, safety and security practices
2. manage improvements to increase compliance with health, safety and security practices.

Underpinning knowledge

The learner can:

1. explain the importance of compliance with **legislation and regulations** relating to health, safety and security practices
2. describe how to manage improvements to increase compliance with health, safety and security practices
3. explain the importance of regularly evaluating health, safety and security practices in the salon.

Range

Compliance - with company, clients, staff, suppliers, subcontractors, landlords.

Legislation and regulations

Health and Safety at Work Act, COSHH, RIDDOR, Electricity at Work Regulations. Codes of practice relevant to the salon. Security practices (buildings, equipment, client/staff processes, stock, cash and equivalents, client data), PPE, Fire Regulations, Management of Health and Safety at Work Regulations, Cosmetic Products (safety) regulations, Health and Safety (First Aid) Regulations, Provision and Use of Work Equipment Regulations, Local Government (Miscellaneous Provisions) Act, Manual Handling Operations Regulations, Data Protection Act, Insurance, Disability Discrimination.

Appendix 1 Connections to other qualifications and NOS

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Appendix 2 The wider curriculum

Delivery of these units can contribute to the learner's understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

Spiritual/Moral/Ethical: Providing quality of service and value for money has an important moral/ethical dimension, as does the importance of respecting client confidentiality. Appreciating and respecting other's beliefs, values, gender and disabilities is key to building good client and working relationships. It underpins all of the units in this qualification.

Social/Cultural: Learning how to communicate effectively and to develop good relationships with others – their peers, assessors/teachers, supervisors, and clients – will be key to their career success and the success of the salon. It underpins all of the units in this qualification.

Environmental/Health and Safety: Understanding the importance of maintaining cleanliness in the salon, the safe disposal of waste products, and ensuring that the salon environment is congenial and free of avoidable risks, is key to providing good service. It underpins all of the units in this qualification.

Appendix 3 Sources of general information

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

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

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

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, 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

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

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

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

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