



City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450)

Version 8.2 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Hair and Beauty (Service Enterprises)
City & Guilds number	5450
Age group approved	18+ Some qualifications are approved for learners 16+, see Age restriction section for more information.
Entry requirements	<p>Learners must have one of the following qualifications:</p> <ul style="list-style-type: none"> • Level 3 S/NVQ or VRQs in Hairdressing or Beauty Therapy or equivalent • Level 3 Modern/Advanced Apprenticeship in Hairdressing or Beauty Therapy • 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. <p>All learners should also be in work or have access to work experience to complete these qualifications.</p>
Assessment	Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Assessment Pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Level 4 Diplomas

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Hair	5450-01	600/2461/6	442	840
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Beauty	5450-02	600/2461/6	442	840
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Theatrical and Media Make-Up	5450-03	600/2461/6	442	840
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector - Management	5450-04	600/2461/6	442	840

Level 3/4 Awards/Certificates in Management Practice and Advanced Techniques in the Hair and Beauty Sector

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 4 Award in Quality Management of Client Care in the Hair and Beauty Sector	5450-81	600/2202/4	44	80
City & Guilds Level 4 Certificate in Chemistry of Hair and Beauty Products*	5450-81	600/2230/9	75	140
City & Guilds Level 4 Award in Manage the Creation of a Hair Style*	5450-81	600/2197/4	72	100
City & Guilds Level 4 Award in Hair and Scalp Specialist Services*	5450-81	600/2198/6	72	90
City & Guilds Level 4 Award in Salon Management*	5450-81	600/2199/8	50	100

This qualification has been withdrawn and is no longer available for new candidate registrations. However, candidates who have already enrolled on the qualification will be granted a period of time to complete the qualification and achieve certification.

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 4 Award in Sales Management in the Hair and Beauty Sector*	5450-81	600/2200/0	47	90
City & Guilds Level 4 Award in Public Relations in the Hair and Beauty Sector*	5450-81	600/2201/2	42	100
City & Guilds Level 4 Award in Management of Health, Safety and Security in the Salon*	5450-81	600/2202/4	44	80
City & Guilds Level 4 Award in Physiology of Ageing*	5450-81	600/2203/6	64	100
City & Guilds Level 4 Award in Advanced Epilation	5450-81	600/2204/8	47	70
City & Guilds Level 4 Award in Laser and Light Treatment for Hair Removal	5450-81	600/2205/X	74	100
City & Guilds Level 4 Award in Laser and Light Treatment for Skin Rejuvenation	5450-81	600/2218/8	74	100
City & Guilds Level 4 Award in Enhance Appearance Using Micro-Pigmentation Treatment	5450-81	600/2298/X	75	120
City & Guilds Level 3 Award in Research in the Hair and Beauty Sector*	5450-81	600/2226/7	44	70
City & Guilds Level 3 Award in Marketing in the Hair and Beauty Sector*	5450-81	600/2225/5	32	60
City & Guilds Level 3 Award in Dermatology and Microbiology*	5450-81	600/2227/9	42	50
City & Guilds Level 3 Award in Make and Test Beauty Therapy Products*	5450-81	600/2228/0	45	50
City & Guilds Level 3 Award in Cultural, Social and Technological Influences on Beauty Related Industries*	5450-81	600/2229/2	30	50
City & Guilds Level 4 Award in Research in the Fashion, Theatrical, Special Effects and Media Make-up Industry*	5450-81	600/5830/4	32	100

City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450)

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 4 Award in Creating and presenting a design plan in the fashion, theatrical, special effects and media make-up industry*	5450-81	600/5831/6	40	80

This qualification has been withdrawn and is no longer available for new candidate registrations. However, candidates who have already enrolled on the qualification will be granted a period of time to complete the qualification and achieve certification.

Level 4 Advanced Diploma

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 4 Diploma in Advanced Hairdressing Techniques	5450-06	601/0257/3	300	500
City & Guilds Level 4 Diploma in Advanced Beauty Therapy Techniques	5450-07	601/0561/6	290	490
City & Guilds Level 4 Certificate in Advanced Theatrical and Media Make up Techniques	5450-08	601/0562/8	152	300
City & Guilds Level 4 Diploma in Advanced Techniques and Management Practice – Senior Practitioner and Stylist*				
City & Guilds Level 4 Diploma in Advanced Techniques and Management Practice – Salon Manager/Director*				

This qualification has been withdrawn and is no longer available for new candidate registrations. However, candidates who have already enrolled on the qualification will be granted a period of time to complete the qualification and achieve certification.

Version and date	Change detail	Section
1.1 Mar 2012	Correct COD to CPD in Unit 401	Error! Reference source not found.
1.2 May 2012	Amendment to the rules of combination for 5450-04	Error! Reference source not found.
2.0 June 2012	Added 2 new qualifications – 5450-81	Qualification Structure
3.0 August 2012	Information added to Sections 2 and 3 Addition of unit 321	Sections 2 and 3
4.0 August 2013	5450-06, 5450-07 & 5450-08 added to structure	Section 1
4.1 August 2014	Additional guidance added to 2.4 around candidate entry requirements for advanced beauty units Updated guidance around simulation 2.3	Section 2
5.0 September 2014	Correct minimum credit at level 4 from 46 to 48	Qualification Structure
7.0 January 2016	New pathways (5450-XX and 5450-XX) added	Throughout document
8.1 April 2022	Added GLH and TQT	Page 4
8.2 September 2024	handbook reviewed and updated to the new template'	Throughout

Contents

Qualification at a glance	2
Contents	8
Introduction	10
Structure	11
Total Qualification Time (TQT)	30
Centre requirements	33
Approval	33
Resource requirements	33
Quality assurance	36
Learner entry requirements	38
Age restrictions	38
Access arrangements and reasonable adjustments	39
Delivering the qualification	40
Initial assessment and induction	40
Inclusion and diversity	40
Sustainability	40
Support materials	41
Registration and certification	42
Recommended delivery strategies	42
Relationship to other qualifications and wider curriculum	42
Health and safety	42
Assessment	43
Assessment of the qualification	43
Assessment strategy	48
Recognition of prior learning (RPL)	48
Units	49
Structure of the units	49
Guidance for delivery of the units	49
Unit 201 Principles of studio photography	50
Unit 301 Studio photography	54
Unit 302 Make and test beauty therapy products	58
Unit 303 Cultural, social and technological influences on beauty-related industries	62

Unit 304	Research in the hair and beauty sector	65
Unit 305	Marketing in the hair and beauty sector	68
Unit 306	Human resource management within the hair and beauty sector	71
Unit 307	Dermatology and microbiology	74
Unit 308	Create and cast small prosthetic pieces and bald caps	79
Unit 309	Apply prosthetic pieces and bald caps	83
Unit 321	Apply micro-dermabrasion	87
Unit 401	Quality management of client care in the hair and beauty sector	91
Unit 402	Salon management	94
Unit 403	Chemistry of hair and beauty products	97
Unit 404	Hair colour correction	102
Unit 405	Manage the creation of a hair style collection	107
Unit 406	Hair and scalp specialist services	110
Unit 407	Physiology of ageing	117
Unit 408	Advanced epilation techniques	121
Unit 409	Laser and light treatments for hair removal	132
Unit 410	Laser and light treatments for skin rejuvenation	143
Unit 411	Enhance appearance using micro-pigmentation treatment	157
Unit 412	Sales management in the hair and beauty sector	164
Unit 413	Public relations (PR) in the hair and beauty sector	167
Unit 414	Management of health, safety and security in the salon	170
Unit 415 172	Research in the fashion, theatrical, special effects and media make-up industry	
Unit 416	Create and present a design plan in the fashion, theatrical, special effects and media make-up industry	175
Appendix 1	Connections to other qualifications and NOS	178
Appendix 2	The Wider Curriculum	179
Appendix 3	Sources of general information	180

Introduction

This document tells you what you need to do to deliver the Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450) qualifications:

Area	Description
Who are the qualifications for?	These qualifications are for those individuals who intend to set up and run their own Hairdressing or Beauty business.
What do the qualifications cover?	These qualifications develop skills to manage staff and resources, learn how to develop and promote a business, and develop technical skills to take up a role in assessment and internal quality assurance.
What opportunities for progression are there?	Learners can progress onto an ILM Level 4/5 qualification in Management.
Who did we develop the qualifications with?	The units are endorsed by: Habia (Excluding Units 201, 308 and 309) Skillset (Unit 201) CCSkills (Unit 308 and 309)

Structure

5450-01 Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Hair

To achieve the City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Hair (600/2461/6), learners must achieve a minimum of 84 credits.

12 credits from the mandatory unit must be achieved, plus a minimum of 22 credits from optional group A (of which a minimum of 12 credits must come from Level 4 units) plus a minimum of 50 credits from optional group B (of which a minimum of 36 credits must come from Level 4 units).

City & Guilds unit number	Unit title	Credits	GLH
Mandatory unit:			
Learners must achieve the mandatory unit.			
401	Quality management of client care in the hair and beauty sector	12	44
Group A Optional units:			
Learners must achieve a minimum of 22 credits from the Group A optional units (of which a minimum of 12 credits must come from Level 4 units)			
201	Principles of studio photography	8	60
301	Studio photography	10	70
404	Hair colour correction	12	112
405	Manage the creation of a hair style collection	10	72
406	Hair and scalp specialist services	9	72

City & Guilds unit number	Unit title	Credits	GLH
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Group B Optional units:

Learners must achieve a minimum of **50 credits** from the Group B optional units (of which a minimum of **36 credits** must come from Level 4 units)

402	Salon management	10	50
403	Chemistry of hair and beauty products	14	75
412	Sales management in 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

5450-02 Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Beauty

To achieve the City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Beauty (600/2461/6), learners must achieve a minimum of 89 credits.

12 credits from the mandatory unit must be achieved, plus a minimum of 27 credits from optional group A (of which a minimum of 22 credits must come from Level 4 units) plus a minimum of 50 credits from optional group B (of which a minimum of 36 credits must come from Level 4 units).

City & Guilds unit number	Unit title	Credits	GLH
Mandatory unit:			
Learners must achieve the mandatory unit.			
401	Quality management of client care in the hair and beauty sector	12	44
Group A Optional units:			
Learners must achieve a minimum of 27 credits from the Group A optional units (of which a minimum of 22 credits must come from Level 4 units)			
302	Make and test beauty therapy products	5	45
303	Cultural, social and technological influences on beauty-related industries	5	30
307	Dermatology and microbiology	5	42
321	Apply micro dermabrasion techniques	4	39
408	Advanced epilation techniques	7	47
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

City & Guilds unit number	Unit title	Credits	GLH
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Group B Optional units:

Learners must achieve a minimum of **50 credits** from the Group B optional units (of which a minimum of **36 credits** must come from Level 4 units)

402	Salon management	10	50
403	Chemistry of hair and beauty products	14	75
407	Physiology of ageing	10	64
412	Sales management in 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

5450-03 Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Theatrical and Media Make-Up

To achieve the City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Theatrical and Media Make-Up (600/2461/6), learners must achieve a minimum of 92 credits:

12 credits from the mandatory unit must be achieved, plus a minimum of 80 credits from the optional group (of which a minimum of 48 credits must come from Level 4 units)

City & Guilds unit number	Unit title	Credits	GLH
Mandatory unit:			
Learners must achieve the mandatory unit.			
401	Quality management of client care in the hair and beauty sector	12	44
Optional units:			
Learners must achieve a minimum of 80 credits from the optional units (of which a minimum of 48 credits must come from Level 4 units)			
201	Principles of studio photography	8	60
301	Studio photography	10	70
302	Make and test beauty therapy products	5	45
308	Create and cast small prosthetic pieces and bald caps	6	40
309	Apply prosthetic pieces and bald caps	6	40
405	Manage the creation of a hair style collection	10	72
415	Research in the fashion, theatrical, special effects and media make-up industry	10	32
416	Create and present a design plan in the fashion, theatrical, special effects and media make-up industry	8	40
402	Salon management	10	50
403	Chemistry of hair and beauty products	14	75

City & Guilds unit number	Unit title	Credits	GLH
407	Physiology of ageing	10	64
411	Enhance appearance using micro-pigmentation treatment	12	75
412	Sales management in 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

5450-04 Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Management

To achieve the City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Management (600/2461/6), learners must achieve a minimum of 86 credits.

62 credits from the mandatory units must be achieved, plus a minimum of 24 credits from the optional group (of which a minimum of 14 credits must come from Level 4 units).

City & Guilds unit number	Unit title	Credits	GLH
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Mandatory units:

Learners must achieve all seven mandatory units (62 credits).

401	Quality management of client care in the hair and beauty sector	12	44
402	Salon management	10	50
412	Sales management in 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

Optional units:

Learners must achieve a minimum of **24 credits** from the optional units (of which a minimum of **14 credits** must come from Level 4 units)

403	Chemistry of hair and beauty products	14	75
404	Hair colour correction	12	112
405	Manage the creation of a hair style collection	10	72
406	Hair and scalp specialist services	9	72
407	Physiology of ageing	10	64
408	Advanced epilation techniques	7	47

City & Guilds unit number	Unit title	Credits	GLH
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
201	Principles of studio photography	8	60
301	Studio photography	10	70
302	Make and test beauty therapy products	5	45
303	Cultural, social and technological influences on beauty-related industries	5	30
306	Human resource management within the hair and beauty sector	7	60
307	Dermatology and microbiology	5	42
308	Create and cast small prosthetic pieces and bald caps	6	40
309	Apply prosthetic pieces and bald caps	6	40

5450-81 Level 3/4 Awards/Certificates in Management Practice and Advanced Techniques in the Hair and Beauty Sector

The unit included in each qualification is shown below:

Qualification	Unit	Credits	GLH
Level 4 Award in Quality Management of Client Care in the Hair and Beauty Sector - 600/2202/4	401 Quality management of client care in the hair and beauty sector	12	44
Level 4 Certificate in Chemistry of Hair and Beauty Products - 600/2230/9	403 Chemistry of hair and beauty products	14	75
Level 4 Award in Manage the Creation of a Hair Style Collection - 600/2197/4	405 Manage the creation of a hair style collection	10	72
Level 4 Award in Hair and Scalp Specialist Services - 600/2198/6	406 Hair and scalp specialist services	9	72
Level 4 Award in Salon Management - 600/2199/8	402 Salon management	10	50
Level 4 Award in Sales Management in the Hair and Beauty Sector - 600/2200/0	412 Sales management in the hair and beauty sector	9	47
Level 4 Award in Public Relations in the Hair and Beauty Sector – 600/2201/1	413 Public relations in the hair and beauty sector	10	42
Level 4 Award in Management of Health, Safety and Security in the Salon – 600/2202/4	412 Management of health, safety and security in the salon	9	47
Level 4 Award in Physiology of Ageing – 600/2203/6	407 Physiology of ageing	10	64
Level 4 Award in Advanced Epilation – 600/2204/8	408 Advanced epilation techniques	7	47

Qualification	Unit	Credits	GLH
Level 4 Award in Laser and Light Treatment for Hair Removal – 600/2205/X	409 Laser and light treatments for hair removal	10	74
Level 4 Award in Enhance Appearance Using Micro-Pigmentation Treatment – 600/2298/X	411 Enhance appearance using micro-pigmentation treatment	12	75
Level 4 Award in Laser and Light Treatment for Skin Rejuvenation – 600/2218/8	410 Laser and light treatments for skin rejuvenation	10	74
Level 3 Award in Research in the Hair and Beauty Sector – 600/2226/7	304 Research in the hair and beauty sector	7	44
Level 3 Award in Marketing in the Hair and Beauty Sector – 600/2225/5	305 Marketing in the hair and beauty sector	6	32
Level 3 Award in Dermatology and Microbiology – 600/2227/9	307 Dermatology and microbiology	5	42
Level 3 Award in Make and Test Beauty Therapy Products – 600/2228/0	302 Make and test beauty therapy products	5	45
Level 3 Award in Cultural, Social and Technological Influences on Beauty Related Industries – 600/2229/2	303 Cultural, social and technological influences on beauty related industries	5	30
Level 4 Award in Research in the Fashion, Theatrical, Special Effects and Media Make-up Industry	415 Research in the fashion, theatrical, special effects and media make-up industry	10	32
Level 4 Award in Creating and presenting a design plan in the fashion, theatrical, special effects and media make-up industry	416 Create and present a design plan in the fashion, theatrical, special effects and media make-up industry	8	40

5450-06 Level 4 Diploma in Advanced Hairdressing Techniques

To achieve the City & Guilds Level 4 Diploma in Advanced Hairdressing Techniques (601/0257/3), learners must achieve a minimum of 50 credits.

12 credits from the mandatory unit must be achieved, plus a minimum of 22 credits from optional group A (of which a minimum of 12 credits must come from Level 4 units) plus a minimum of 16 credits from optional group B (of which a minimum of 8 credits must come from Level 4 units).

Overall a minimum of 32 credits must be achieved at level 4.

City & Guilds unit number	Unit title	Credits	GLH
Mandatory unit:			
Learners must achieve the mandatory unit.			
401	Quality management of client care in the hair and beauty sector	12	44
Group A Optional units:			
Learners must achieve a minimum of 22 credits from the Group A optional units (of which a minimum of 12 credits must come from Level 4 units)			
201	Principles of studio photography	8	60
301	Studio photography	10	70
404	Hair colour correction	5	45
405	Manage the creation of a hair style collection	10	72
406	Hair and scalp specialist services	9	72

City & Guilds unit number	Unit title	Credits	GLH
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Group B Optional units:

Learners must achieve a minimum of **16 credits** from the Group B optional units (of which a minimum of **8 credits** must come from Level 4 units)

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
403	Chemistry of hair and beauty products	14	75
412	Sales management in 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

5450-07 Level 4 Diploma in Advanced Beauty Therapy Techniques

To achieve the City & Guilds Level 4 Diploma in Advanced Beauty Therapy Techniques (601/0561/6), learners must achieve a minimum of 49 credits.

12 credits from the mandatory unit must be achieved, plus a minimum of 27 credits from optional group A (of which a minimum of 22 credits must come from Level 4 units) plus a minimum of 10 credits from optional group B.

City & Guilds unit number	Unit title	Credits	GLH
Mandatory unit:			
Learners must achieve the mandatory unit.			
401	Quality management of client care in the hair and beauty sector	12	44
Group A Optional units:			
Learners must achieve a minimum of 27 credits from the Group A optional units (of which a minimum of 22 credits must come from Level 4 units)			
302	Make and test beauty therapy products	5	45
303	Cultural, social and technological influences on beauty-related industries	5	30
307	Dermatology and microbiology	5	42
321	Apply micro dermabrasion techniques	4	39
408	Advanced epilation techniques	7	47
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

City & Guilds unit number	Unit title	Credits	GLH
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Group B Optional units:

Learners must achieve a minimum of **10 credits** from the Group B optional units

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
403	Chemistry of hair and beauty products	14	75
407	Physiology of ageing	10	64
412	Sales management in 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

5450-08 Level 4 Diploma in Advanced Theatrical and Media Make up Techniques

To achieve the City & Guilds Level 4 Diploma in Advanced Theatrical and Media Make up Techniques (601/0562/8), learners must achieve all four mandatory units (30 credits).

City & Guilds unit number	Unit title	Credits	GLH
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Mandatory units:

Learners must achieve all **four** mandatory units (30 credits).

308	Create and cast small prosthetic pieces and bald caps	6	40
309	Apply prosthetic pieces and bald caps	6	40
415	Research in the fashion, theatrical, special effects and media make-up industry	10	32
416	Create and present a design plan in the fashion, theatrical, special effects and media make-up industry	8	40

Level 4 Diploma in Advanced Techniques and Management Practice – Senior Practitioner/Stylist

To achieve the City & Guilds Level 4 Diploma in Advanced Techniques and Management Practice – Senior Practitioner/Stylist, learners must achieve a minimum of 68 credits.

12 credits from the mandatory unit must be achieved, plus a minimum of 31 credits from optional group A plus a minimum of 25 credits from optional group B.

City & Guilds unit number	Unit title	Credits	GLH
Mandatory unit:			
Learners must achieve the mandatory unit.			
401	Quality management of client care in the hair and beauty sector	12	44
Group A Optional units:			
Learners must achieve a minimum of 31 credits from the Group A optional units			
403	Chemistry of hair and beauty products	14	75
404	Hair colour correction	12	112
405	Manage the creation of a hair style collection	10	72
406	Hair and scalp specialist services	9	72

City & Guilds unit number	Unit title	Credits	GLH
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Group B Optional units:

Learners must achieve a minimum of **25 credits** from the Group B optional units

201	Principles of studio photography	8	60
301	Studio photography	10	70
305	Marketing in the hair and beauty sector	6	32
402	Salon management	10	50
412	Sales management in 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

Level 4 Diploma in Advanced Techniques and Management Practice – Salon Manager/Director

To achieve the City & Guilds Level 4 Diploma in Advanced Techniques and Management Practice – Salon Manager/Director, learners must achieve a minimum of 68 credits.

12 credits from the mandatory unit must be achieved, plus a minimum of 22 credits from optional group A plus a minimum of 34 credits from optional group B.

City & Guilds unit number	Unit title	Credits	GLH
Mandatory unit:			
Learners must achieve the mandatory unit.			
401	Quality management of client care in the hair and beauty sector	12	44
Group A Optional units:			
Learners must achieve a minimum of 22 credits from the Group A optional units			
304	Research in the hair and beauty sector	7	44
306	Human resource management within the hair and beauty sector	7	47
412	Sales management in the hair and beauty sector	9	47
414	Management of health, safety and security in the salon	8	44

City & Guilds unit number	Unit title	Credits	GLH
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Group B Optional units:

Learners must achieve a minimum of **34 credits** from the Group B optional units

201	Principles of studio photography	8	60
301	Studio photography	10	70
305	Marketing in the hair and beauty sector	6	32
402	Salon management	10	50
412	Sales management in 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

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Level 4 Diplomas

Title and level	GLH	TQT
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Hair	442	840
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Beauty	442	840
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector – Theatrical and Media Make-Up	442	840
City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector - Management	442	840

Level 3/4 Awards/Certificates in Management Practice and Advanced Techniques in the Hair and Beauty Sector

Title and level	GLH	TQT
City & Guilds Level 4 Award in Quality Management of Client Care in the Hair and Beauty Sector	44	80
City & Guilds Level 4 Certificate in Chemistry of Hair and Beauty Products	75	140
City & Guilds Level 4 Award in Manage the Creation of a Hair Style	72	100
City & Guilds Level 4 Award in Hair and Scalp Specialist Services	72	90

Title and level	GLH	TQT
City & Guilds Level 4 Award in Salon Management	50	100
City & Guilds Level 4 Award in Sales Management in the Hair and Beauty Sector	47	90
City & Guilds Level 4 Award in Public Relations in the Hair and Beauty Sector	42	100
City & Guilds Level 4 Award in Management of Health, Safety and Security in the Salon	44	80
City & Guilds Level 4 Award in Physiology of Ageing	64	100
City & Guilds Level 4 Award in Advanced Epilation	47	70
City & Guilds Level 4 Award in Laser and Light Treatment for Hair Removal	74	100
City & Guilds Level 4 Award in Laser and Light Treatment for Skin Rejuvenation	74	100
City & Guilds Level 4 Award in Enhance Appearance Using Micro-Pigmentation Treatment	75	120
City & Guilds Level 3 Award in Research in the Hair and Beauty Sector	44	70
City & Guilds Level 3 Award in Marketing in the Hair and Beauty Sector	32	60
City & Guilds Level 3 Award in Dermatology and Microbiology	42	50
City & Guilds Level 3 Award in Make and Test Beauty Therapy Products	45	50
City & Guilds Level 3 Award in Cultural, Social and Technological Influences on Beauty Related Industries	30	50
City & Guilds Level 4 Award in Research in the Fashion, Theatrical, Special Effects and Media Make-up Industry	32	100
City & Guilds Level 4 Award in Creating and presenting a design plan in the fashion, theatrical, special effects and media make-up industry	40	80

Level 4 Advanced Diplomas

Title and level	GLH	TQT
City & Guilds Level 4 Diploma in Advanced Hairdressing Techniques	300	500
City & Guilds Level 4 Diploma in Advanced Beauty Therapy Techniques	290	490
City & Guilds Level 4 Certificate in Advanced Theatrical and Media Make up Techniques	152	300
City & Guilds Level 4 Diploma in Advanced Techniques and Management Practice – Senior Practitioner and Stylist		
City & Guilds Level 4 Diploma in Advanced Techniques and Management Practice – Salon Manager/Director		

Centre requirements

Approval

Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

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.

For units 302, 307 and 403 access to standard laboratory facilities and equipment (as are generally found in establishments offering Science subjects to A Level) and support of a laboratory technician are required.

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 learners 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 learners 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 staffing

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/NVQ, in an appropriate subject, together with current, sufficient, valid and up to date relevant sector experience

or

- Level 3 qualification in an appropriate subject with current, sufficient, valid and up to date relevant sector experience at managerial/senior level

or

- 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.

Continuing professional development (CPD)

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

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.

Glossary of terms

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.

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.**
For example, an assessor contracted for 7 hours/week : $7 \div 37 \times 100 =$ approx. 20% of a full time assessor. $20\% \times 30$ hours = 6 hours CPD in any 12 month period.
- e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- f) If you are an assessor **and** quality assurer, you only have to do the minimum of 30 hours CPD, **not** 60 hours.

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. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

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 qualifications.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

As part of the assessment for this qualification, learners must have one of the following qualifications:

- Level 3 S/NVQ or VRQs in Hairdressing or Beauty Therapy or equivalent
- Level 3 Modern/Advanced Apprenticeship in Hairdressing or Beauty Therapy
- 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 learners should also be in work or have access to work experience to complete these qualifications.

The age categories for Level 4 Award in Laser and light treatment in hair removal or Level 4 Award in Laser and light treatment for skin rejuvenation have been aligned with similar qualifications. It is only approved for the 18+ age group, due to health and safety concerns about working with laser and light treatments.

Learners wanting to choose advanced beauty units such as 408 Advanced epilation and 410 Laser and light treatments for skin rejuvenation are required to have achieved the appropriate level 3 units as part of a qualification or have equivalent industry experience in the specific level 3 treatments before starting these level 4 units.

Level 3 Provide electrical epilation should be achieved before starting Level 4 Advanced epilation.

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 micro dermabrasion.

Age restrictions

These qualifications are approved for learners aged 18 or above, with the exception of the following qualifications which are approved for learners aged 16 or above.

- City & Guilds Level 4 Diploma in Advanced Beauty Therapy Techniques (601/0561/6)
- City & Guilds Level 4 Certificate in Advanced Theatrical and Media Make up Techniques (601/0562/8)

Access arrangements and reasonable adjustments

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

Delivering the qualification

Initial assessment and induction

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

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

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

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack	www.cityandguilds.com
Qualification Handbook	www.cityandguilds.com
Approval form	www.cityandguilds.com
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 will be made up of three books. The first book, *Getting Established*, covers setting up, red tape, branding, PR and marketing, and will be published in September 2011. The second book, *Managing Finances*, covers increasing turnover and controlling costs, and will be published in October 2011. The third book, *Team Performance*, will cover creating and

managing a team, and monitoring financial performance, and will be published in December 2011.

Registration and certification

Full details of City & Guilds' administrative procedures for these qualifications 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.

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.

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

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.

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 learners start practical assessments.

Should a learner fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the learner advised of the reasons why. The learner should be informed that they have failed the assessment. Learners 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.

Assessment

Assessment of the qualification

For each mandatory and optional unit chosen learners must complete an assignment. These can be found in the Assessment Pack on the City & Guilds website. The emphasis is on 'learning by doing', not on competence. For this reason, learners are required to complete a number of tasks and/or tests to show their attainment of practical skills and underpinning knowledge. Each assignment is divided into a series of tasks. The assignments will cover:

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

Assignments can be completed in any order. Centres will be expected to organise the assignments in a logical order according to the requirements of the learners and the course, eg with regard to work experience placements, visits etc.

Practical tasks

These tasks will require learners to demonstrate occupational skills. All practical observations have an observation checklist. All the criteria on the checklist must be successfully demonstrated. Practical tasks are graded pass, merit or distinction. Details of how to mark and grade practical tasks are given on the Practical observation section of each assignment. Many of the assignments specify that the final observation(s) should be undertaken only when the learner has completed a minimum number of treatments/services, and an accompanying treatments plan. Tutors/assessors must ensure that this work has been completed before the final observation(s). Scheduling of the observations is flexible, but to retain integrity of the assessment, they should be carried out as closely as possible to the written work for that unit. Learners may familiarise themselves with the observation checklist prior to the practical observation. However, learners are not permitted to use the observation checklist to work from when completing the practical task(s).

Knowledge and understanding tasks

These tasks will typically require learners to:

- demonstrate their subject knowledge, and
- find out and report on the treatments/services, products and trends, or the industry.

Learners are required to submit evidence by using reports, information sheets, guides etc, however, this is only a guide and learners should not be penalised for providing evidence in another suitable, alternative form. Learners are required to provide the answers in their own words demonstrating correctness, accuracy and understanding. Direct copy of materials from text books, Internet and other resources used to complete the tasks is not allowed. Learners should reference all sources of information used. It is recommended that the Harvard system of referencing is used. Learners should be encouraged to use pictures, photos and drawings

to support their evidence where appropriate. It is expected that assessors will annotate learner's work and use the feedback form to provide feedback.

For further in depth information on assessments please refer to the Assessment Pack which can be found on the City & Guilds website.

Service / Treatment times in VRQs

Service times in VRQs are not generally specified; however the overall 'preparation for work' objective of City & Guilds VRQs requires that all practical assessments, unless specifically stated should be completed within commercially acceptable times relevant to the level of qualification involved.

Assessors should use their professional discretion, particularly for situations where client factors would require additional time in normal commercial practice.

To ensure consistency across assessors centres should develop agreed maximum service times for use within their centre.

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
201	Principles of studio photography	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
301	Studio photography	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
302	Make and test beauty therapy products	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
303	Cultural, social and technological influences on beauty-related industries	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
304	Research in the hair and beauty sector	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
305	Marketing in the hair and beauty sector	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
306	Human resource management within the hair and beauty sector	<ul style="list-style-type: none"> • Practical tasks, and • Knowledge and understanding task(s) in an assignment. <p>Overall Assignment graded Pass Merit or Distinction.</p>	www.cityandguilds.com
307	Dermatology and microbiology	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
308	Create and cast small prosthetic pieces and bald caps	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
309	Apply prosthetic pieces and bald caps	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
321	Apply micro-dermabrasion	<ul style="list-style-type: none"> • Practical tasks, and • Knowledge and understanding task(s) in an assignment <p>Overall Assignment graded Pass Merit or Distinction.</p>	www.cityandguilds.com
401	Quality management of client care in the hair and beauty sector	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
402	Salon management	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
403	Chemistry of hair and beauty products	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
404	Hair colour correction	<ul style="list-style-type: none"> • Practical tasks, and • Knowledge and understanding task(s) in an assignment. <p>Overall Assignment graded Pass Merit or Distinction.</p>	www.cityandguilds.com
405	Manage the creation of a hair style collection	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
406	Hair and scalp specialist services	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
407	Physiology of ageing	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
408	Advanced epilation techniques	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
409	Laser and light treatments for hair removal	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
410	Laser and light treatments for skin rejuvenation	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
411	Enhance appearance using micro-pigmentation treatment	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
412	Sales management in the hair and beauty sector	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
413	Public relations (PR) in the hair and beauty sector	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
414	Management of health, safety and security in the salon	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
415	Research in the fashion, theatrical, special effects and media make-up industry	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com
416	Create and present a design plan in the fashion, theatrical, special effects and media make-up industry	Assignment Graded Pass, Merit or Distinction	www.cityandguilds.com

Important note on grading

Please note that these assignments are graded pass/merit/distinction (P/M/D). To combine the grades of individually graded tasks in an assignment:

- add the points together and divide by the total number provided (the total number of graded tasks) to give the average, using the grid provided in the Assessment Pack
- Use the conversion chart to convert back to an overall grade for the unit assignment.

Grades of merit or distinction are not required to pass the qualifications, and are not reflected in the final aggregated grade for the qualifications, which are Pass or Fail. Where P/M/D grades are provided, these are intended as an informal record of learners' achievements for specific tasks that may have exceeded the standard pass criteria.

Assessment strategy

City & Guilds has written assignments to use with these qualifications. More information can be found in the Assessment Pack which can be downloaded from the City & Guilds website.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector-specific.

Some learners may have previously followed a programme with a similar assessment regime, albeit at a lower level. It may be that previous work, especially research or 'finding out about' type tasks, could count, either wholly or in large part, towards the assignment work in these qualifications. However, the general rules for evaluating evidence (VACS) must still be observed, that is there is an obvious link between what was produced earlier and the evidence required in these qualifications (validity); that the work submitted is genuinely the work of that candidate (authenticity); it was not completed so long ago that they would either have forgotten their learning or that legislation had been introduced or changed in the meanwhile (currency); and that there is enough evidence to give confidence that the requirements of the unit have been met (sufficiency). The way in which these RPL judgements have been made should be clear to the EQA.

Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit accreditation number (UAN)
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- relationship to NOS/mapping to occupational/apprenticeship standards.

Guidance for delivery of the units

These qualifications comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of their 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 must 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.

Unit 201

Principles of studio photography

Level:	2
GLH:	60
Credit value:	8
UAN	F/600/1954
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	The aim of this unit is to introduce the learner to studio photography. The skills developed by the learner include technical, visual and interpersonal. These skills will include setting up, using, dismantling and storing equipment and materials. The knowledge acquired by the learner will enable them to understand how photographic studio work is prepared, organised, carried out and concluded.
Details of the relationship between the unit and relevant national standards:	This unit is linked to the NOS and Level 2 N/SVQ Photo Imaging, units PI 1, PI 2, PI 3, PI 4, PI 6, PI 7, PI 11, PI 12, PI 15, PI 16, PI 17, PI 18, PI 19, PI 20, PI 25, PI 40, X1, X2, X3
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Skillset.

Learning outcome

The learner will:

LO1 Be able to prepare, set up, use, dismantle and store equipment safely

Assessment criteria

Practical skills

The learner can:

1. maintain the studio environment
2. contribute to the **preparation and management** of studio photography
3. select, set up, prepare, handle and dismantle studio equipment safely
4. use a range of **studio equipment** safely
5. store studio equipment according to the studio procedures
6. **work effectively** with others.

Underpinning knowledge

The learner can:

1. outline the main health and safety **hazards and risks** when preparing for and managing photography
2. describe **how the studio environment should be maintained**
3. outline the roles and relationships of the **main personnel** involved in the preparation and management of a studio shoot
4. outline the steps in the **preparation and management** of studio photography
5. outline **basic set construction principles**
6. describe how to select, handle and store studio equipment safely
7. outline the **principles of lighting and lighting balance**
8. describe how to **work effectively with others**.

Range

Preparation and management

Assessment of concepts/self initiated ideas/client briefs, assessment of facilities, provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel.

Studio equipment

Cameras, camera accessories, storage media, card readers, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters.

Work effectively

Communicate, co-operate and assist with personnel involved, contribute to care of: staff, minors, clients and visitors.

Hazards and risks

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire, emergencies, working with liquids and electricity, obstruction to access and egress, noise, working with lights, equipment.

How the studio environment should be maintained

Safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness).

Main personnel

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff

Basic set construction principles

Construction of small and large sets.

Principles of lighting and lighting balance

Photographic studio lighting quality, colour temperature, use of gels/filters, light shapers, lighting balance to control image contrast, camera exposure, brief.

Learning outcome

The learner will:

LO2 Be able to contribute to the imaging process in order to achieve predetermined results

Assessment criteria

Practical skills

The learner can:

1. contribute to the efficient preparation and application of **materials, equipment and processes**
2. capture and assess images
3. handle, process and store captured images safely and securely
4. complete relevant **documentation**.

Underpinning knowledge

The learner can:

1. identify **materials, equipment and processes**
 2. describe how to **capture images**
 3. describe how to assess the captured image
 4. outline the role of **external image processors**
 5. explain how to document and store finished images securely
 6. identify the **documentation** associated with studio photography
 7. outline **legal and ethical considerations**.
-

Range

Materials, equipment and processes

Silver-based materials and processing, digital capture materials (storage media, card readers, image processing programmes, hardware, software).

Documentation

Delivery notes, receipts, model release forms.

Capture images

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively.

External image processors

Processing laboratories, digital bureaux, methods of instruction and terminology.

Legal and ethical considerations

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality.

Unit 301

Studio photography

Level:	3
GLH:	70
Credit value:	10
UAN	J/600/1972
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	<p>The aim of this unit is to provide the learner with the knowledge and skills to coordinate studio photography. The skills developed by the learner include technical, visual and interpersonal. The learner will develop technical skills required for preparing and coordinating studio photography.</p> <p>The knowledge acquired by the learner will enable them to understand how photographic studio work is coordinated and undertaken.</p>
Details of the relationship between the unit and relevant national standards:	This unit is linked to the NOS and Level 3 N/SVQ in Photo Imaging, units PI 1, PI 2, PI 3, PI 4, PI 7, PI 11, PI 12, PI 15, PI 16, PI 17, PI 18, PI 19, PI 20, PI 22, PI 25, PI 26, PI 28, PI 37, PI 38, PI 40, PI 42, PI 45, F1, F2, X1, X2, X3

Learning outcome

The learner will:

LO1 Prepare and use studio equipment effectively

Assessment criteria

Practical skills

The learner can:

1. monitor and maintain the studio environment
2. prepare for studio photography

3. undertake a risk assessment
4. coordinate the selection, set up, handling, dismantling and storage of studio equipment
5. use a range of **studio equipment** safely
6. **work effectively** with others.

Underpinning knowledge

The learner can:

1. describe the main health and safety **hazards and risks** when preparing for and managing photography
2. describe **how the studio environment should be monitored and maintained**
3. describe the roles and relationships of the **main personnel** involved in the **preparation and management** of a studio shoot
4. describe the steps in the preparation and management of studio photography
5. describe how to select, handle and store **studio equipment** safely
6. explain **how to carry out a risk assessment**
7. outline **basic set construction principles**
8. outline the **principles of lighting and lighting balance**
9. describe how to **work effectively** with others.

Range

Studio equipment

Cameras, camera accessories, storage media, card readers, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters, security of equipment and environment.

Work effectively

Communicate with and instruct personnel, oversee the care of staff, minors, clients and visitors.

Hazards and risks

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire emergencies, working with liquids and electricity, obstruction to access and egress, working with lights, noise, equipment.

How the studio environment should be monitored and maintained

Security of equipment and environment, safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness). Specialised maintenance, repairs, instruct and monitor the first line maintenance.

Main personnel

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff.

Preparation and management

Assessment of concepts/self initiated ideas/client briefs, assessment of facilities, monitor the provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel.

How to carry out a risk assessment

Published procedures relating to controlling risks

Step 1 - Look for and identify the hazards

Step 2 - Decide who might be harmed and how

Step 3 - Evaluate the risks and decide whether the existing precautions are appropriate, reasonable and practicable or should more be done

Step 4 - Record your findings and implement them

Step 5 - Review your assessment and revise if necessary.

Basic set construction principles

Construction of small and large sets.

Principles of lighting and lighting balance

Photographic studio lighting quality, colour temperature, use of gels/filters, light shapers, lighting balance to control image contrast, camera exposure, brief.

Learning outcome

The learner will:

LO2 Manage the imaging process to achieve predetermined results

Assessment criteria

Practical skills

The learner can:

1. **coordinate the efficient preparation and application of** *materials, equipment and processes*
2. **capture and** *quality check images*
3. **coordinate the safe and secure handling, processing and storage of** *captured images*
4. **complete relevant** *documentation.*

Underpinning knowledge

The learner can:

1. **describe** *materials, equipment and processes*
2. **explain** *how to capture images*
3. **describe how to** *quality check the captured image*
4. **outline the role of** *external image processors*
5. **explain how to document and store finished images securely**
6. **explain the process of storing images safely and securely**
7. **describe the** *legal and ethical considerations*
8. **outline the** *documentation associated with studio photography.*

Range

Materials, equipment and processes

Silver-based materials and processing, digital capture materials (storage media, card readers, image-processing programmes, hardware, software).

Quality check

Suitability of images against brief/client requirements.

Documentation

Image/file cataloguing, model release forms, copyright assignment forms, delivery notes, receipts.

How to capture images

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively.

External image processors

Processing laboratories, digital bureaux, methods of instruction and terminology.

Legal and ethical considerations

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality.

Unit 302

Make and test beauty therapy products

Level:	3
GLH:	45
Credit value:	5
UAN	F/601/4462
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about preparing, making and testing a range of beauty therapy products including clearly labelling products and following the correct health and safety working practices.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.
Resource and Delivery Requirements:	<p>Access to standard lab facilities and equipment (as are generally found in establishments offering Science subjects to A level) and support of laboratory technician needed for this unit.</p> <p>This unit should be delivered by a suitably qualified specialist. Safety and hygiene are of paramount importance.</p> <p>Ingredients used must be cosmetic grade. Many companies supplying cosmetic ingredients produce kits for making products with safety assessments and also have available material safety data sheets for chemicals supplied.</p> <p>Any glassware, containers and utensils used for preparation or storage of cosmetics should be used only for this purpose to avoid accidental contamination from other chemicals and steps should be taken to avoid microbiological contamination of products.</p> <p>Centres should be aware that if they intend to market or supply products it is essential that all relevant legislation is followed and full safety assessment performed by a suitably qualified person.</p>

Advice regarding cosmetic legislation and insurance could be sought from CTPA (Cosmetics, Toiletry and Perfumery Association)

Learning outcome

The learner will:

LO1 Be able to prepare for making beauty therapy products

Assessment criteria

Practical skills

The learner can:

1. **prepare** themselves and the work area
2. select **ingredients**, tools and equipment to make beauty therapy products
3. investigate the properties and function of different **ingredients** used in beauty therapy **products**.

Underpinning knowledge

The learner can:

1. describe laboratory requirements for **preparing** themselves and the work area
2. state the **ingredients**, tools and equipment needed to make beauty therapy products
3. describe the properties and function of **ingredients** used in beauty therapy products
4. explain how to work out formulations for beauty therapy **products**.

Range

Prepare (PS1, UPK1)

PPE, hygiene, laboratory safety rules, COSHH, Health and Safety at Work.

Ingredients (PS2, UPK2)

Cosmetic grade, with reference to COSING (EC Cosmetics Ingredients Database), MSDS (Material Safety Data Sheets).

Ingredients (PS3, UPK3)

Emollients, humectants, emulsifiers, surfactants, stabilisers, thickeners, colours, perfumes, UV screens, anti-oxidants, dihydroxyacetone, vitamins and derivatives, exfoliators, alpha hydroxy acids, astringents, essential oils, plant extracts, diaphoretics, antimicrobials, opacifiers, opalisers.

Products (PS3)

Skincare, make up.

Products (UPK4)

Make-up, skincare, powders, solutions, colloids, suspensions, dispersions, emulsions.

Learning outcome

The learner will:

LO2 Be able to make and test beauty therapy products

Assessment criteria

Practical skills

The learner can:

1. follow health and safety **working practices**
2. create and use formulations to produce different beauty therapy **products**
3. design clear product labels with **mandatory information**
4. **compare** the effects and 'value for money' of commercially-produced and home-made beauty therapy products
5. compare the uses and effects of the ingredients within **specialist beauty therapy products**

Underpinning knowledge

The learner can:

1. describe health and safety **working practices**
 2. state how to create different beauty therapy **products**
 3. describe the importance of clear product labelling
 4. explain the **importance** of conducting laboratory tests and consumer surveys to **compare** beauty therapy products.
-

Range

Working practices (PS1, UPK1)

PPE, hygiene, laboratory safety rules, COSHH, Health and Safety at Work.

Products (PS2, UPK2)

Skincare, make up.

Mandatory information (for commercial products)

City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450)

Nature of product, ingredients list using INCI (International Nomenclature of Cosmetic Ingredients) , instructions for use with warnings as necessary, "period after opening" or a "best before" date, address within EU where Product Information File is located , net contents.

Compare (PS4)

Properties, performance, cost

Laboratory tests – visual, microscopic, physical, chemical, microbiological

Consumer surveys, test panels

Mathematical analysis of results.

Importance

Establish properties, performance, safety, value for money, consumer preferences.

Compare (UPK4)

Objective, subjective.

Specialist beauty therapy products

Anti-cellulite, anti-ageing, acne treatment, skin lighteners, facial peels, camouflage or media make-up, lash enhancement, nail enhancement, or others as relevant to local needs.

Unit 303

Cultural, social and technological influences on beauty-related industries

Level:	3
GLH:	30
Credit value:	5
UAN	F/601/4459
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	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.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Understand the cultural and social effects on beauty-related industries

Assessment criteria

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-evasive 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.

Learning outcome

The learner will:

LO2 Understand the technological advances in beauty-related industries

Assessment criteria

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.

Unit 304

Research in the hair and beauty sector

Level:	3
GLH:	44
Credit value:	7
UAN	L/508/0504
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge, understanding and skills required to carry out a research investigation related to the hair and beauty sector.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Be able to plan a research investigation concerning the hair and beauty sector

Assessment criteria

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.

Learning outcome

The learner will:

- LO2 Be able to carry out research relating to the hair and beauty sector

Assessment criteria

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.

Unit 305

Marketing in the hair and beauty sector

Level:	3
GLH:	32
Credit value:	6
UAN	T/508/0514
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	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.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Be able to carry out market research in the hair and beauty sector

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to promote hair and beauty products, services and treatments

Assessment criteria

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
GLH:	60
Credit value:	7
UAN	M/601/2481
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding task(s) in an assignment. <p>The overall assignment will be graded Pass, Merit or Distinction.</p>
Aim:	<p>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.</p>
Endorsement of the unit by a sector or other appropriate body:	<p>This unit is endorsed by Habia.</p>

Learning outcome

The learner will:

LO1 Be able to research Human Resource Management

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to carry out a practical presentation

Assessment criteria

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.

Unit 307

Dermatology and microbiology

Level:	3
GLH:	42
Credit value:	5
UAN	T/601/4460
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge and skills surrounding dermatology and microbiology covering the anatomy and physiology around the structure and function, diseases and disorders of the skin, hair and nails, preparing for cultivation of bacteria and the conditions required to growing bacteria successfully.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.
Resource requirements:	Access to standard lab facilities and equipment (as are generally found in establishments offering Science subjects to A level) and support of laboratory technician is required for this unit.

Learning outcome

The learner will:

LO1 Know the structure and functions of the skin, hair and nails

Assessment criteria

Underpinning knowledge

The learner can:

1. identify the **anatomical structures** of the skin, nails and hair
2. describe the **functions** of the skin, nails and hair
3. describe the **factors that affect the growth of hair and nails**

4. describe the **factors that cause changes in the appearance of the skin**, which are associated with ageing.
-

Range

Anatomical structures

Skin: Epidermis (types of cells, keratinocytes, langerhans cells, melanocytes, merkel cells, desmosomes, basement membrane) Dermis (papillary & reticular layers, fibroblasts, matrix, collage and elastin fibres, macrophages, blood and lymphatic vessels, sensory nerve endings- Pacinian corpuscles, Meissner's corpuscles, encapsulated and free nerve endings, apocrine, eccrine and sebaceous glands) Subcutaneous layer (adipose tissue)

Nails: onyx, nail bed, hyponychium, eponychium, perionychium, mantle or proximal nail fold, lateral nail fold, nail grooves, matrix, lunula, cuticle, layers of nail plate, free edge

Hair: Structure of the hair follicle (Huxleys and Henle's layers, inner root, outer root sheath, matrix, dermal papilla, sebaceous gland) Structure of the hair (cuticle, cortex, medulla, structure of the cortex, polypeptide chains, microfibril, macrofibril, ortho cortex, para cortex, melanocytes) cross sections and characteristics of ethnic hair types

Functions

Skin: mechanisms of sensation (temperature; touch; pressure; pain), thermoregulation (sweating; vasoconstriction; vasodilation), absorption, protection, excretion, secretion, vitamin D synthesis, barrier functions

Nails: protection of extra sensitive areas of fingers and toes

Hair: insulation protection

Factors that affect the growth of hair and nails

Extrinsic: temperature, chemical exposure, UV exposure, topical stimulation and damage to skin

Intrinsic: genetics, nutrition, hormones, medication, toxins, diseases and systemic disorders

Factors that cause changes in the appearance of the skin

Extrinsic: UV exposure, lifestyle choices (smoking, alcohol consumption)

Intrinsic: changes in metabolism, genetics

Learning outcome

The learner will:

LO2 Know the diseases and disorders of the skin, hair and nails

Assessment criteria

Underpinning knowledge

The learner can:

1. describe the signs and causes of **non-infectious diseases and disorders** of the skin, hair and nails that contra-indicate treatment
 2. describe the signs and causes of **infectious disorders** of the skin, hair and nails that contra-indicate treatment.
-

Range

Non-infectious diseases and disorders

Skin: Sudoriferous (sweat) gland disorders (bromidrosis – body odour, anhidrosis – lack of sweating, Hyperhidrosis – excessive sweating, miliaria rubra - prickly heat), Pigmentation disorders (ephelides – freckles, chloasma, vitiligo, albinism, vascular naevi, erythema, dilated capillaries), Skin disorders involving abnormal growth (psoriasis, seborrheic or keratosis, 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)

Nails: beau's lines — deep horizontal depressions on all nails, hang nail — dry, split cuticle or skin at nail groove, soft nails, koilonychia — spoon-shaped nails, flaking end of nail, leukonychia — white nails or white spots, longitudinal furrows, onychophagy — nail biting, onycholysis — separation of the nail from the nail bed, nail shedding - new growth split/separated from old, onychiauxis — thick, curved onychocryptosis — ingrown nail, pterygium — overgrowth of cuticle, severely bruised nail

Hair: Traumatic alopecia (cicatricial scarring, traction) lupus, fragilitas crinium, alopecia areata, alopecia totalis, alopecia universalis, alopecia androgenic, monilethrix, trichorrhexis nodosa, bubble hair, pili torti, trichitillomania

Infectious disorders

Skin: 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)

Nails: paronychia — bacterial infection of the cuticle, tinea unguium — ringworm of the nail.

Learning outcome

The learner will:

LO3 Be able to prepare for the culturing of bacteria

Assessment criteria

Practical skills

The learner can:

1. **prepare themselves and the work area** for the culturing of bacteria
2. select **materials, tools and equipment** needed to culture bacteria
3. devise an experiment to culture bacteria.

Underpinning knowledge

The learner can:

1. describe the **laboratory requirements for preparing themselves and the work area** for culturing bacteria
2. explain how to select **materials, tools and equipment** needed to culture bacteria
3. describe the **process** of culturing bacteria.

Range

Prepare themselves and the work area

Aseptic technique

Materials, tools and equipment

Culture media eg: agar plates or broths, inoculation loops, stains, PPE, sterilising equipment, spreaders

Laboratory requirements for preparing themselves and the work area

Aseptic technique

Materials, tools and equipment

Culture media eg: agar plates or broths, inoculation loops, stains, PPE, sterilising equipment, spreaders, glassware

Process

Batch, continuous

Learning outcome

The learner will:

LO4 Be able to investigate the conditions required for the successful growth of bacteria and relate this to salon hygiene

Assessment criteria

Practical skills

The learner can:

1. follow **health and safety working practices** when investigating the culturing of bacteria
2. carry out **tests** to investigate the conditions required for the successful growth of bacteria.

Underpinning knowledge

The learner can:

1. explain how to follow **health and safety working practices** when investigating the culturing of bacteria
2. describe the **conditions** required to successfully cultivate bacteria
3. describe the structure, lifecycle and transmission of **micro-organisms**
4. describe **hygiene procedures** that can be used to reduce the risk of cross-contamination in the salon.

Range

Health and safety working practices

Aseptic technique, disposal of waste, legislation.

Tests

Viable cell count, total cell count, colorimetry, haemocytometer, disc diffusion tests

Health and safety working practices

Aseptic technique, disposal of waste, PPE, H&S at work, COSHH.

Conditions

Nutrient availability, temperature, pH, oxygen, effect of toxins, bactericides.

Micro-organisms

Viruses, bacteria, fungi, protzoa.

Hygiene procedures

Industry standards, methods of sterilisation, disinfection and antisepsis.

Unit 308

Create and cast small prosthetic pieces and bald caps

Level:	3
GLH:	40
Credit value:	6
UAN	R/601/9441
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge and skills required to create and cast prosthetics and bald caps. It covers preparation requirements and a range of techniques, methods and materials.
Details of the relationship between the unit and relevant national standards:	This unit is linked to the CCSkills NOS, Unit HM13, HM14, HM16
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by CCSkills.

Learning outcome

The learner will:

LO1 Understand the process of creating small prosthetic pieces and bald caps

Assessment criteria

Underpinning knowledge

The learner can:

1. describe the importance of the **preparation techniques** for making small **prosthetic pieces** and bald caps

2. describe the **products and key ingredients** used in casting prosthetics
3. explain the importance of positioning and joining sections, and trimming and marking of the positive impression
4. explain the importance of using correct techniques, materials and methods to create **small prosthetic pieces that do not require casting, sculpting or moulding**
5. describe the importance of correctly measuring patterns to fit individual performers' heads
6. explain the importance of using the correct techniques to create bald caps
7. explain the importance of using the correct techniques to remove bald caps from the blocks.

Range

Preparation techniques

General: initial research/design of a character, PPE, performer positioning, preparation of performer's skin and hair, preparing a design plan/workroom order.

Prosthetic pieces: preparation of performer's facial hair, nostrils clear, checking performer is well/not of ill health, face cast.

Bald caps: preparation of hair (gel or soap), head template, head measurements, prepare the block.

Prosthetic pieces

25% of face, full face – can be multiple pieces put together to create a full face design.

Products and key ingredients

Prosthetic pieces: alginate, bandages, plaster of Paris, cold water, clay, modelling and texturing tools, petroleum jelly.

Bald caps: cap plastic, head blocks, cling film, petroleum jelly.

Small prosthetic pieces that do not require casting, sculpting or moulding

Alternative products, alternative shapes, alternative surfaces.

Learning outcome

The learner will:

LO2 Be able to prepare for creating and casting small prosthetic pieces and bald caps

Assessment criteria

Practical skills

The learner can:

1. assess for skin allergies and compatibility of cosmetic ingredients and solvents for performers
 2. check for **medical conditions** that could preclude performers from having a cast taken
 3. gain medical advice and other medical supervision where necessary
 4. **prepare** performers skin, hair, facial hair and clothing for having a cast taken
 5. position the performer for casting and to minimise discomfort
 6. use **communication** and interpersonal skills to explain the preparation, casting and removal process to performers
 7. provide advice to performers on the actions to take in the event of an emergency
-

Range

Medical conditions

Common cold, bruising, open wounds, swollen lips/glands etc, head lice, last stages of pregnancy, contact lenses, general healthcare.

Prepare

General: PPE, performer positioning.

Prosthetic pieces: preparation of performer's facial hair, nostrils clear, checking performer is well/not of ill health, face cast.

Bald caps: preparation of hair (gel or soap), head template, head measurements, prepare the block.

Communication

Verbal, body language, visual.

Learning outcome

The learner will:

LO3 Be able to create and cast small prosthetic pieces and bald caps

Assessment criteria

Practical skills

The learner can:

1. use **techniques** to obtain replication of performers features without defects or distortion of the cast
 2. select the appropriate block release agents, sealers and adhesive removers
 3. remove casts and restore performers skin and hair to its original condition
 4. use techniques, **materials and methods** to create sculptures and moulds
-

5. use techniques, **materials** and methods to create small prosthetic pieces that can be applied directly onto the skin
 6. confirm with clients that sculptures and moulds meet all technical requirements of design briefs
 7. develop patterns that fit the individual head shapes of performers
 8. transfer patterns to head blocks
 9. use techniques, **materials** and methods to create bald caps
 10. use techniques, **materials** and methods to remove bald caps from blocks.
-

Range

Techniques (PS1)

Prosthetics: on a performer.

Bald caps: on a block.

Materials and methods (PS3)

Negative/Positive - Plaster of Paris, alginate, plaster, bandage

Moulding and sculpting - Clay, modelling tools, petroleum jelly.

Negative (not for latex) - build wall, clay, any other forms, Plaster of Paris.

Materials (PS4)

Prosthetics: petroleum jelly, shellac, mould release, foam gelatine, silicon, latex (dependant on organisational health and safety procedures), sealant spray, translucent powder, alginate.

Materials (PS8)

Head blocks, block preparation materials, template making materials, gel or soap.

Materials (PS9)

Translucent powder.

Unit 309

Apply prosthetic pieces and bald caps

Level:	3
GLH:	40
Credit value:	6
UAN	M/601/9432
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge and skills required to apply prosthetic pieces and bald caps. It covers the preparation, application, recording information, storage and cleaning required for prosthetics and equipment and an understanding of removal techniques.
Details of the relationship between the unit and relevant national standards:	This unit is linked to the CCSkills NOS, Unit HM13, HM14, HM16.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by CCSkills.

Learning outcome

The learner will:

LO1 Be able to prepare for the application of small prosthetic pieces and bald caps

Assessment criteria

Practical skills

The learner can:

- agree the design brief requirements
- prepare** the skin and hair for **prosthetic** application

3. perform skin tests and take action in the event of adverse reaction
4. check for known skin allergies and compatibility of cosmetic ingredients, and adhesives
5. position the performer correctly to achieve desired effect and minimise discomfort
6. **communicate** professionally and explain the application stages to the performer.

Range

Prepare

Make-up free skin, use bald cap, cleanse skin (if not using bald cap).

Prosthetics

25% of face, full face - can be multiple pieces put together to create a full face design.

Communicate

Verbal, body language, visual.

Learning outcome

The learner will:

LO2 Be able to apply small prosthetic pieces and bald caps

Assessment criteria

Practical skills

The learner can:

1. apply adhesives using correct application to ensure durability and mobility
2. select the appropriate block release agents, sealers and adhesive removers
3. apply prosthetics to meet design briefs
4. apply the correct **make-up** to the prosthetic to meet the design brief
5. apply prosthetics to meet the requirements of the production schedule
6. apply and remove prosthetics using techniques to minimise discomfort to the performer.

Range

Make-up:

Prosthetic

Skin illustrators, water-based, oil-based, coloured inks, airbrush make-up, alternative texturising materials.

Bald cap:

Flesh coloured, fantasy.

Learning outcome

The learner will:

LO3 Be able to maintain records, store and clean prosthetics and equipment

Assessment criteria

Practical skills

The learner can:

1. store **prosthetics** correctly
2. maintain records of the formula, procedure and process for future replication
3. use appropriate **materials and techniques** to clean tools and equipment.

Range

Prosthetics

Gel foam, silicon, latex (dependant on organisational health and safety procedures), bald cap.

Materials and techniques

UV cabinets, sterile fluid, brush cleaner, disposal of equipment and materials safely and hygienically.

Learning outcome

The learner will:

LO4 Understand the requirements of a design brief

Assessment criteria

Underpinning knowledge

The learner can:

1. identify the features and characteristics of the required prosthetics for the performers' roles
2. describe the importance of time management and working within a budget.

Learning outcome

The learner will:

LO5 Understand procedures for safe application and removal of prosthetics

Assessment criteria

Underpinning knowledge

The learner can:

1. explain safe and hygienic working practices
 2. describe possible **adverse skin reactions** to products and cosmetic ingredients
 3. explain the known **contra-indications** that can prevent or restrict the application of prosthetics
 4. describe the appropriate action to take in the event of adverse skin reaction
 5. describe the importance of safe storage of **chemicals, solvents and flammable materials**
 6. describe the importance of the correct disposal of **materials** used in the application and removal of prosthetics.
-

Range

Adverse skin reactions

Skin irritation, blisters, skin sensitivity, latex (dependant on organisational health and safety procedures).

Contra-indications

Prevent: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, dysfunction of the muscular system, dysfunction of the nervous system, eye infection, deep vein thrombosis, during chemotherapy, during radiotherapy.

Restrict: broken bones, recent fractures and sprains, cut and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, diabetes, high/low blood pressure, undiagnosed lumps and swellings.

Chemicals, solvents and flammable materials

Bald cap plastic, skin illustrators, activators, adhesive remover, adhesives, surgical spirit, acetone, brush cleaner, shellac, releasing agents.

Materials

Acetone, adhesives, removers.

Unit 321

Apply micro-dermabrasion

Level:	3
GLH:	39
Credit value:	4
UAN	K/601/5329
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding task(s) in an assignment <p>The overall assignment will be graded Pass, Merit or Distinction.</p>
Aim:	<p>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.</p>
Details of the relationship between the unit and relevant national standards:	<p>This unit is linked to the Beauty Therapy NOS, unit B13 and B14.</p>
Endorsement of the unit by a sector or other appropriate body:	<p>This unit is endorsed by Habia.</p>

Learning outcome

The learner will:

LO1 Be able to prepare for skin treatment using micro- dermabrasion

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to provide skin treatment using micro dermabrasion

Assessment criteria

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
GLH:	50
Credit value:	12
UAN	J/508/0517
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	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.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Be able to review the overall client service experience as part of quality assurance

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to implement and monitor procedures to improve the overall client service experience

Assessment criteria

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.

Unit 402

Salon management

Level:	4
GLH:	50
Credit value:	10
UAN	K/508/0512
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge and skills required for salon management. It covers planning management of products and services and salon management duties.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Be able to plan the management of products and services in the salon

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to undertake salon management duties

Assessment criteria

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.

Unit 403

Chemistry of hair and beauty products

Level:	4
GLH:	75
Credit value:	14
UAN	J/508/0503
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge and understanding surrounding the chemistry of hair and beauty products. It covers the chemistry of active ingredients including their compounds and reaction processes, safe working practices when using active ingredients, the chemical properties of packaging materials and the properties and effects of ultra-violet radiation on hair and beauty products and packaging.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.
Resource requirements:	Access to standard lab facilities and equipment (as are generally found in establishments offering Science subjects to A level) and support of laboratory technician is required for this unit.

Learning outcome

The learner will:

LO1 Understand the chemistry of active ingredients in hair and beauty products

Assessment criteria

Underpinning knowledge

The learner can:

8. explain the differences between **chemical compounds** found in hair and beauty products

9. explain the **chemical reaction process** that occurs in ingredients found in hair and beauty products and their effects on the hair and scalp
10. describe the **active ingredients** found in different hair and beauty products
11. explain the effect of **functional groups** on the reactivity of molecules in products.

Range

Chemical compounds

Organic compounds (hydrocarbons, alcohols, fatty acids, emulsifiers eg soaps, esters, isopropyl esters, waxes, fats and oils, amines, aldehydes, ketones and ethers)

Inorganic compounds (oxides, acids, alkalis, salts)

Chemical reaction process

Emulsification, microencapsulation, solubility, neutralisation, oxidation, reduction, buffering, ionisation, chelation, polymerisation, electrostatic attractions,

Active ingredients

Beauty: UV screens, emollients, humectants, anti-oxidants, dihydroxyacetone, vitamins and derivatives, exfoliators, alpha hydroxy acids, astringents, detergents, essential oils, plant extracts, hydroquinone, diaphoretics, antimicrobials

Hair: paraphenylenediamine, paratoluenediamine, modifiers hydrogen peroxide, thioglycollic acid, ammonium hydroxide

Nails: Acrylic resins, acids, alkalis, nitrocellulose, acetates, phthalates, formaldehyde, isopropyl myristate, silicone

Functional groups

Hydroxyl, carboxyl, hydrophilic, hydrophobic, amine, aldehyde, ketone, ether.

Learning outcome

The learner will:

LO2 Understand the effects and safe use of active ingredients in hair and beauty products

Assessment criteria

Underpinning knowledge

The learner can:

5. explain the desired effects of **products** in relation to their chemical composition
6. explain how to follow safe working practices with regard to contra-indications presented by the client

7. explain how to follow **safe working practices** with regard to the storage, handling and application of hair and beauty products
 8. identify the organisations responsible for monitoring the **safety, standardisation and Lethal Dose** (LD 50) testing of hair and beauty products
 9. explain the **problems** associated with the use of oils as active ingredients.
-

Range

Products

Hair: Shampoo, conditioner, lightening products, relaxers, styling and finishing products, colour, temporary (keratin based) straightening products

Beauty:

For the face (cleansers, toners, moisturisers, exfoliants, masks, self tanning products, massage products, semi-permanent make-up products, epilation products, essential/carrier oils, foundation, powder, blusher, eyeshadow, eyeliner, lipstick, lip liner, corrective and camouflage make-up, lash/brow tints, hair lightening products, depilatory wax/sugar, false eyelash adhesive and solvent, eyelash perming solution)

For the body (cleansers, toners moisturisers, exfoliants, masks, body contour products, self-tanning products, massage products essential/carrier oils, hair lightening products, depilatory wax/sugar)

For the nails (nail enamel remover, cuticle oil or cream, cuticle remover, paste polish, nail enamel thinner, nail bleaches, nail strengtheners, hand/foot lotions and creams, exfoliants, nail enamels, nail enamel quick-drying products, nail tips, antiseptic soaps, acrylic products, gel products, wrap products, fibre glass products, paraffin wax)

Safe working practices

COSHH, Health and Safety at Work Act, manufacturer's instructions, Industry Standards

Safety, standardisation and Lethal Dose

EU -EC Cosmetics Directive 976/768/EEC0, UK - The Cosmetic Products (Safety) Regulations, Organisation for Economic Co-operation and Development Guidelines for Testing of Chemicals, Cosmetic Toiletry and Perfumery Association, Health and Safety Executive, Trading Standards

Problems

Comedogenic (block pores), allergies.

Learning outcome

The learner will:

LO3 Understand the properties of packaging materials in relation to their structure

Assessment criteria

Underpinning knowledge

The learner can:

1. explain the **chemical properties** of **packaging materials** in relation to their chemical structure
 2. explain the effects of tensile and compressive forces on metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials
 3. explain the effects of shape and temperature on the properties of **packaging materials**
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Range

Chemical properties

Malleability, ductility, density, melting point, opacity, elasticity, permeability, corrosion resistance, hardness.

Packaging materials

Metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials

Learning outcome

The learner will:

LO4 Understand the properties and effects of ultra-violet radiation on hair and beauty products and their packaging materials

Assessment criteria

Underpinning knowledge

The learner can:

1. explain the **properties** and **categories** of ultra-violet radiation
 2. explain how ultra violet radiation can affect the **chemical composition** of hair and beauty products
 3. explain how the exposure and transmission of ultra-violet radiation can affect **packaging materials** for hair and beauty products.
-

Range

Categories

UVA, UVB, UVC.

Properties

Frequency, wavelength, transmission, absorption, penetration, reflection

Chemical composition

Decomposition, polymerisation, discolouration

Packaging materials

Hardness, opacity, discolouration

Unit 404

Hair colour correction

Level:	4
GLH:	112
Credit value:	12
UAN	F/601/4347
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">• practical tasks, and• knowledge and understanding task(s) in an assignment. <p>the overall assignment will be graded Pass, Merit or Distinction.</p>
Aim:	<p>The aim of this unit is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this unit the learner must be able to remove artificial colour, remove bands of colour, recolour lightened hair and recolour hair that has had artificial colour removed.</p>
Details of the relationship between the unit and relevant national standards:	<p>This unit is linked to the hairdressing NOS, unit GH18 Provide colour correction services.</p>
Endorsement of the unit by a sector or other appropriate body:	<p>This unit is endorsed by Habia.</p>

Learning outcome

The learner will:

LO1 Be able to prepare for colour correction service

Assessment criteria

Practical skills

The learner can:

1. prepare themselves, the client and work area for colouring services
2. use suitable **consultation techniques** to identify service objectives
3. accurately identify hair colour **problems**
4. evaluate the potential of the hair to achieve the desired look by identifying influencing **factors**
5. outline hair colour correction **products** and **techniques** required for different hair colour **problems**
6. provide clear recommendations to the client based on **factors**.

Underpinning knowledge

The learner can:

1. describe the **factors** that need to be considered when correcting hair colour
2. describe the effects that colouring and lightening **products** have on the hair structure
3. explain how natural hair pigmentation affects colour selection
4. explain the reasons for **pre-lightening**
5. explain the importance of carrying out **tests** prior to, and during, the colouring process and recording the results
6. explain the principles of Colour Selection
7. explain how the international colour chart is used to select a colour
8. explain how to use pre-softening and pre-pigmenting during a colour correction service.
9. explain how to remove artificial colour
10. state what percentage and volume strength hydrogen peroxide means
11. explain how to select the correct strength hydrogen peroxide for correcting different hair colour **problems**
12. describe the different consultation **techniques** used to identify service objectives
13. describe the salon's requirement for client preparation, preparing themselves and the work area
14. explain the **safety considerations** that must be taken into account when colouring and lightening hair.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Problems

Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

Factors

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, hair cut, strength of hydrogen peroxide, high density, high porosity, sequence of application, skin disorders, incompatible products.

Products

Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

Techniques

Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

Pre-lightening

Pre-lightener. Product that removes melanin and pheomelanin and does not deposit tone.

Tests

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

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, decontamination, first aid procedures, risk of allergic reaction, PPE..

Learning outcome

The learner will:

LO2 Be able to provide a colouring service

Assessment criteria

Practical knowledge

The learner can:

1. **communicate** and behave in a professional manner
2. select and use colour correction **techniques, products, tools and equipment** to colour the hair
3. prepare and apply the colour correction **products** to the hair to correct hair colour **problems**
4. position themselves and the client appropriately throughout the service
5. monitor the development of the colour correction accurately following manufacturer's instructions

6. remedy **problems** that may occur during the colour correction service
7. check that the colour is thoroughly removed from the hair and scalp without disturbing any areas still requiring development
8. apply a suitable conditioner or post colour treatment to the hair, following manufacturer's instructions
9. create a finished look that is to the satisfaction of the client
10. provide suitable **aftercare advice**
11. evaluate the effectiveness of colour correction
12. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. explain the importance of accurate timing and monitoring of the colour correction process
3. explain the types and causes of **problems** which may occur during the colour correction process
4. describe how to remedy colour **problems** during colour correction processes
5. state the importance of restoring the hairs PH after colouring
6. describe the **aftercare advice** that should be provided
7. outline the **safe and hygienic working practices**
8. state how to **communicate** and behave within a salon environment.

Range

Communicate

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

Techniques

Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

Products

Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

Tools and equipment

Brush and bowl, colour packages, (foils/wraps), foil, applicator bottle, spatula, steamer, infra-red, drying equipment.

Problems

City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450)

Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heated styling equipment, how lifestyle can affect the durability of colour.

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.

Unit 405

Manage the creation of a hair style collection

Level:	4
GLH:	72
Credit value:	10
UAN	J/601/4348
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction. <p>Independent assessment of practical skills and knowledge and understanding is required. This unit should be delivered in a realistic learning environment. The word 'client' can be related to friends and peers and does not need to be carried out on paying clients or within commercial timescales.</p>
Aim:	<p>This unit is about the knowledge and skills required to plan, research, develop and produce a hair style collection.</p>
Endorsement of the unit by a sector or other appropriate body:	<p>This unit is endorsed by Habia.</p>

Learning outcome

The learner will:

LO1 Be able to plan and research ideas to develop a theme for the style collection

Assessment criteria

Practical skills

The learner can:

1. identify opportunities for creating a style collection
2. research and evaluate **current style collections**
3. create and provide a detailed design plan for a theme to base the style collection upon
4. develop an **action plan** for the style collection
5. identify the role of others involved with the style collection
6. agree **design plan** with others involved in a manner which promotes good working relationships
7. arrange meetings and record minutes to keep others informed developments and progress.

Underpinning knowledge

The learner can:

1. explain how to research and develop ideas for creating a style collection
2. describe ways of **presenting a style collection**
3. explain the importance of accurate planning, attention to detail and working to timescales
4. explain how the **venue** could affect design plans
5. describe how to remedy problems that may occur with the different opportunities for creating a style collection.

Range

Current style collections

Including historical knowledge on trends.

Action plan

Including timeframe.

Design plan

Using brainstorming sessions, mood boards.

Presenting a style collection

Including how to present mood boards.

Venue

Venue, facilities and equipment.

Learning outcome

The learner will:

LO2 Be able to project costs for a style collection

Assessment criteria

Practical skills

The learner can:

1. set a budget for the style collection
2. recognise the impact of the budget for the style collection on the overall budget for the business
3. quantify products, equipment, accessories and other resources that may have to be budgeted for
4. evaluate the end costs making reference to areas of over or under spending.

Underpinning knowledge

The learner can:

1. explain the potential commercial benefits of developing and creating style collection
2. outline how to set a budget.

Learning outcome

The learner will:

LO3 Be able to produce the final style collection

Assessment criteria

Practical skills

The learner can:

1. manage the style collection production in line with the action plan
2. evaluate the success of the final style collection.

Unit 406

Hair and scalp specialist services

Level:	4
GLH:	72
Credit value:	9
UAN	T/508/0500
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge and skills around providing specialist consultation services on hair and scalp conditions, recognising and treating hair and scalp conditions.
Details of the relationship between the unit and relevant national standards:	This unit is linked to the Habia NOS, Unit GH25
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Be able to provide specialist consultation services

Assessment criteria

Practical skills

The learner can:

1. create the right **setting** in which client feels comfortable enough to express their needs, expectations and concerns

2. use suitable **consultation techniques** that enable the client to express their concerns and expectations without embarrassment
3. comply with all relevant **legislation, guidelines and ethical requirements**
4. complete **client records**.

Underpinning knowledge

The learner can:

1. explain the importance of creating a setting in which clients feel comfortable and ensures privacy
2. describe **consultation techniques** used to identify service objectives
3. explain why it is important to encourage and allow time for clients to ask questions
4. explain the types of **expectations, concerns and needs** that the clients may have and how to deal with them
5. explain how to **check** that clients understand verbal and written information that they have been given
6. state the additional/alternative **sources of support** for clients with hair and scalp conditions
7. explain the importance of treating clients with sensitivity and empathy
8. outline the main **legislation and ethical considerations** that affect the service
9. state the importance of recording all treatment details.

Range

Setting

Ambience, privacy.

Consultation techniques

Showing empathy, allowing sufficient time for responses, responding with professionalism.

Legislation, guidelines and ethical requirements

Equality act, HASWA, salon policy, consumer protection legislation, sustainability/animal testing/recycling.

Client records

Data protection/management.

Consultation techniques

Verbal, non-verbal, testing, differential diagnosis.

Expectations

Realistic, non-realistic.

Concerns

Prognosis.

Needs

Target service requirements.

Check

Questioning.

Sources of support

Support groups, trichologist, pharmacist, GP, dermatologist.

Legislation and ethical considerations

Equality act, HASWA, salon policy, consumer protection legislation, sustainability/animal testing/recycling.

Learning outcome

The learner will:

LO2 Be able to recognise hair and scalp conditions

Assessment criteria

Practical skills

The learner can:

1. use visual and questioning techniques to identify
 - the client's hair and scalp condition
 - the nature and extent of the problem
 - the client's medical and family history
 - any contra-indications to treatment
 - the most suitable course of action
2. conduct relevant **tests** on the client's hair following recognised industry procedures and salon policy
3. follow **safe and hygienic working practices**
4. differentiate between **disorders** of similar appearance
5. recommend and agree the proposed course of treatment with clients

6. provide the client with clear recommendation for referral to a medical practitioner or registered trichologist.

Underpinning knowledge

The learner can:

1. describe the anatomical and physiological structure and function of the hair, skin and scalp
2. explain how to differentiate between different hair, skin and scalp conditions, diseases and disorders that are similar in appearance
3. outline the **hair, skin and scalp conditions** and disorders that may be treated in the salon
4. explain the **factors** that may adversely affect the growth and maintenance of healthy hair
5. explain the causes of the different conditions, diseases and disorders that may affect the hair and scalp
6. outline **tests** required during hair and scalp specialist services
7. outline **safe and hygienic working practices**
8. explain the importance of obtaining client agreement prior to the course of treatment proposed
9. explain the reasons for not naming specific contra-indications when referring clients to seek medical advice.

Range

Tests

Porosity test, tensile strength, pull test, sensitivity test, allergy test.

Safe and hygienic working practices

Salon and legal requirements.

Hair disorders

Traumatic alopecia (cicatricial scarring, traction) lupus, fragilitas crinium, alopecia areata, alopecia totalis, alopecia universalis, alopecia androgenic, monilethrix, trichorrhexis nodosa, bubble hair, pili torti, trichitillomania.

Skin disorders

Non-infectious: sudoriferous (sweat) gland disorders (bromidrosis – body odour, anhidrosis – lack of sweating, hyperhidrosis – excessive sweating, miliaria rubra - prickly heat), pigmentation disorders (ephelides – freckles, chloasma, vitiligo, albinism, vascular naevi, erythema, dilated capillaries), skin disorders involving abnormal growth (psoriasis, seborrheic or senile warts, verrucae filiformis 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).

Infectious: bacterial infections (impetigo, conjunctivitis, hordeolum – stye, furuncles – boils, carbuncles, 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) seborrhoea, psoriasis, pityriasis capitis, dermatitis, eczema, tinea capitis, impetigo, pediculosis capitis, pityriasis amiantacea, seborrhoeic dermatitis.

Structure

Skin: epidermis (types of cells, keratinocytes, langerhans cells, melanocytes) dermis (papillary & reticular layers, fibroblasts, matrix) subcutaneous layer (adipose tissue).

Hair: structure of the hair follicle (inner root, outer root sheath, matrix, dermal papilla, sebaceous gland).

Function

Skin: mechanisms of sensation (temperature; touch; pressure; pain), heat regulation (sweating; vasoconstriction; vasodilation), absorption, protection, excretion, secretion, vitamin production (vitamin D generation).

Hair: temperature control.

Hair, skin and scalp conditions

Environmental damage, physical damage, chemical damage, diffuse hair loss, pityriasis capitis, sensitised scalp, oily scalp, dry scalp.

Factors

Extrinsic: damage to skin, temperature, chemical, exposure, topical treatment.

Intrinsic: genetics, nutrition, systemic diseases and disorders, medication, toxins.

Learning outcome

The learner will:

LO3 Be able to treat hair and scalp conditions

Assessment criteria

Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. prepare themselves, the client and the work area for hair and scalp specialist services
3. select and use suitable **products**, tools and **equipment** in accordance with manufacturers' instructions
4. use **treatment methods** that support improvements in hair and scalp conditions
5. remedy **problems** that occur during the treatment process

6. monitor and maintain client comfort throughout the treatment process
7. provide suitable aftercare advice, including any restrictions to future hairdressing services.

Underpinning knowledge

The learner can:

1. state how to **communicate and behave** within a salon environment
2. describe the salon's requirements for client preparation, preparing themselves and the work area
3. explain how treatment methods and products may benefit the hair and scalp
4. describe how to remedy **problems** identified during the treatment process.

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.

Products

Oils, creams, lotions, spirit based treatment conditioners, treatment shampoos.

Equipment

Vibro massage, high frequency, heat accelerators, steamers.

Treatment methods

Massage techniques, wet/dry treatment.

Problems

Feeling faint, headaches, skin/scalp sensitivity, allergies, eye irritation.

Learning outcome

The learner will:

LO4 Understand developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders

Assessment criteria

Underpinning knowledge

The learner can:

1. investigate current developments in the diagnosis and treatment of different hair and scalp conditions, diseases and disorders
2. evaluate the use of new treatments and products against salon requirements and potential client benefits.
3. describe how to maintain an up-to-date knowledge of developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders
4. explain the roles and responsibilities of the trichologist and the hairdresser in relation to the diagnosis and treatment of hair and scalp conditions, diseases and disorders.

Unit 407

Physiology of ageing

Level:	4
GLH:	64
Credit value:	10
UAN	A/601/5349
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction.
Aim:	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.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Understand the nature of ageing

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Understand the causes and effects of ageing of the skin

Assessment criteria

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

Lentiginosities, telangiectasia, skin tumours, Sudoriferous (sweat) gland disorders (bromidrosis – body odour, anhidrosis – lack of sweating, Hyperhidrosis – excessive sweating, miliaria rubra - prickly heat), Pigmentation disorders (ephelides – freckles, chloasma, vitiligo, albinism, vascular naevi, erythema, dilated capillaries), Skin disorders involving abnormal growth (psoriasis, seborrheic or senile warts, verrucae filiformis 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 – stye, 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

Learning outcome

The learner will:

LO3 Understand the cause and effects of degenerative disorders as a result of the ageing process

Assessment criteria

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.

Learning outcome

The learner will:

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

Assessment criteria

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.

Unit 408

Advanced epilation techniques

Level:	4
GLH:	47
Credit value:	7
UAN	F/601/5658
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">an assignment, which will be graded Pass, Merit or Distinction. <p>To take this unit, the learner will need to: take either the Health & Safety unit or have prior industry experience, and have achieved Electrical Epilation.</p>
Aim:	<p>This unit is about the knowledge and skills required for Advance Epilation techniques. It covers both the preparation and the provision of advanced epilation.</p>
Details of the relationship between the unit and relevant national standards:	<p>This unit is linked to the Habia NOS, Unit B33</p>
Endorsement of the unit by a sector or other appropriate body:	<p>This unit is endorsed by Habia.</p>

Learning outcome

The learner will:

LO1 Be able to prepare for advanced epilation

Assessment criteria

Practical skills

City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450)

The learner can:

1. prepare themselves, client and work area for advanced epilation 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.

Underpinning knowledge

The learner can:

1. explain salon requirements for **preparing themselves**, the client and work area
2. explain the **environmental conditions** suitable for advanced epilation techniques
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 **advanced epilation techniques to suit client skin types and conditions**
6. evaluate the different **techniques used for advanced epilation treatments**
7. explain the contra-indications that prevent or restrict advanced epilation treatment
8. explain the required **legislation for skin piercing**.

Range

Consultation techniques

Verbal: questioning techniques, language used tone of voice, use of appropriate medical related terminology

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

Use of: visual aids, use of photography, client records.

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.

Tests

Patch tests.

Influencing factors

Fitzpatrick scale.

Clear recommendations

outline realistic aims and objectives, any potential undesired results that may occur, treatment duration/course, treatment costs.

Products

Pre treatment products, aftercare products, medical dressing, cotton buds, pads.

Equipment

Magnifying lamp, epilation unit, selection of needles types and sizes, sterilising fluids, autoclave, tweezers and wide range of disposable accessories, tissues, gloves, cotton wool, couch roll, disposable coverings for equipment.

Preparing themselves

PPE – gloves, mask, apron.

Environmental conditions

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

Advanced epilation techniques to suit client skin types and conditions

Telangiectasia & spider naevi: Tap tap

Fibro epithelial polyps (skin tags): jacket, insertion, remove

Campbell-de Morgan (blood spots): pressure method

Milia: insertion

Hair in a moles: blend or diathermy epilation.

Techniques used for advanced epilation treatments

Talangiectisa & spider naevi: Tap tap

Fibro epithelial polyps (skin tags): jacket, insertion, remove

Campbell-de Morgan (blood spots): pressure method

Milia: insertion

Hair in moles: blend or diathermy epilation.

Legislation for skin piercing

Learning outcome

The learner will:

LO2 Be able to provide advanced epilation

Assessment criteria

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** to suit clients treatment needs
5. **adapt** the advanced epilation techniques 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**.

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 probing**
7. explain the principles, uses and benefits of short wave diathermy
8. describe how treatments can be adapted to suit client treatment needs and skin conditions
9. explain the contra-actions that may occur during and following treatments
10. explain the **methods of evaluating** the effectiveness of the treatment
11. summarise the aftercare advice that should be provided to prevent post-treatment damage
12. explain the **suitable methods of dealing with reappearance of skin condition** between treatments
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 the structure and function of the **endocrine system and its effect on skin conditions**
17. explain the **structure and function of circulatory and lymphatic systems**.

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, intensity of current, equipment testing, types of electrical current used, PPE, use of dressings.

Products

Pre treatment products, aftercare products, medical dressing.

Equipment

Magnifying lamp, epilation unit, selection of needles types and sizes, sterilising fluids, autoclave, tweezers and wide range of disposable accessories, tissues, gloves, cotton wool, couch roll, disposable coverings for equipment.

Adapt

Current intensities, variable length of treatment times and number of sessions, spacing of techniques, needle choice, aftercare considerations.

Record

Photographic evidence, full consultation records.

Aftercare advice

Management to maintain treatment process, suitable antiseptic product to sooth protect and assist with healing, avoid heat and UV exposure (including heat treatments), avoid touching, avoid excessive exercise (to avoid sweating), avoid flying for 48hours, avoid any possible causes, recommend any follow up consultations.

Positioning themselves

If right handed position themselves on the right hand side of the client, if left handed position themselves on the left

Consequences of inaccurate probing

Blanching, blood spots, bruising, scaring, excessive erythema, excessive oedema, hyper pigmentation, hypo pigmentation, crusting, scabbing, pitting, weeping follicles, excessive discomfort

Contra-actions

Blanching, blood spots, bruising, scaring, excessive erythema, excessive oedema, hyper pigmentation, hypo pigmentation, crusting, scabbing, pitting, weeping follicles, excessive discomfort, inadequate healing

Methods of evaluating

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

Suitable methods of dealing with reappearance of skin condition

Hair removal from moles – cut hair only.

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 – stye
 - 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
 - vi rosacea
- e Sudoriferous (sweat) gland disorders:
 - i Hyperhydrosis – excessive sweating

- ii miliaria rubra (prickly heat)
- f Pigmentation disorders:
 - i ephelides – freckles
 - ii chloasma
 - iii vitiligo
 - iv albinism
 - v vascular naevi
 - vi erythema
 - vii telangiectaria / dilated capillaries
 - viii port wine stain
 - ix age spots/entingines
 - x hyper & hypo pigmentation
 - xi Campbell De Morgan
 - xii Spider naevus
- g Skin disorders involving abnormal growth:
 - i psoriasis
 - ii seborrheic or senile warts
 - 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.

Endocrine system and its effect on skin conditions

Hormonal reaction linked to telangiectasia.

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.

Supporting information

Glossary

Term	Description
Telangiectasia & spider naevi	Tap tap: Needle taps along vessel gently touching the skin surface 2mm apart
Fibro epithelial polyps – skin tags	<ol style="list-style-type: none"> 1. Jacket method: needle placed on outside of tag neck and after 3 seconds lifted up. Skin tag attaches to needle and is lifted off 2. Insert method: needle inserted into centre of tag and current held on for appropriate number of seconds 3. Remove method: tag held firmly in tweezers, needle tip agitates away at the tag attachment until it lifts off the skin
Milia	Insertion method: needle tip inserted into milia as required
Campbell de Morgan	Pressure method: needle applied with pressure onto surface of C de M and current expelled
Hairs in moles	As electrical epilation using SUD or blend as appropriate for hair and skin type

Unit 409

Laser and light treatments for hair removal

Level:	4
GLH:	74
Credit value:	10
UAN	D/601/5652
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction. <p>To take this unit, the learner will need to:</p> <ul style="list-style-type: none">• take either the Health & Safety unit or have prior industry experience, and• have achieved Facial Electrotherapy.
Aim:	<p>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.</p>
Details of the relationship between the unit and relevant national standards:	<p>This unit is linked to the Habia NOS, Unit B31.</p>
Endorsement of the unit by a sector or other appropriate body:	<p>This unit is endorsed by Habia.</p>

Learning outcome

The learner will:

LO1 Be able to prepare for laser and light treatments

Assessment criteria

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 manufacturer's 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.

Learning outcome

The learner will:

LO2 Be able to provide laser and light treatments

Assessment criteria

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, frizzling 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 – stye
 - 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 ephilides – 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:
 - iii thick-walled, muscular, elastic vessels conveying blood from the heart to the arterioles
 - iv help maintain blood pressure.
- b Arterioles:
 - ii small arteries which convey blood to the capillaries.
- c Capillaries:
 - v microscopic blood vessels composed of a single layer of cells
 - vi connect arterioles and venules
 - vii allow the passage of nutrients and waste products between the blood and tissue cells
 - viii capillaries help to regulate body temperature by dilating or contracting.
- d Venules:
 - iv form when groups of capillaries join
 - v collect blood from capillaries and drain into veins
 - vi thinner walled than arteries.
- e Veins:
 - iv convey blood back to the heart from the venules
 - v contain valves to prevent back flow
 - vi 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:
 - v thin-walled, permeable,
 - vi collect tissue fluid
 - vii return some interstitial fluid to veins
 - viii carry lymph to lymphatic vessels.
- b Lymphatic vessels:
 - iii contain valves to prevent backflow
 - iv transport lymph through lymphatic nodes.

Unit 410

Laser and light treatments for skin rejuvenation

Level:	4
GLH:	74
Credit value:	10
UAN	T/601/5656
Assessment type:	<p>This unit will be assessed by:</p> <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction. <p>To take this unit, the learner will need to:</p> <ul style="list-style-type: none">• take either the Health & Safety unit or have prior industry experience, and• have achieved Facial Electrotherapy.
Aim:	<p>This unit is about the skills and knowledge required for carrying out laser and light treatments for skin rejuvenation.</p>
Details of the relationship between the unit and relevant national standards:	<p>This unit is linked to the Habia NOS, Unit B32.</p>
Endorsement of the unit by a sector or other appropriate body:	<p>This unit is endorsed by Habia.</p>

Learning outcome

The learner will:

LO1 Be able to prepare for skin rejuvenation treatment

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to provide laser and light treatment for skin rejuvenation

Assessment criteria

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

- f Pigmentation and vascular disorders:
 - i ephilides – 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/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.

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

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

Unit 411

Enhance appearance using micro-pigmentation treatment

Level:	4
GLH:	75
Credit value:	12
UAN	J/503/1785
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	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.
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.

Learning outcome

The learner will:

LO1 Be able to prepare for micro-pigmentation treatment

Assessment criteria

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.

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.

Learning outcome

The learner will:

LO2 Understand how to prepare for micro-pigmentation treatment

Assessment criteria

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.

Learning outcome

The learner will:

LO3 Be able to provide micro-pigmentation treatment

Assessment criteria

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.

Skin conditions

Sensitive, mature, dehydrated.

Learning outcome

The learner will:

LO4 Understand how to provide micro-pigmentation treatment

Assessment criteria

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/colouring 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.

Skin conditions sensitive, mature.

Learning outcome

The learner will:

LO5 Understand how to provide aftercare advice for micro-pigmentation treatment

Assessment criteria

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
GLH:	47
Credit value:	9
UAN	D/508/0507
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about the knowledge and skills surrounding sales management in the hair and beauty sector particularly around evaluation.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

- LO1 Be able to evaluate how to improve the selling skills of employees in the hair and beauty sector

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to evaluate how to improve sales within businesses in the hair and beauty sector

Assessment criteria

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
GLH:	42
Credit value:	10
UAN	F/600/1954
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	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.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Be able to carry out PR activities in the hair and beauty sector

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Understand how to manage a PR crisis in hair and beauty sector

Assessment criteria

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
GLH:	44
Credit value:	8
UAN	H/508/0511
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	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.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

LO1 Be able to implement health, safety and security practices in the salon

Assessment criteria

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.

Learning outcome

The learner will:

LO2 Be able to manage health, safety and security practices in the salon

Assessment criteria

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.

Unit 415

Research in the fashion, theatrical, special effects and media make-up industry

Level:	4
GLH:	32
Credit value:	10
UAN	A/503/3727
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about working within the fashion, theatrical, special effects and media make-up industry. It concentrates on using relevant research methods from a diverse range of sources to interpret a design brief or script within a production.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

- LO1 Understand how to plan a research project in the fashion, theatrical, special effects and media make-up industry

Assessment criteria

Underpinning knowledge

The learner can:

- 1 explain how to interpret a design brief
- 2 explain how to **breakdown** a script
- 3 describe the role of **key members** within a production team
- 4 describe the importance of production meetings
- 5 summarise different research **sources**

- 6 describe the importance of confidentiality when working to a design brief/script
 7. explain the **legal requirements** for using different research sources.
-

Range

Breakdown

Storyboard, depiction of characters.

Key members

Director, Director of Photography (DoP), Producer, Designer (photo shoot), Writer (script/brief), Costume Designer

Sources

Film, TV, books, galleries, editorial, catwalks, fashion shows, current trends, high profile events, medical research

Legal requirements

Copyright, Data Protection Act

Learning outcome

The learner will:

LO2 Be able to carry out a research project in the fashion, theatrical, special effects and media make-up industry

Assessment criteria

Practical skills

The learner can:

1. **analyse** a design brief/script
2. **breakdown** a script
3. identify the main characters and their characteristics within a script
4. research and analyse the **factors** which influence the characters within a script using different research **sources**
5. identify the requirements of a design brief
6. research and analyse the requirements of a design brief using different research **sources**
7. **present** own research project including a bibliography/referencing.

Underpinning knowledge

The learner can:

1. explain the importance of researching characters/design briefs
 2. explain the importance of including a bibliography/referencing when presenting research findings.
-

Range

Analyse

Culture, gender, historical elements, contemporary factors, environmental factors, characterisation

Breakdown

Storyboard, depiction of characters.

Factors

Lifestyle, environment, health, mood, gender, sexuality, economical status, nationality, religion, age

Sources

For example: Film, TV, books, galleries, editorial, catwalks, fashion shows, current trends, high profile events, medical research

Present

For example: portfolio, style file, show reel, electronic.

Learning outcome

The learner will:

LO3 Be able to evaluate a research project in the fashion, theatrical, special effects and media make-up industry

Assessment criteria

Practical skills

The learner can:

1. evaluate the authenticity and relevance of research materials
2. evaluate own learning and reflective thinking
3. summarise findings from the research project.

Unit 416

Create and present a design plan in the fashion, theatrical, special effects and media make-up industry

Level:	4
GLH:	40
Credit value:	8
UAN	F/503/3728
Assessment type:	This unit will be assessed by: <ul style="list-style-type: none">• an assignment, which will be graded Pass, Merit or Distinction.
Aim:	This unit is about designing and presenting a design plan to a key production team in the fashion, theatrical, special effects and media make-up industry.
Endorsement of the unit by a sector or other appropriate body:	This unit is endorsed by Habia.

Learning outcome

The learner will:

- LO1 Be able to create a design plan for the fashion, theatrical, special effects and media make-up industry

Assessment criteria

Practical skills

The learner can:

1. interpret and analyse a design brief/script's requirements
2. **research** characters/requirements in line with a script/design brief
3. identify the equipment and materials required in line with budget constraints
4. create **technical drawings** for a design plan in line with a script/design brief

5. produce a **design plan** in line with a design brief/script and production team requirements
6. research how to source suppliers for **equipment and materials** in line with budget constraints and timescales.

Underpinning knowledge

The learner can:

1. explain the importance of researching requirements related to a design brief/script
2. explain the importance of cost projections in line with budgets.

Range

Research

Lifestyle, environment, health, mood, gender, sexuality, economical status, nationality, religion, age

Technical drawings

3D imagery, 2D imagery

Design plan

Using written and visual work

Equipment and Materials

Wigs, make-up, hair pieces, facial postiche, chairs, mirrors, other general supplies.

Learning outcome

The learner will:

LO2 Be able to present a design plan to the production team in the fashion, theatrical, special effects and media make-up industry

Assessment criteria

Practical skills

The learner can:

1. **present** own design to the key production team in line with a design brief/script
2. use different **communication techniques** when presenting
3. inspect production team's reaction and body language
4. adapt presentation style in line with production team's reaction/body language.

Underpinning knowledge

The learner can:

1. explain the importance of preparing for a presentation
2. explain the different ways of presenting.

Range

Present

Storyboard, Information Learning Technology, design sheets, sketches (hand or computer), technical drawing, evidence of before and after

Communication Techniques

Peer teaching, peer assessment, written, verbal, visual demonstration.

Learning outcome

The learner will:

LO3 Be able to evaluate the success of a design plan in the fashion, theatrical, special effects and media make-up industry

Assessment criteria

Practical skills

The learner can:

1. analyse feedback from the production team on the design plan
2. adapt design plan in relation to production team feedback
3. reflect on own performance in the presentation
4. evaluate own learning and reflective thinking
5. evaluate if the design plan met the design brief/script.

Underpinning knowledge

The learner can:

1. explain the importance of feedback in adapting the design plan
2. explain the importance of meeting production team expectations.

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 learners 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 learners 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 these qualifications.

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 these qualifications.

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 these qualifications.

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 [Centre Document Library](#) on www.cityandguilds.com or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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