

Introduction to the Hair and Beauty Sector at SCFQ Level 4 (6909-04)

September 2019 Version 1.0

Qualification Handbook

Qualification at a glance

Subject area	Hair and Beauty
City & Guilds number	6909-04
Age group approved	All
Entry requirements	None
Assessment	Assignment
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
Certificate in an Introduction to the Hair and Beauty Sector at SCQF Level 4	6909-04
Diploma in an Introduction to the Hair and Beauty Sector at SCQF Level 4	6909-04

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1 Introduction

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

Area	Description
Who is are the qualifications for?	The qualifications meet the needs of candidates who want to work in the hair and beauty sector.
What do the qualifications cover?	These qualifications <ul style="list-style-type: none">• allow candidates to learn, develop and practice the skills required for employment and/or career progression in the hair and beauty sector• can be used as part of a Foundation Learning programme• provide valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupation competence
What opportunities for progression are there?	On completion of the qualification(s) candidates may progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• 3009 SVQ 1 at SCQF Level 4 in Hairdressing and Barbering• 3011 SVQ 1 at SCQF Level 4 in Beauty therapy• 3009 SVQ 2 at SCQF Level 5 in Hairdressing, Barbering or Combined hair types• 3011 SVQ 2 at SCQF Level 5 in Beauty therapy• 3011 SVQ 2 at SCQF Level 5 in Nail services

Structure

To achieve the **Certificate in an Introduction to the Hair and Beauty Sector at SCQF Level 4** learners must achieve 6 credits from the mandatory units (402 and 403) and a minimum of 9 credits from the optional units available;

Certificate in an Introduction to the Hair and Beauty Sector at SCQF Level 4

City & Guilds unit number	Unit title	Unit level	Credit value	GLH
Mandatory				
402	Introduction to the hair and beauty sector	SCQF Level 4	3	25
403	Presenting a professional image in a salon	SCQF Level 4	3	25
Optional				
301	Shampoo and conditioning	SCQF Level 3	3	30
302	Hair plaiting*	SCQF Level 3	3	30
303	Create an image using colour for the hair and beauty sector	SCQF Level 3	3	30
304	Skin care	SCQF Level 3	3	30
401	Hand care	SCQF Level 4	3	30
404	Styling women's hair	SCQF Level 4	3	30
405	Styling men's hair	SCQF Level 4	3	30
406	Plaiting and twisting hair*	SCQF Level 4	3	30
407	Basic make-up application	SCQF Level 4	3	30
408	Themed face painting	SCQF Level 4	3	30
409	Nail art application**	SCQF Level 4	3	30
410	Providing basic manicure treatment	SCQF Level 4	3	30
411	Providing basic pedicure treatment	SCQF Level 4	3	30
412	Colour hair using temporary colour	SCQF Level 4	3	30

City & Guilds unit number	Unit title	Unit level	Credit value	GLH
413	Create a hair and beauty image	SCQF Level 4	3	30
414	Follow health and safety in the salon	SCQF Level 4	3	30
415	Salon reception duties	SCQF Level 4	3	30
416	Working with others in the hair and beauty sector	SCQF Level 4	2	19
501	The art of dressing hair	SCQF Level 5	5	30
502	The art of photographic make-up	SCQF Level 5	5	30
503	The art of colouring	SCQF Level 5	7	60
504	Provide nail art **	SCQF Level 5	3	24

A minimum of 50% of credits must come from level 4 or above.

*Only one of these units can be taken

**Only one of these units can be taken

To achieve the **Diploma in an Introduction to the Hair and Beauty Sector at SCQF Level 4** learners must achieve 6 credits from the mandatory units (402 and 403) and a minimum of 32 credits from the optional units available;

Diploma in an Introduction to the Hair and Beauty Sector at SCQF Level 4

City & Guilds unit number	Unit title	Unit level	Credit value	GLH
Mandatory				
402	Introduction to the hair and beauty sector	SCQF Level 4	3	25
403	Presenting a professional image in a salon	SCQF Level 4	3	25
Optional				
301	Shampoo and conditioning	SCQF Level 3	3	30
302	Hair plaiting*	SCQF Level 3	3	30
303	Create an image using colour for the hair and beauty sector	SCQF Level 3	3	30
304	Skin care	SCQF Level 3	3	30
401	Hand care	SCQF Level 4	3	30
404	Styling women's hair	SCQF Level 4	3	30
405	Styling men's hair	SCQF Level 4	3	30
406	Plaiting and twisting hair*	SCQF Level 4	3	30
407	Basic make-up application	SCQF Level 4	3	30
408	Themed face painting	SCQF Level 4	3	30
409	Nail art application**	SCQF Level 4	3	30
410	Providing basic manicure treatment	SCQF Level 4	3	30
411	Providing basic pedicure treatment	SCQF Level 4	3	30
412	Colour hair using temporary colour	SCQF Level 4	3	30
413	Create a hair and beauty image	SCQF Level 4	3	30

City & Guilds unit number	Unit title	Unit level	Credit value	GLH
414	Follow health and safety in the salon	SCQF Level 4	3	30
415	Salon reception duties	SCQF Level 4	3	30
416	Working with others in the hair and beauty sector	SCQF Level 4	2	19
501	The art of dressing hair	SCQF Level 5	5	30
502	The art of photographic make-up	SCQF Level 5	5	30
503	The art of colouring	SCQF Level 5	7	60
504	Provide nail art **	SCQF Level 5	3	24

A minimum of 50% of credits must come from level 4 or above.

*Only one of these units can be taken

**Only one of these units can be taken

Total Qualification Time

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

Title and level	GLH (min)	TQT (min)
Certificate in an Introduction to the Hair and Beauty Sector at SCQF Level 4	123	160
Diploma in an Introduction to the Hair and Beauty Sector at SCQF Level 4	320	380

2 Centre requirements

Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* for further information.

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

Resource requirements

Physical resources

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

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

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

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

Centre staffing

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

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

See also page 16 for details from the assessment strategy on the role of supervisors and managers in the assessment process.

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

Learner entry requirements

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

Age restrictions

There are no age limits attached to candidates undertaking these qualifications unless this is a legal requirement of the process or the environment.

3 Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- 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 candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification handbook	www.cityandguilds.com
Assessment pack	www.cityandguilds.com

4 Assessment

Summary of assessment methods

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

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

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

Assessor pack	www.cityandguilds.com
Candidate pack	www.cityandguilds.com

Grading and marking

SCQF Level 3 units will be pass/fail only. Unit 401 is also pass/fail only.

SCQF Level 4 and 5 units (except for unit 401) will be graded pass, merit and distinction.

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

Assignments are externally set and internally marked.

5 Units

Structure of units

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

- City & Guilds reference number
- title
- SCQF level
- credit value
- unit aim
- statement of guided learning hours
- assessment and grading
- learning outcomes which are comprised of a number of practical and/or knowledge-based assessment criteria.

Level: SCQF 3

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 301 Shampoo and conditioning

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for shampooing and conditioning

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

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

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Products and tools

Shampoos, surface conditioners, basin comb

Client preparation

Correct position, gown and towel.

Safe and hygienic working practices

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

Communicate

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

Unit 301 Shampoo and conditioning

Learning outcomes and assessment criteria

Range (continued)

Behave

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

Main hair types and conditions

Normal, dry, oily, dandruff, damaged

Basic structure of the hair

Cuticle, cortex, medulla

Effects of shampooing and conditioning on the hair

Shampooing – To cleanse the hair and scalp

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

Level: SCQF 3

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

NB – this unit is barred for delivery with unit 406 Plaiting and twisting hair

Unit 302

Hair plaiting

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for hair plaiting service

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to carry out hair plaiting techniques

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Products and tools

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

Client preparation

Prepare the hair, gown and protect client

Plaiting technique

Off scalp – single plait, fishtail plait

Unit 302

Hair plaiting

Learning outcomes and assessment criteria

Range (continued)

Safe and hygienic working practices

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

Communicate

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

Behave

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

Unit 303

Create an image using colour for the hair and beauty sector

Level: SCQF 3

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 303

Create an image using colour for the hair and beauty sector

Learning outcomes and assessment criteria

Outcome 1 Know the colour spectrum

Underpinning knowledge

The learner can:

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

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

Practical skills

The learner can:

1. create an image using colour

Range

Primary colours

Blue, red, yellow

Secondary colours

Violet, orange, green

Use in the hair and beauty industries

Complementary colours

Level: SCQF 3

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 304

Skin care

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for skin care treatment

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. state the procedure for client preparation

Outcome 2 Be able to provide skin care treatment

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. state the main **skin types**

Range

Prepare

Prepare work area, visual inspection, products, materials

Products and materials

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

Safe and hygienic working practices

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

Communicate

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

Behave

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

Skin types

Oily, dry, combination, normal

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 401

Hand care

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for hand care treatment

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

1. state the procedure for client preparation

Outcome 2 Be able to carry out hand care treatment

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Prepare

Prepare work area, visual inspection, products, materials

Products and tools

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

Safe and hygienic working practices

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

Communicate

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

Unit 401

Hand care

Learning outcomes and assessment criteria

Range

Behave

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

Nail shapes

Oval, square, sqoval, pointed, round

Basic nail structure

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering underpinning knowledge.

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

Underpinning knowledge

The learner can:

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

Outcome 2 Know the main hairdressing services and beauty treatments

Underpinning knowledge

The learner can:

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

Range

Occupational roles

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

Working patterns

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

Career opportunities

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 403

Presenting a professional image in a salon

Learning outcomes and assessment criteria

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

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to communicate in a salon environment

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Professional image

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

Personal hygiene

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

Communicate

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 404

Styling women's hair

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for styling for women

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to provide styling for women

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Prepare

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

Basic techniques

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

Factors

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

Unit 404 Styling women's hair

Learning outcomes and assessment criteria

Range (continued)

Products

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

Tools and equipment

Combs, brushes, dryers, electrical equipment

Safe and hygienic working practices

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

Communicate

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

Behave

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 405

Styling men's hair

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for styling for men

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to provide styling for men

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Prepare

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

Basic techniques

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

Factors

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

Unit 405

Styling men's hair

Learning outcomes and assessment criteria

Range (continued)

Products

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

Tools and equipment

Combs, brushes, dryers, electrical equipment

Safe and hygienic working practices

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

Communicate

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

Behave

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

NB – this unit is barred for delivery with unit 302 Hair plaiting

Unit 406 Plaiting and twisting hair

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for hair plaiting and twisting

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

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

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

1. state the purpose of home care advice

Range

Prepare

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

Products, tools and equipment

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

Plaiting and twisting techniques

On scalp plaits, off scalp plaits, twists

Factors

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

Unit 406 Plaiting and twisting hair

Learning outcomes and assessment criteria

Range (continued)

Safe and hygienic working practices

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

Communicate

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

Behave

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 407 Basic make-up application

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for make up

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to carry out make up

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Prepare

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

Products, tools and equipment

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

Unit 407 Basic make-up application

Learning outcomes and assessment criteria

Range (continued)

Factors

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

Safe and hygienic working practices

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

Communicate

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

Behave

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

Basic skin types

Oily, dry, combination, normal

Basic structure and functions of the skin

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

Bone structure of the face

Mandible, maxillae, zygomatic, frontal

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 408

Themed face painting

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for a themed face painting

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to carry out a themed face painting

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Prepare

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

Factors

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

Unit 408

Themed face painting

Learning outcomes and assessment criteria

Range (continued)

3D Surfaces

Mannequin, client or mask

Safe and hygienic working practices

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

Communicate

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

Behave

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

Products and tools

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

NB – this unit is barred for delivery with unit 504 Provide nail art

Unit 409

Nail art application

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for a nail art techniques

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to carry out nail art techniques

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Products

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

Factors

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

Basic nail art technique

3D designs, striping, colour blending

Unit 409

Nail art application

Learning outcomes and assessment criteria

Range (continued)

Safe and hygienic working practices

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

Communicate

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

Behave

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 410 Providing basic manicure treatment

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for basic manicures

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to provide basic manicure treatments

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Factors that will influence the treatment

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

Products

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

Unit 410 Providing basic manicure treatment

Learning outcomes and assessment criteria

Range (continued)

Equipment

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

Basic manicure treatment

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

Safe and hygienic working practices

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

Communicate

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

Behave

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

Nail shapes

Oval, rounded, square-shaped.

Basic structure of the nail

Nail plate, nail wall, cuticle, free edge.

Contra-actions

Erythema, irritation, swelling

How to respond

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

After treatment: Remove product, apply soothing lotion

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 411 Providing basic pedicure treatment

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for basic pedicures

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to provide basic pedicure treatments

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Factors that will influence the treatment

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

Products

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

Unit 411 Providing basic pedicure treatment

Learning outcomes and assessment criteria

Range (continued)

Equipment

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

Basic pedicure treatment

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

Safe and hygienic working practices

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

Communicate

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

Behave

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

Nail shapes

Oval, rounded, square-shaped

Basic structure of the nail

Nail plate, nail wall, cuticle, free edge

Contra-actions

Erythema, irritation, swelling

How to respond

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

After treatment: Remove product, apply soothing lotion

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 412 Colour hair using temporary colour

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for application of temporary colour

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to apply a temporary colour

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Prepare

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

Unit 412

Colour hair using temporary colour

Learning outcomes and assessment criteria

Range (continued)

Temporary colouring products

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

Purpose and effect

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

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

Lightening products: Lightens all hair

Factors

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

Application

Full head, partial head

Procedure for temporary colouring

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

Safe and hygienic working practices

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

Communicate

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

Behave

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

Unit 412 Colour hair using temporary colour

Learning outcomes and assessment criteria

Range (continued)

Basic structure of the hair

Cuticle, cortex, medulla

Methods and techniques

Scrunching, shoe shining, stencilling, combing

Remove colouring products

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

Level: SCQF 4

Credit value: 3

Unit aims

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

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 413 Create a hair and beauty image

Learning outcomes and assessment criteria

Outcome 1 Be able to plan an image

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to create an image

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Sources of information

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

Plan for creating an image

Design plan, storyboard/mood board

How to develop a plan for creating a range

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

Unit 413 Create a hair and beauty image

Learning outcomes and assessment criteria

Range (continued)

Presenting a created image

Part of show, competition, presentation, photographic shoot.

Safety considerations

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

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 414 Follow health and safety in the salon

Learning outcomes and assessment criteria

Outcome 1 Be able to maintain health and safety practices

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to follow emergency procedures

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Safe and hygienic working practices

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

Health and Safety at Work Act

Manual handling, COSHH, PPE, Electricity at work act

Hazard

Something that may cause risk of an accident

Risk

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

Unit 414

Follow health and safety in the salon

Learning outcomes and assessment criteria

Range (continued)

Employers' responsibilities

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

Accidents and emergencies

Accidents: slips, trips and falls

Emergencies: fire, bomb alert, flood, casualty

Level: SCQF 4

Credit value: 3

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 415 Salon reception duties

Learning outcomes and assessment criteria

Outcome 1 Be able to carry out salon reception duties

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Outcome 2 Be able to record salon appointments

Practical Skills

The learner can:

1. record salon appointments for a variety of services

Underpinning knowledge

The learner can:

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

Range

Positive image

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

Communicate

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

Unit 415

Salon reception duties

Learning outcomes and assessment criteria

Range (continued)

Behave

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

Typical salon reception duties

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

Features

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

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

Payment

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

Information required

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

Factors to consider

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

Unit 416

Working with others in the hair and beauty sector

Level: SCQF 4

Credit value: 2

Unit aims

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Safe and hygienic working practices

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

Ways of communicating

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

How to adapt communication

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

Benefits of effective team working

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

Negative attitude and behaviour

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

When to refer problems

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

Level: SCQF 5

Credit value: 5

Unit aims

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

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

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 501

The art of dressing hair

Outcome 1

Be able to prepare for dressing hair

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Factors

Hair: wet, dry, curly, straight.

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

Styling techniques

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

Physical effects

Appearance of the hair, structural changes

Hair structure

Cuticle, cortex, medulla

Incorrect use of heat

Temperature, direction of air flow, frequency of use

Unit 501

The art of dressing hair

Outcome 2

Be able to provide a dressing hair service

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Styling products

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

Tools, equipment and accessories

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

Working methods

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

Styling techniques

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

Finishing products

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

Aftercare advice

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

Safe and hygienic working practices

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

Communicate

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

Long hair looks

Scalp plait, vertical roll, twists.

Purpose of backcombing and back brushing

Styling: duration, shape, securing.

Behavioural expectations

Working cooperatively with others, following salon requirements.

Level: SCQF 5

Credit value: 5

Unit aims

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

Learning outcomes

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

1. Provide photographic make-up

Guided learning hours

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

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 502

The art of photographic make-up

Outcome 1

Provide photographic make-up

Practical Skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Products

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

Tools and equipment

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

Unit 502

The art of photographic make-up

Outcome 1

Provide photographic make-up

Factors

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

Communicate

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

Aftercare advice

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

Safe and hygienic working practices

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

Purpose of a mood board

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

Effectively presenting

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

Structure and functions of the skin

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

Facial bones

frontal, zygomatic, mandible and maxillae

Behavioural expectations

Working cooperatively with others, following salon requirements.

Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self evaluation

Level: SCQF 5

Credit value: 7

Unit aims

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

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

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment

Unit 503

The art of colouring hair

Outcome 1

Be able to prepare for colouring hair

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Consultation techniques

Open and closed questions, use of visual aids

Factors

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

Safety considerations

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

Colouring products

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

Colouring techniques

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

Necessary tests

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

Hair structure

Cuticle, cortex, medulla

Uses of hydrogen peroxide

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

Unit 503

The art of colouring hair

Outcome 2

Be able to provide a colouring service

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Communicate

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

Application method

Full head, re-growth

Tools and equipment

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

Aftercare advice

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

Safe and hygienic working practices

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

Level: SCQF 5

Credit value: 3

Unit aim

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

Learning outcomes

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

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

Guided learning hours

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

Assessment

This unit will be assessed by:

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

NB – this unit is barred for delivery with unit 409 Nail art application

Unit 504

Provide nail art

Outcome 1

Be able to prepare for nail art service

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice

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

Use of: visual aids, client records

Products, tools and equipment

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

Tools: brushes, jewellery tool

Equipment: table, hand support, light, training hand

Nail conditions

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

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

Environmental conditions

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

Contra-indications

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

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

Unit 504

Provide nail art

Outcome 2

Be able to provide nail art service

Practical skills

The learner can:

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

Underpinning knowledge

The learner can:

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

Range

Communicate and behave

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

Behave: Working cooperatively with others, following salon requirements

Health and safety working practice

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

Products, tools, equipment and techniques

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

Tools: brushes, jewellery tool

Equipment: table, hand support, light, training hand

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

Aftercare advice

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

Contra-actions

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

Appendix 1 Sources of general information

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

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

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

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

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

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

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

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

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

E: centresupport@cityandguilds.com

Single subject qualifications

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

E: singlesubjects@cityandguilds.com

International awards

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

E: intops@cityandguilds.com

Walled Garden

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

E: walledgarden@cityandguilds.com

Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

E: business@cityandguilds.com

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