

# **Pearson BTEC Entry Level Award/Certificate in Introduction to Hair and Beauty (Entry 3)**

# **Pearson BTEC Level 1 Award/Certificate/Diploma in Introduction to Hair and Beauty**

## **Specification**

BTEC Specialist qualifications

First teaching September 2010

Issue 4

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel BTEC Entry Level Award/Certificate in Introduction to Hair and Beauty (Entry 3)  
(QCF)

Edexcel BTEC Level 1 Award/Certificate/Diploma in Introduction to Hair and Beauty (QCF)

The QNs remain the same.

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# Summary of Pearson BTEC Entry Level Award/Certificate in Introduction to Hair and Beauty (Entry 3)/BTEC Level 1 Award/Certificate/Diploma in Introduction to Hair and Beauty specification Issue 4 changes

<b>Summary of changes made between previous Issue 3 and this current Issue 4</b>	<b>Page/section number</b>
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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## Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level Award in Introduction to Hair and Beauty (Entry 3)
Qualification Number (QN)	500/6609/2
Date registrations can be made	1 <sup>st</sup> September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	70
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Pearson BTEC Entry Level Certificate in Introduction to Hair and Beauty (Entry 3)
Qualification Number (QN)	500/6608/0
Date registrations can be made	1 <sup>st</sup> September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	130
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

<b>Qualification title</b>	<b>Pearson BTEC Level 1 Award in Introduction to Hair and Beauty</b>
Qualification Number (QN)	500/6700/X
Date registrations can be made	1 <sup>st</sup> September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	9
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	90
Guided learning hours	80
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

<b>Qualification title</b>	<b>Pearson BTEC Level 1 Certificate in Introduction to Hair and Beauty</b>
Qualification Number (QN)	500/6734/5
Date registrations can be made	1 <sup>st</sup> September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	15
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	150
Guided learning hours	140
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

<b>Qualification title</b>	<b>Pearson BTEC Level 1 Diploma in Introduction to Hair and Beauty</b>
Qualification Number (QN)	500/8770/8
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	320
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

## Qualification title and Qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualifications

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The Pearson BTEC Entry Level Award/Certificate (Entry 3) and Level 1 Award/Certificate/Diploma in Introduction to Hair and Beauty have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- progress to employment in the health and social care sector
- progress to related general and/or vocational qualifications.
- develop their own personal growth and engagement in learning.

The 7-credit Pearson BTEC Entry Level Award (Entry 3) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

The 13-credit Pearson BTEC Entry Level Certificate (Entry 3) extends the focus from the Pearson BTEC Entry Level Award (Entry 3) and covers the knowledge and practical skills required for a particular vocational sector.

The 9-credit Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

The 15-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus from the Pearson BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

## **Progression opportunities through Pearson qualifications**

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The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

## **Industry support and recognition**

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These qualifications are supported by Habia, the Sector Skills Council (SSC) for the Hair and Beauty sector.

## **Relationship with National Occupational Standards**

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These qualifications relate to the National Occupational Standards in Beauty Therapy and Hairdressing. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

## 3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

### General resource requirements

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- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

### Specific resource requirements

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As well as the general requirements above, there are specific resource requirements that centres must meet:

#### Unit

Unit 1: Introduction to the Hair and Beauty Sector

#### Resources required

Learners will need access to a library with current textbooks, trade publications and reference material on job roles, career opportunities and the types of salons, services and treatments offered in the hair and beauty sector. Internet access will give learners the opportunity to develop skills in an e-learning environment; but this will need careful management by the tutor. Visits to local salons, or guest speakers invited in to give presentations on careers would be beneficial.

Unit 2: Presenting a Professional Image in a Salon

Learners will need access to a salon environment and a uniform that meets the acceptable standard. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference materials on professional basics in hairdressing and beauty therapy, including personal considerations, personal appearance,

## Unit

## Resources required

personal hygiene and professional conduct. Internet access will give learners the opportunity to develop skills in an e-learning environment. Access to a camcorder, video camera or camera would provide opportunities to collate evidence of presenting a professional image. This will need careful management by the teacher.

### Unit 3: Skin Care

Learners will need access to a salon environment with couches, trolleys, magnifying lamps and suitable products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on skin-care treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor. Learners are required to perform skin care treatments on a range of different skin types. Working on each other would be ideal for the assessment of this unit.

### Unit 4: Hand Care

Learners need access to a salon environment with manicure tables and trolleys. Resources should include access to the tools and consumables necessary to demonstrate the specified skills. Assessment should be conducted in an environment appropriate for demonstrating hand care treatments. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on hand care treatments, and internet access.

## Unit

## Resources required

Unit 5: Shampoo and Conditioning

Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor. Demonstrations of shampoo and conditioning massage movements will be essential.

Unit 6: Hair Plaiting

Learners will need access to different types of hair magazines (for example wedding hair, celebrity hair, Afro Caribbean hair). Internet access will give learners the opportunity to develop skills in an e-learning environment; this will require careful management by the tutor. Demonstrations, by a suitably qualified demonstrator, of different types of plaiting techniques are required.

Unit 7: Create an Image Using Colour for the Hair and Beauty Sector

Learners will need access to an environment with desks and chairs – a salon environment can be used but is not necessary. Suitable products, tools, materials and equipment that meet an acceptable standard should be available for training purposes.

Tasks must be undertaken in a safe place of work with adequate space, heating, lighting, ventilation and access to both washing and first aid facilities.

Learners will require access to a library with current textbooks, trade publications and reference material on how colour is used in the hair and beauty industries. Internet access will give learners the opportunity to develop skills in an e-learning environment, but access will need careful management by the tutor.

Unit 8: Introduction to the Hair and Beauty Sector

Learners will need access to a library with current textbooks, trade publications and reference material on job roles, career opportunities and types of salons, services and treatments offered in the hair and beauty sector. Internet access will give learners the opportunity to develop skills in an e-learning environment; this will need careful management by the tutor. Visits to local salons, or guest speakers invited in to give career talk presentations, would be beneficial.

## **Unit**

## **Resources required**

Unit 9: Presenting a Professional Image in a Salon

Learners will need access to a salon environment and have a uniform that meets an acceptable salon policy standard. Tasks must be undertaken in a safe place of work with adequate heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference materials on professional basics in hairdressing and beauty therapy, including personal considerations, personal appearance, personal hygiene and professional conduct. Internet access will give learners the opportunity to develop skills in an e-learning environment. Access to a TV, DVDs, camcorder, video camera or camera would provide opportunities to collate evidence to present and promote a professional image. This will need careful management by the tutor.

Unit 10: Basic Make-up Application

Learners will need access to a salon environment with couches, trolleys, magnifying lamps, mirrors and suitable products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on make-up treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor. Learners are required to perform make-up treatments on a range of different skin types. Working on each other or friends and family would be ideal for the assessment for the unit.

Unit 11: Nail Art Application

The learners will need access to a suitable environment with desks and preferably nail stations, at least one between two learners, suitable products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting,

## Unit

## Resources required

ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on nail-art treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

Learners are required to perform nail-art treatments using a range of different techniques and designs. Learners can complete their assessments on family, friends or clients and this should be encouraged for learners to complete the unit.

### Unit 12: Themed Face Painting

Learners will need access to an environment with desks and chairs, a salon environment can be used but is not necessary. Suitable products, tools, materials and equipment, that meet an acceptable standard, should be available for training. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on face-painting treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

Learners are required to perform face-painting treatments using a range of designs. Working on each other or friends and family would be ideal for assessment of this unit.

### Unit 13: Styling Women's Hair

Learners will need access to different types of hair magazines, for example, wedding hair, celebrity hair, Afro Caribbean hair. Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor. Demonstrations by a suitably qualified demonstrator of different types of styling techniques using the different types of equipment would be required.

## Unit

## Resources required

Unit 14: Styling Men's Hair

Learners will need access to different types of hair magazines, for example celebrity hair, Afro Caribbean hair. Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor. Demonstrations by a suitably qualified demonstrator of different types of styling techniques would be required.

Unit 15: Plaiting and Twisting Hair

Learners will need access to different types of hair magazines, for example wedding hair, celebrity hair and Afro Caribbean hair. Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor. Demonstrations by a suitably qualified demonstrator of different types of styling techniques would be required.

Unit 16: The Art of Photographic Make-up

The learners will need access to a salon environment or make-up studio with high chairs, lamps, mirrors and suitable lighting. It must also include products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting, ventilation and access to both washing and first aid facilities. Learners will require access to a library with current textbooks, trade publications and reference material on photographic make-up. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

Unit 17: The Art of Dressing Hair

Learners will need access to different types of hair magazines, for example wedding hair, celebrity hair and Afro Caribbean hair. Internet access will give learners the opportunity to develop skills in an e-learning environment. This will require careful management by the tutor. Tools, styling products and equipment will be necessary for the learners to carry out their practical tasks. Demonstrations by a suitably qualified demonstrator of different types of hair styling techniques would be required.

## 4 Qualification structures

### Pearson BTEC Entry Level Award in Introduction to Hair and Beauty (Entry 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	7
Number of mandatory credits that must be achieved	4
Number of optional credits that must be achieved	3

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	A/502/3800	Introduction to the Hair and Beauty Sector	Entry 3	2	20
2	F/502/3801	Presenting a Professional Image in a Salon	Entry 3	2	20
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
3	Y/502/3464	Skin Care	Entry 3	3	30
4	K/502/3467	Hand Care	Entry 3	3	30
5	L/502/3753	Shampoo and Conditioning	Entry 3	3	30
6	R/502/3804	Hair Plaiting*	Entry 3	3	30
7	T/502/3469	Create an Image Using Colour for the Hair and Beauty Sector	Entry 3	3	30
10	J/502/3797	Basic Make-up Application	Level 1	3	30
11	K/502/3470	Nail Art Application	Level 1	3	30
12	L/502/3803	Themed Face Painting	Level 1	3	30
13	F/502/3796	Styling Women's Hair	Level 1	3	30
14	A/502/3795	Styling Men's Hair	Level 1	3	30
15	Y/502/3805	Plaiting and Twisting Hair*	Level 1	3	30

\* Learners may take either *Unit 6: Hair Plaiting* or *Unit 15: Plaiting and Twisting Hair*. They may not take both units.

## Pearson BTEC Entry Level Certificate in Introduction to Hair and Beauty (Entry 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	13
Number of mandatory credits that must be achieved	4
Number of optional credits that must be achieved	9

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	A/502/3800	Introduction to the Hair and Beauty Sector	Entry 3	2	20
2	F/502/3801	Presenting a Professional Image in a Salon	Entry 3	2	20
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
3	Y/502/3464	Skin Care	Entry 3	3	30
4	K/502/3467	Hand Care	Entry 3	3	30
5	L/502/3753	Shampoo and Conditioning	Entry 3	3	30
6	R/502/3804	Hair Plaiting*	Entry 3	3	30
7	T/502/3469	Create an Image Using Colour for the Hair and Beauty Sector	Entry 3	3	30
10	J/502/3797	Basic Make-up Application	Level 1	3	30
11	K/502/3470	Nail Art Application	Level 1	3	30
12	L/502/3803	Themed Face Painting	Level 1	3	30
13	F/502/3796	Styling Women's Hair	Level 1	3	30
14	A/502/3795	Styling Men's Hair	Level 1	3	30
15	Y/502/3805	Plaiting and Twisting Hair*	Level 1	3	30

\*Learners may take either *Unit 6: Hair Plaiting* or *Unit 15: Plaiting and Twisting Hair*. They may not take both units.

## Pearson BTEC Level 1 Award in Introduction to Hair and Beauty

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
Minimum number of credits that must be achieved at Level 1 or above	6
Number of mandatory credits that must be achieved	6
Number of optional credits that must be achieved	3

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
8	R/502/3981	Introduction to the Hair and Beauty Sector	Level 1	3	25
9	Y/502/3982	Presenting a Professional Image in a Salon	Level 1	3	25
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
3	Y/502/3464	Skin Care	Entry 3	3	30
4	K/502/3467	Hand Care	Entry 3	3	30
5	L/502/3753	Shampoo and Conditioning	Entry 3	3	30
6	R/502/3804	Hair Plaiting*	Entry 3	3	30
7	T/502/3469	Create an Image Using Colour for the Hair and Beauty Sector	Entry 3	3	30
10	J/502/3797	Basic Make-up Application	Level 1	3	30
11	K/502/3470	Nail Art Application	Level 1	3	30
12	L/502/3803	Themed Face Painting	Level 1	3	30
13	F/502/3796	Styling Women's Hair	Level 1	3	30
14	A/502/3795	Styling Men's Hair	Level 1	3	30
15	Y/502/3805	Plaiting and Twisting Hair*	Level 1	3	30
16	L/502/3980	The Art of Photographic Make-up	Level 2	5	30
17	Y/502/3979	The Art of Dressing Hair	Level 2	5	30

\*\* Learners may take either *Unit 6: Hair Plaiting* or *Unit 15: Plaiting and Twisting Hair*. They may not take both units.

## Pearson BTEC Level 1 Certificate in Introduction to Hair and Beauty

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	15
Minimum number of credits that must be achieved at Level 1 or above	9
Number of mandatory credits that must be achieved	6
Number of optional credits that must be achieved	9

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
8	R/502/3981	Introduction to the Hair and Beauty Sector	Level 1	3	25
9	Y/502/3982	Presenting a Professional Image in a Salon	Level 1	3	25
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
3	Y/502/3464	Skin Care	Entry 3	3	30
4	K/502/3467	Hand Care	Entry 3	3	30
5	L/502/3753	Shampoo and Conditioning	Entry 3	3	30
6	R/502/3804	Hair Plaiting*	Entry 3	3	30
7	T/502/3469	Create an Image Using Colour for the Hair and Beauty Sector	Entry 3	3	30
10	J/502/3797	Basic Make-up Application	Level 1	3	30
11	K/502/3470	Nail Art Application	Level 1	3	30
12	L/502/3803	Themed Face Painting	Level 1	3	30
13	F/502/3796	Styling Women's Hair	Level 1	3	30
14	A/502/3795	Styling Men's Hair	Level 1	3	30
15	Y/502/3805	Plaiting and Twisting Hair*	Level 1	3	30
16	L/502/3980	The Art of Photographic Make-up	Level 2	5	30
17	Y/502/3979	The Art of Dressing Hair	Level 2	5	30

\*\* Learners may take either *Unit 6: Hair Plaiting* or *Unit 15: Plaiting and Twisting Hair*. They may not take both units.

## Pearson BTEC Level 1 Diploma in Introduction to Hair and Beauty

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at Level 1 or above	19
Number of mandatory credits that must be achieved	6
Number of optional credits that must be achieved	31

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
8	R/502/3981	Introduction to the Hair and Beauty Sector	Level 1	3	25
9	Y/502/3982	Presenting a Professional Image in a Salon	Level 1	3	25
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
3	Y/502/3464	Skin Care	Entry 3	3	30
4	K/502/3467	Hand Care	Entry 3	3	30
5	L/502/3753	Shampoo and Conditioning	Entry 3	3	30
6	R/502/3804	Hair Plaiting*	Entry 3	3	30
7	T/502/3469	Create an Image Using Colour for the Hair and Beauty Sector	Entry 3	3	30
10	J/502/3797	Basic Make-up Application	Level 1	3	30
11	K/502/3470	Nail Art Application	Level 1	3	30
12	L/502/3803	Themed Face Painting	Level 1	3	30
13	F/502/3796	Styling Women's Hair	Level 1	3	30
14	A/502/3795	Styling Men's Hair	Level 1	3	30
15	Y/502/3805	Plaiting and Twisting Hair*	Level 1	3	30
16	L/502/3980	The Art of Photographic Make-up	Level 2	5	30
17	Y/502/3979	The Art of Dressing Hair	Level 2	5	30

\*\* Learners may take either *Unit 6: Hair Plaiting* or *Unit 15: Plaiting and Twisting Hair*. They may not take both units.

## 5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment methods
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a *Pearson Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

### Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Introduction to the Hair and Beauty Sector**

**Unit reference number:** A/502/3800

**Level:** Entry 3

**Credit value:** 2

**Guided learning hours:** 20

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## **Unit aim**

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

## **Unit introduction**

The aim of this unit is to give learners an insight into the main job roles within the hairdressing and beauty therapy sector and the types of career opportunities available.

According to a work-related survey, hairdressers and beauty therapists are the happiest people in the workplace, possibly because of the variety of positions available in each area, from junior to management, from therapist to specialist. Equally, services and treatments can be carried out in a number of different places, including homes, salons and cruise ships. Often learners will express an interest in either hairdressing or beauty therapy. This unit is designed to explore both working environments so learners can make an informed decision on whether to train further in one or both areas. The knowledge gained in this unit will give learners a foundation within their chosen field they can build on. This unit introduces learners to the types of jobs available, and the different types of places hairdressers and beauty therapists work in. Learners will explore aspects of the services and treatments offered within the industry.

Learners will have the opportunity to identify the main workplaces, including salons, spas, gymnasiums, department stores, mobile hairdressers, mobile therapists, cruise ships and holiday complexes. Learners will also develop an awareness of the wide variety of services and treatments offered within each establishment, giving them with the necessary skills to make appropriate decisions.

Finally, this unit gives learners an opportunity to develop a sound knowledge and understanding of what life is like within the hair and beauty sector.

## **Essential resources**

Learners will need access to a library with current textbooks, trade publications and reference material on job roles, career opportunities and the types of salons, services and treatments offered in the hair and beauty sector. Internet access will give learners the opportunity to develop skills in an e-learning environment; but this will need careful management by the tutor. Visits to local salons, or guest speakers invited in to give presentations on careers would be beneficial.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the career opportunities within the hair and beauty sector	1.1	state job roles in the hair and beauty sector	<ul style="list-style-type: none"> <li>□ <i>Job roles in hairdressing</i>: receptionist; hairdresser; barber; colour technician; retail sales representative</li> <li>□ <i>Job roles in beauty therapy</i>: receptionist; beautician; beauty consultant; beauty therapist; masseur; nail technician; retail sales representative</li> </ul>
		1.2	state the main career opportunities available in the hair and beauty sector	<ul style="list-style-type: none"> <li>□ <i>Career opportunities in hairdressing</i>: career pathways eg trainee, salon receptionist, junior stylist, senior stylist, colour technician, salon owner, salon manager, mobile hairdresser, retail sales representative; opportunities eg hairdresser in ladies salons, unisex salon, barber shop, salon on cruise ship or in hotel</li> <li>□ <i>Career opportunities in the beauty therapy</i>: career pathways eg assistant therapist, junior therapist, junior nail technician, make-up consultant, nail consultant, make-up artist, senior therapist, mobile therapist, retail sales representative; opportunities eg beauty salon, health spa, nail bar, tanning shop, resort spa on cruise ship or in hotel</li> </ul>
2	Know the main hairdressing services and beauty treatments	2.1	identify different types of salon	□ <i>Types of salon</i> : hairdressing salon; barber shop; beauty salon; nail bar; tanning shop health spa; day spa; resort spa; clinic
		2.2	list the main hairdressing services offered by salons	□ <i>Hairdressing services</i> : shampooing; conditioning; cutting; styling; blow drying; colouring; perming
		2.3	list the main beauty treatments offered by salons.	□ <i>Main beauty treatments</i> : manicures; pedicures; eye treatments; make-up application; hair removal treatments (waxing, sugaring) manual facial; body treatments

## Information for tutors

### Delivery

Successful delivery of this unit requires that learners have opportunities for learners to research and investigate selected job roles and types of organisations in the hair and beauty sector, exploring aspects of career choices and working environments. Learners will need advice and guidance from tutors with suitable expertise in order to draw on their own experiences. Delivery can be through tutor-led discussions, visiting guest speakers and visits to different salons.

Tutors should discuss job roles, career pathways, types of salons, and the services and treatments available. Access to the internet and trade journals would be useful for learners to research different job roles and career structures. Guest speakers could talk to learners about the structures of both small and large businesses to help them develop their knowledge and understanding of the sector. Group work and discussion should be encouraged to present and discuss findings.

Tutors should explore links with local businesses when selecting organisations to investigate. Tutors should inform the organisations of the aims and structure of the unit, and the type of information required to meet the learning outcomes.

Learners need to be aware of the different types of salons, services and treatments offered. Learners should investigate a variety of salons then focus on one type, for promotional purposes, demonstrating an understanding of the types of businesses, services and treatments that could be available within that establishment.

Learners should be encouraged to reflect on their own experiences in salons, and to visit salons in order to collect lists of treatments and prices.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on different job roles.

Classroom activity – learners research job roles within the hair and beauty sector through internet searches and in trade press.

Learners investigate career opportunities.

Visit from guest speaker to talk about career opportunities, or visit to a salon.

Practical exercises – learners carry out a survey/questionnaire on careers, collating results on graph/chart.

Completion of task sheets to show salon's organisational structure.

Assessment – learners to display findings on job roles and main career opportunities in the hair and beauty sector as a PowerPoint presentation or poster. (Learning outcome 1)

Tutor-led discussion or guest speaker exploring different types of salon.

Learner exercises – produce mind map or booklet to show differences between types of salon.

Activity – learners create a flyer/leaflet for a salon.

Tutor-led discussion and/or group discussion on own experiences of hairdressing services.

Learners visit local hairdressing salons to collect treatment/price lists.

Learners produce own treatment/price list for a hairdressing salon.

Topic and suggested assignments/activities
<p>Tutor-led discussion and/or discussion of own experiences of beauty treatments.</p> <p>Learners visit local beauty salons to collect treatment/price lists.</p> <p>Learners produce own treatment/price list for a beauty salon.</p> <p>Assessment – learners to display information on different types of salon, and the main hairdressing services and beauty treatments offered by salons, in the form of a completed worksheet, booklet or advertisement poster. (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

The unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment criteria should be evidenced through contextualised vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assignment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assignment would therefore comprise 1.1, 1.2, 2.1, 2.2 and 2.3.

For 1.1, learners must state two job roles in the hairdressing sector and two job roles within the beauty therapy sector. This will be evidenced by learners presenting the findings on job roles of their research, for example as a PowerPoint presentation or wall poster or through a question and answer session with the tutor.

For 1.2, learners must state one career opportunity in the hairdressing sector and one in the beauty therapy sector. This will be evidenced by learners carrying out research and finding out about career pathways. Learners can carry out a survey on the different career pathways including job roles and progression opportunities. This information can be collated in the form of a graph or chart.

For 2.1, learners must complete an assignment task to identify at least three different types of salon. Evidence for this criterion can be information presented by the learners such as a task sheet or booklet showing the different types of salon or flyers/leaflets advertising the different salons. Alternatively, the criterion may be evidenced through discussion or question and answer sessions with the tutor, with an observation record or witness statement signed by the tutor.

For 2.2 and 2.3, learners must identify the types of hairdressing services and the types of beauty treatments offered in two of the salons investigated in 2.1. Learners must create and produce a list of services offered for a hairdressing salon and a beauty salon with a minimum of five services/treatments for each. This could be an advertisement or poster to promote the hair and beauty salon they chose in 2.1.

Witness statements and observation reports should be retained for verification purposes.

## Suggested resources

### Books

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Cressy S - *Business Management for Hairdressers and Therapists* (Heinemann, 2003) ISBN 0435456415

Cressy S - *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

### Journals

*Guild of Professional Beauty Therapist Magazine*

*Health and Beauty Salon Magazine*

*Top Santé*

### Websites

[www.babtac.com](http://www.babtac.com)

The British Association of Beauty Therapy and Cosmetology

[www.beautyguild.com](http://www.beautyguild.com)

Beauty Guild

[www.fhbf.org.uk](http://www.fhbf.org.uk)

Freelance Hair and Beauty Federation

[www.habia.org.uk](http://www.habia.org.uk)

Habia, the Sector Skills Council for the Hair and Beauty Therapy Sector

[www.hairandbeautyjobs.com](http://www.hairandbeautyjobs.com)

Hair and beauty jobs

[www.hairrecruitment.com](http://www.hairrecruitment.com)

Hair recruitment

[www.media-courses.com](http://www.media-courses.com)

London Academy of Media, Film and TV

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional beauty

## **Unit 2: Presenting a Professional Image in a Salon**

**Unit reference number: F/502/3801**

**Level: Entry 3**

**Credit value: 2**

**Guided learning hours: 20**

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### **Unit aim**

This unit should enable learners to:

- present a professional image in a salon environment
- communicate and behave professionally in a salon environment.

### **Unit introduction**

The aim of this unit is to highlight the importance of presenting a professional image and communicating and behaving appropriately in a salon environment.

The term 'first impressions count' speaks volumes when presenting a professional image. To be successful in the industry learners must take pride in their personal appearance and hygiene procedures. Learners should remember that they are a walking advertisement for the organisation they work in.

This unit shows learners that the world of hairdressing and beauty therapy can be intimate and discretion is paramount. A professional image, good communication skills and appropriate behaviour, from the very beginning of a learner's development, will form the basis of a set of excellent working practices that should not be compromised under any circumstances. Learners need to be disciplined and demonstrate maturity in the working environment.

### **Essential resources**

Learners will need access to a salon environment and a uniform that meets the acceptable standard. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference materials on professional basics in hairdressing and beauty therapy, including personal considerations, personal appearance, personal hygiene and professional conduct. Internet access will give learners the opportunity to develop skills in an e-learning environment. Access to a camcorder, video camera or camera would provide opportunities to collate evidence of presenting a professional image. This will need careful management by the teacher.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to present a professional image in a salon environment	1.1	present a professional image in a salon environment	<ul style="list-style-type: none"> <li>□ <i>Professional image</i>: personal appearance, eg uniform, hair, jewellery, nails, shoes, make-up</li> </ul>
		1.2	state the personal hygiene required for working in a salon	<ul style="list-style-type: none"> <li>□ <i>Personal hygiene</i>: shower/bathe daily; use of deodorants; clean uniform; wash hands after coughing/sneezing/blowing nose; oral hygiene, eg clean teeth after eating strong smelling foods, strong drinks, smoking; tie back or cover long hair</li> </ul>
2	Be able to communicate and behave in a salon environment	2.1	state how to communicate and behave in a salon environment	<ul style="list-style-type: none"> <li>□ <i>How to communicate</i>: spoken communication eg conversation, friendly, polite, clear, tactful, discreet, tone of voice; meeting and greeting clients; liaising with colleagues; body language, eg eye contact, open and closed body language, posture</li> </ul>
		2.2	communicate and behave professionally in a salon environment	<ul style="list-style-type: none"> <li>□ <i>Behaviour</i>: responding to instruction or requests; following instructions; being engaged; showing interest; responsibility; enthusiasm; cooperation</li> </ul>

## Information for tutors

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### Delivery

This unit is intended to give learners knowledge and understanding of the importance of presenting a professional salon image. Learners must have considerable opportunity to develop their professional skills. This should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery and demonstrations of the correct procedures in place to ensure appropriate personal appearance, personal hygiene and professional conduct. The unit can be delivered through tutor-led discussions and demonstrations. The use of DVDs may also be useful in demonstrating how to present a professional image. Learners can also carry out role-play exercises to practise appropriate communication and behaviour.

Learners and tutors are encouraged to view the unit as an introduction, in that it provides an opportunity for learners to experience the necessary discipline to meet and maintain a professional standard. Learners will need to discuss and present a professional image with a responsible and competent person and respond positively to any constructive feedback. Learners should behave appropriately according to the tasks in hand.

Learners can work together to cover the required range of considerations and factors.

Health and safety is, of course, paramount at all times. The risks associated with presenting a professional image are generally low, but learners must be instructed carefully on personal hygiene and should be supervised closely when working. Learners must be familiar with risk assessments.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on presenting a professional image.</p> <p>DVD on differences between a professional and unprofessional image.</p> <p>Learners demonstrate knowledge of presenting a professional image, for example learners label diagrams, create a wall poster or video clip.</p> <p>Tutor-led discussion and group discussion on the importance of personal hygiene.</p> <p>Learners identify on task sheets all factors considered as areas of personal hygiene.</p> <p>Assessment – learners to be observed presenting a professional image according to tutor guidance. Learners to create tick list to illustrate good and poor personal hygiene habits. (Learning outcome 1)</p>
<p>A tutor-led discussion on the importance of communicating and behaving in a cooperative and responsible manner.</p> <p>Learners explore methods of communication, and identify on task sheets or spider diagrams communication methods appropriate in a salon environment.</p> <p>Role-play activities – learners practise communicating and behaving in a cooperative and responsible manner in a salon environment.</p> <p>Encouragement from tutors to reinforce communication and behaviour skills and professional conduct.</p> <p>Question and answer sessions to monitor and promote enthusiasm for learning. Reward scheme for learners who demonstrate professionalism.</p> <p>Assessment – learners to produce a checklist of how to communicate and behave in a salon. Learners to be observed communicating and behaving professionally when in a salon environment (eg real working or learning environment). (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

The unit is assessed by the centre and will be subject to external verification by Pearson. Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related, practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment would, therefore, comprise 1.1, 1.2, 2.1, and 2.2.

For 1.1, learners must demonstrate how to present a professional image in a salon environment. This will be evidenced by a trained assessor observing learners' appearance and professional conduct procedures.

For 1.2, learners must state the standard of personal hygiene required for working in a salon. This can be evidenced through question and answer tasks where learners must identify acceptable personal hygiene standards, or through completing a tick list showing the required standards.

To achieve 2.1, learners must state how to communicate and behave in a salon environment. This can be evidenced through discussions or question and answer sessions with the tutor, or through a written task such as completion of a worksheet or production of a poster.

For 2.2, learners must demonstrate professional conduct when seeking and listening to guidance and clarification from tutors in a salon situation, and by acting on the guidance and feedback received. They should communicate and behave politely with both tutors and other learners at all times. Witness statements or observation records should be retained as evidence.

## Suggested resources

### Books

Connor J, Godfrey S and Milsom G – *BTEC National Beauty Therapy Sciences* (Heinemann Educational Secondary Division, 2004) ISBN 0435 462431

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2004) ISBN 0435451022

### Journals

*Guild Gazette* (The Guild of Beauty Therapists)

*Health and Beauty Salon Magazine* (Reed Business Information)

*Top Santé* (Bauer Media)

### Websites

<a href="http://www.babtac.com">www.babtac.com</a>	The British Association of Beauty Therapy and Cosmetology
<a href="http://www.beautyguild.com">www.beautyguild.com</a>	Beauty Guild
<a href="http://www.beautytech.com">www.beautytech.com</a>	Beauty Tech
<a href="http://www.habia.org">www.habia.org</a>	Habia, the Sector Skills Council for the Hair and Beauty Sector
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional beauty

## **Unit 3: Skin Care**

**Unit reference number: Y/502/3464**

**Level: Entry 3**

**Credit value: 3**

**Guided learning hours: 30**

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### **Unit aim**

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

### **Unit introduction**

The aim of this unit is to enable learners to prepare and provide basic skin care under supervision.

Skin care is a key element of a good grooming routine. The skills developed in this unit will provide learners with a foundation to build on within the beauty therapy sector. This unit introduces learners to techniques used in skin-care preparation and practical skills used in skin-care procedures. Learners will explore aspects of pre-treatment preparation procedures and select a range of products and materials for a skin-care treatment. Emphasis is on learners being organised before starting the treatment, ensuring they plan well so that everything is within easy reach and the work area/trolley is set up with the necessary tools, equipment and products. Learners should recognise that to stop a treatment to find an item can disrupt the whole experience.

Learners will have the opportunity to identify the main skin types, and to develop the practical skills needed to perform a skin-care treatment to a professional standard under supervision.

This unit gives learners an opportunity to develop professional skills with an emphasis on following safe and hygienic working practices within the salon environment. Although learners will work independently, they will also function as effective team members by contributing to the salon's health, safety and hygiene requirements and by behaving and responding appropriately to guidance from colleagues and tutors.

### **Essential resources**

Learners will need access to a salon environment with couches, trolleys, magnifying lamps and suitable products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on skin-care treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

Learners are required to perform skin care treatments on a range of different skin types. Working on each other would be ideal for the assessment of this unit.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for basic skin-care treatment	1.1	prepare for a skin-care treatment	<ul style="list-style-type: none"> <li>□ <i>Pre-treatment preparation</i>: sterilisation and sanitation methods; preparation of tools and equipment; personal hygiene and appearance; preparation of the work area; preparation of environment eg heating, lighting, ventilation, mood and atmosphere</li> </ul>
		1.2	state the procedure for client preparation	<ul style="list-style-type: none"> <li>□ <i>Client preparation</i>: position on couch; protecting client's modesty, towel/gown area; headband; head/neck support; identifying skin type; contraindications eg skin diseases/disorders, eye infections, bruising, inflammation, redness, recent scar tissue</li> </ul>
		1.3	select products and materials for a basic skin-care treatment	<ul style="list-style-type: none"> <li>□ <i>Product range</i>: cleansers; toners; moisturisers</li> <li>□ <i>Materials</i>: eg cotton wool, tissues, sponges</li> </ul>
2	Be able to provide basic skin-care treatment	2.1	state the main skin types	<ul style="list-style-type: none"> <li>□ <i>Main skin types</i>: normal; oily; dry; combination</li> </ul>
		2.2	carry out a basic skin-care treatment	<ul style="list-style-type: none"> <li>□ <i>Skin-care treatment techniques</i>: skin preparation; cleansing; toning; moisturising</li> </ul>
		2.3	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ <i>Safe, hygienic working practices</i>: sterilisation and sanitation methods; compliance with health and safety instructions; safe use of tools and equipment</li> </ul>
		2.4	communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour</i>: verbal communication; non-verbal communication; listening to instructions; asking questions when unclear; following instructions; cooperating</li> </ul>

## Information for tutors

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### Delivery

It is intended that this unit gives learners their first experience of the practical skills associated with skin-care treatments, together with the knowledge to support these practical skills. Learners must have considerable opportunity to develop their practical skills and this should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery and demonstrations, covering correct procedures in place for using tools, equipment, materials identifying conditions that would prevent the treatment being carried out and techniques involved in carrying out the treatment.

Learners and tutors are encouraged to view the unit as a 'taster', in that it provides an opportunity to experience the basic skills to perform a manual facial treatment or prepare a client for applying a basic make-up treatment. Learning outcome 1 can be delivered through tutor-led discussions and demonstrations of preparing the environment and self for a skin-care treatment and selecting products. Learners can then prepare themselves to carry out a skin-care treatment, and demonstrate preparing and positioning the client for treatment. Learners will need to discuss the materials, tools, equipment, techniques to be used, and the relevant contra-indications with a responsible and competent person, and respond positively to any constructive feedback. Learners should then select the appropriate tools, equipment and materials for the task, and use these to perform the specified tasks.

Tutors can lead discussions on the different skin types for learning outcome 2. Learners can also carry out practical activities to identify each others' skin types, for example through the use of a magnifying glass. Learners can practise their communication skills through questioning each other about their skin types and recording this.

Tutors should demonstrate a basic skin-care treatment, including an eye cleanse, lip cleanse, superficial cleanse, basic skin analysis, deep cleanse, tone and moisturise routine. Learners can then practise these skills, monitored by the tutor who should provide guidance, advice, correction and praise as appropriate. Written procedures and illustrations will support learning. Learners can work on each other (a minimum of four different group members) in order to cover the required range of skin types.

Tutors should demonstrate how to sterilise and sanitise tools, materials and equipment. Learners should be aware of the differences between sterilisation and sanitation and could complete a chart showing these. Question and answer games, multiple-choice questions, true or false and memory games could be used to reinforce the use of safe working practices.

Learners should recognise the importance of maintaining equipment used for skin-care treatments and of correctly storing products. Learners should recognise how a work area should be left; this can be demonstrated by the tutor following treatment.

Health and safety is paramount at all times in order to avoid the risk of cross infection in the salon. The risks associated with skin-care treatments are generally low, but learners must be instructed carefully in the use of tools and products and about personal hygiene, and should be supervised while working with such equipment. Tutors must produce risk assessments for the use of salon tools, materials, equipment and products. Learners must be familiar with these risk assessments and should be supervised closely when working.

Tutors can discuss with learners communicating and behaving in a professional manner. Tutors should encourage learners to 'tidy as you go' in practical sessions. A reward scheme to recognise learners who demonstrate professionalism could be introduced as a motivation.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of programme of learning.</p> <p>Tutor-led discussion and demonstration of setting up tools, materials and equipment for a basic skin-care treatment.</p> <p>Practical task – learners demonstrate how to prepare themselves and the client for a treatment.</p> <p>Tutor-led session on selecting products for a skin-care routine.</p> <p>Learners complete task sheets identifying different types of cleansers, toners and moisturisers.</p> <p>Assessment – learners to be observed preparing self, work area and client for a skin-care treatment, including selecting products. Learner to respond to questions on the procedure for preparing clients. (Learning outcome 1)</p>
<p>Tutor-led delivery on different skin types.</p> <p>Practical task – learners to identify each others' skin types through using magnifying lamps, questioning techniques.</p> <p>Learners complete skin-analysis sheets.</p> <p>Tutors to demonstrate basic skin-care treatment.</p> <p>Practical task – learners practise demonstrated skills.</p> <p>Tutor-led discussion and demonstration of sterilising and sanitising tools, material and equipment and maintaining equipment and storing products.</p> <p>Tutor-led activity task sheets with a table to identify and describe relevant contraindications/conditions which prevent treatment being carried out.</p> <p>Learner exercises to reinforce safe working practices, eg question and answer sessions.</p> <p>Tutor demonstration of how the work area should be left.</p> <p>Discussion of the importance of behaving in a cooperative and responsible manner (these skills should also be practised throughout).</p> <p>Assessment – learner to carry out a basic skin-care treatment following safe and hygienic working practices and communicating and behaving in a professional manner. Learner to respond to questions on the basic skin types. (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised vocationally-related, practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment would, therefore, comprise 1.1, 1.2, 2.1, 2.2, 2.3 and 2.4.

For 1.1, learners must demonstrate how to prepare to deliver a skin-care treatment including preparing self, identifying contraindications and preparing the work area for a skin-care treatment. This will be evidenced by a trained assessor observing pre-treatment preparation procedures.

To achieve 1.2, learners must state how to prepare clients for a skin-care treatment including identifying the client's skin type, checking for contraindications, client gowning and positioning. This can be evidenced through a discussion or question and answer session with the tutor.

For 1.3, learners must select the correct products to be used during the skin-care treatment. This will be evidenced by learners carrying out an accurate, basic skin analysis on a model.

For 2.1, learners must state the main skin types. This can be evidenced through question and answer sessions, or learners could carry out a written exercise recording skin types on record sheets.

For 2.2, 2.3 and 2.4, learners must demonstrate, responsibly, a basic skin-care treatment by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance and feedback received. They should communicate and behave politely with tutors and other learners at all times. They should 'tidy as they go' and follow correct health and safety procedures when performing their tasks.

Witness statements and observation records must be retained for verification purposes.

## Suggested resources

### Books

Bennett R – *The Science of Beauty Therapy, Third Edition* (Hodder & Stoughton, 2004) ISBN 0340814667

Connor J, Godfrey S and Milsom G – *BTEC National Beauty Therapy Sciences* (Heinemann Educational Secondary Division, 2004) ISBN 0435 462431

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2004) ISBN 0435451022

### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*Health and Beauty Salon Magazine* (Reed Business Publishing)

*Top Santé* (Bauer Media)

### Websites

[www.beautyguild.com](http://www.beautyguild.com)

Beauty Guild

[www.beautytech.com](http://www.beautytech.com)

Beauty Tech

[www.habia.org](http://www.habia.org)

Habia, the Sector Skills Council for the Hair and Beauty Sector

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional beauty

[www.skincare.com](http://www.skincare.com)

The Skin Site

## **Unit 4: Hand Care**

**Unit reference number: K/502/3467**

**Level: Entry 3**

**Credit value: 3**

**Guided learning hours: 30**

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### **Unit aim**

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

### **Unit introduction**

This unit introduces learners to basic hand-care treatments. The skills developed in this unit will provide learners with a foundation to build on within the beauty therapy sector. Learners will be able to develop the skills required to select appropriate tools and products and carry out basic hand-care treatments under supervision. This will include the knowledge and understanding needed to recognise nail and skin conditions. Emphasis will be on learners being organised before starting the treatment, ensuring that they plan well so that the work area is set up with all the necessary tools, products and equipment within easy reach.

Learners will have the opportunity to identify the basic nail shapes and nail structure, and the products and tools needed to carry out professional hand-care treatment.

The unit gives learners an opportunity to develop professional skills with an emphasis on following safe and hygienic working practices within the salon environment. Although learners will work independently, they will also function as effective team members by contributing to the salon's health, safety and hygiene requirements and by behaving and responding appropriately to guidance from colleagues and tutors.

### **Essential resources**

Learners need access to a salon environment with manicure tables and trolleys. Resources should include access to the tools and consumables necessary to demonstrate the specified skills. Assessment should be conducted in an environment appropriate for demonstrating hand care treatments. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities.

Learners will also require access to a library with current textbooks, trade publications and reference material on hand care treatments, and internet access.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for a basic hand-care treatment	1.1	prepare for a basic hand-care treatment	<ul style="list-style-type: none"> <li>□ <i>Preparation</i>: preparation of work area; consultation; client care; completing record card; personal hygiene and appearance; removal and care of client's jewellery; checking condition of nails and skin; preparation of tools and equipment</li> <li>□ <i>Restrictive contraindications</i>: swelling, redness, abrasions, cuts, damaged nails</li> <li>□ <i>Preventative contraindications</i>: warts, ringworm, any infection of the cuticle or nail</li> <li>□ <i>Client preparation</i>: sanitising treatment area, removal of existing polish</li> </ul>
		1.2	state the procedure for client preparation	
		1.3	select products and tools for a hand-care treatment	<ul style="list-style-type: none"> <li>□ <i>Products</i>: polish remover, clear polish, nail strengtheners, hand cream, buffing paste</li> <li>□ <i>Tools</i>: emery boards, orange wood stick, spatulas, nail buffer; nail scissors; cuticle knife; cuticle nippers</li> </ul>
2	Be able to provide basic hand-care treatment	2.1	identify typical nail shapes and basic nail structure	<ul style="list-style-type: none"> <li>□ <i>Typical nail shapes</i>: oval; square; pointed; almond; round</li> <li>□ <i>Basic nail structure</i>: matrix; nail plate; nail bed; cuticle; free edge</li> <li>□ <i>Procedure</i>: file and shape nails; application of hand cream; removal of moisture from the nail plate; buffing; application of clear polish or nail strengthener; provide basic homecare advice</li> </ul>
		2.2	carry out a basic hand-care treatment	
		2.3	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ <i>Safe and hygienic</i>: safe and hygienic work practices; preparation of tools and equipment eg sterilisation of equipment; prevention of cross infection</li> </ul>
		2.4	communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour</i>: verbal communication; non-verbal communication; listening to instructions; asking questions when unclear; following instructions; cooperating</li> </ul>

## Information for tutors

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### Delivery

The intention of this unit is to give learners their first experience of the practical skills associated with hand-care treatments, together with knowledge to support these practical skills. Learners must have considerable opportunity to develop their practical skills and this should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery and demonstrations of the correct procedures in place for using tools, equipment, materials, identifying conditions that would prevent the treatment being carried out and the techniques involved in carrying out the treatment.

This unit encourages a learner-centred approach with a practical focus. If possible, real clients can be used. Alternatively, learners can work in pairs practising on each other. A programme of lectures, tutorials, discussions and workshops should support the theoretical aspects of the unit.

There will be plenty of opportunities for learners to provide customer care which is intrinsic in hand-care treatments. This will enable learners to develop their communication skills when working with clients. Role play would provide opportunities for the development of these skills.

Learners should also be introduced to the importance of good personal hygiene and presentation and should behave appropriately when working in a professional environment.

Learners will require clear guidance and some supervision when carrying out tasks. Clear, regular feedback will enable steady progress in the development of skills and knowledge.

Learning outcome 1 can be delivered through tutor-led discussions and demonstrations of preparing the work area and client for a hand care treatment, and product selection. The different types of tools and products can be discussed. Learners can then complete task sheets identifying different types of manicure tools and products.

Tutors should lead discussions on different types of nail and hand conditions and contraindications (preventative and restrictive) to basic hand-care treatments. It would be beneficial for learners to have internet access or access to books with pictures of the related conditions so that they can recognise them. Learners can carry out a practical task whereby they identify each others' hand and nail types through observations and questioning. They can then record their findings on hand-care analysis sheets and record cards.

Tutors should lead discussions on the importance of personal appearance and hygiene, and learners should be instructed carefully on the use of tools and products. Tutors could produce risk assessments for the use of manicure tools and products and use these to familiarise learners with the potential risks.

Tutors should demonstrate a basic hand-care treatment before learners practise these skills. While practising, learners should be monitored by the tutor, who should provide guidance, advice, correction and praise as appropriate. Learners can work on each other and it may be beneficial to practise on at least three others in order to cover a range of hand types.

Tutors should demonstrate how to sterilise and sanitise tools, materials and equipment. Learners should be aware of the differences between sterilisation and sanitation. Question and answer games, multiple-choice questions and true or false memory games could be used to reinforce safe working practices. Learners need to recognise the importance of maintaining equipment needed for hand-care treatments and of storing of products correctly. Learners should recognise how the work area should be left and the tutor should demonstrate this after the treatment.

Tutors can discuss with learners communicating and behaving in a cooperative and responsible manner. Tutors should encourage learners to 'tidy as they go' in practical sessions.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion and demonstration of setting up tools, materials and equipment for a basic hand care treatment.</p> <p>Practical task for learners – learners practise setting up tools, materials and equipment for a hand-care treatment.</p> <p>Practical demonstration of how to prepare client for hand-care treatment.</p> <p>Activity – learners demonstrate how to prepare themselves and the client for a treatment.</p> <p>Tutor-led session on selecting products and tools for a basic hand-care routine.</p> <p>Discussion on the different types of hand care products used.</p> <p>Learners complete task sheets identifying different types of manicure tools and different types of products.</p> <p>Assessment – observation of learner preparing self and client for basic hand-care treatment, including selection of tools and products. Learner to respond to questions on the procedures for client preparation. (Learning outcome 1)</p>
<p>Tutor-led discussion on different nail shapes.</p> <p>Tutor-led delivery on different types of nail and hand conditions, and contraindications to basic hand care treatments – preventative and restrictive.</p> <p>Learners research pictures from books and the internet to enable them to recognise contraindications to hand treatments.</p> <p>Practical task – learners to identify each others' hand and nail types through observation and questioning noting any contraindications that may prevent or restrict treatment.</p> <p>Learners complete hand care analysis sheets and record cards.</p> <p>Tutor-led discussion on the importance of personal hygiene and appearance.</p> <p>Tutor to demonstrate basic hand-care treatment.</p> <p>Practical task – learners practise skills demonstrated.</p> <p>Tutor-led discussion on home care advice.</p> <p>Tutor-led discussion and demonstration of sterilising and sanitising tools, material and equipment and of maintaining equipment and storing products.</p> <p>Learner exercises to reinforce safe working practices, eg question and answer sessions.</p> <p>Tutor demonstration of how the work area should be left.</p> <p>Discussion of the importance of behaving in a cooperative and responsible manner.</p> <p>Assessment – learners to complete hand care analysis sheet identifying typical nail shapes and basic nail structure. Learners to be observed carrying out a basic hand-care treatment, following safe and hygienic work practices and communicating and behaving in a professional manner. (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

Assessment should be carried out once learners have developed the necessary skills and are able to demonstrate them confidently and consistently. Oral questioning and written assignments can be used to assess the required areas of knowledge and understanding. Where possible, real clients should be used but assessments can be carried with learners working on each other.

For 1.1, learners must demonstrate how to prepare themselves and the work area for a basic hand care treatment. This will be evidenced by the learner being observed carrying out pre-treatment preparation procedures.

For 1.2, learners must state how to prepare clients for a basic hand care treatment. This can be evidenced through a discussion or question and answer session with the tutor.

For 1.3, learners must select the correct products and tools to be used during a basic hand care treatment. This will be evidenced by learners carrying out a consultation and analysis of hands and nails on a model.

For 2.1, learners must identify, from the unit content, typical nail shapes and basic nail structure. Learners must complete written records following consultation of hands and nails. This can also be evidenced through oral questioning and assignments.

For learning outcomes 2.2, 2.3 and 2.4, learners must demonstrate, responsibly, a basic hand care treatment seeking guidance and clarification from tutors as and when appropriate. Learners must act on guidance and feedback received. They must follow safe and hygienic working practices throughout the treatment and 'tidy as they go'. Learners should communicate and behave politely with tutors and other learners at all times.

Witness statements and observation reports should be retained for verification purposes.

## Suggested resources

### Books

Connor J, Godfrey S and Milsom G – *BTEC National Beauty Therapy Sciences* (Heinemann Educational Secondary Division, 2004) ISBN 0435 462431

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2004) ISBN 0435451022

Jefford and Swain – *The Encyclopedia of Nails, 2nd Edition* (Thompson, 2002) ISBN 9781844804603

Newman M – *The Complete Nail Technician* (Thompson, 2004) ISBN 1844880139X

### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*Health and Beauty Salon Magazine* (Reed Business Publishing)

*Professional Beauty Magazine* (Emap)

*Scratch Magazine* (Seed Publishing Ltd)

## Websites

<a href="http://www.allaboutbeauty.co.uk">www.allaboutbeauty.co.uk</a>	All About Beauty
<a href="http://www.Babtac.com">www.Babtac.com</a>	The British Association of Beauty Therapy and Cosmetology
<a href="http://www.beautyguild.com">www.beautyguild.com</a>	Beauty Guild
<a href="http://www.beautytech.com">www.beautytech.com</a>	Beauty Tech
<a href="http://www.habia.org">www.habia.org</a>	Habia, the Sector Skills Council for the Hair and Beauty Sector
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional Beauty

# Unit 5: Shampoo and Conditioning

**Unit reference number:** L/502/3753

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

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

## Unit introduction

This unit introduces learners to shampoo and conditioning techniques and aims to develop their hairdressing skills.

Learners will have the opportunity to explore different hair types and the associated shampoo and conditioning products, and carry out practical shampoo and conditioning treatments. This unit will develop learners' dexterity and hand-eye coordination. This could form a basis for working within any industry which requires practical ability, and aid learner progression within the hairdressing industry.

Shampoo and conditioning hair is fundamental to any hairstyle and is the basis for many other hairdressing services. The unit will develop learners' skills and increase their knowledge of the different types of products on the market and of the correct way to carry out the shampoo and conditioning service. This unit gives learners a foundation on which to build the knowledge and skills needed to enhance their progression within the hairdressing industry.

On completion of this unit learners will have developed practical skills, theoretical knowledge and their awareness of aspects relating to the basic part of hairdressing.

## Essential resources

Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor. Demonstrations of shampoo and conditioning massage movements will be essential.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for shampoo and conditioning	1.1	prepare the client for shampooing and conditioning	<ul style="list-style-type: none"> <li>□ <i>Preparing the client for shampooing and conditioning</i>: consultation; hair and scalp type ie dry, greasy, normal; danger of cross infection/infestation</li> </ul>
		1.2	state the procedure for client preparation	<ul style="list-style-type: none"> <li>□ <i>Procedure for client preparation</i>: gown; towel; tissue; consultation; preparing the area</li> </ul>
		1.3	select products and tools for shampoo and conditioning	<ul style="list-style-type: none"> <li>□ <i>Products and tools</i>: different types of shampoo eg lemon, almond, base; different types of conditioning eg surface, anti oxy; products for different hair types; pH for shampoo and conditioners; tools for shampoo and conditioning eg brushes, vent brush to detangle dry hair, detangling comb to detangle wet hair</li> </ul>
2	Be able to shampoo, condition and towel dry hair	2.1	shampoo and condition hair	<ul style="list-style-type: none"> <li>□ <i>Shampoo and condition hair</i>: preparing area eg all tools and equipment to be placed near for ease of use; preparing clients' hair and brushing out any products eg hairspray; consultation including correct analysis of hair and scalp type; client preparation with gown, towel, tissue; carrying out shampoo and condition for different hair types, using correct massage movements for hair and scalp type eg effleurage, rotary, friction, petrissage</li> </ul>
		2.2	towel dry and detangle hair	<ul style="list-style-type: none"> <li>□ <i>Towel dry and detangle hair</i>: leaving clients' hair free of moisture; correct procedure for towel drying hair patting and squeezing dry; correct method of detangling hair combing from point to root</li> </ul>
		2.3	state the effects of shampooing and conditioning on the hair	<ul style="list-style-type: none"> <li>□ <i>Effects of shampooing and conditioning on the hair</i>: effects of water temperature ie warm water opens the cuticle, cold water closes the cuticle; effects of shampoo; how conditioner works ie restores pH balance, smoothes and coats cuticle, builds elasticity; effects of massage movement on different hair types ie effleurage, rotary, friction, petrissage</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		2.4 state the basic structure of the hair	<ul style="list-style-type: none"> <li>□ <i>Basic structure of the hair:</i> cuticle, cortex, medulla</li> </ul>
		2.5 follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ <i>Safe and hygienic working practices:</i> client comfort; correct posture for client and self; personal hygiene eg clean nails, hair, teeth, clothes; the danger of cross infection/infestation; methods of sterilisation ie autoclave, ultra violet rays, and chemicals; and manufacturers' instructions eg how to use, how much to use; effects of water temperature on scalp eg too hot will burn; own posture eg stretching will increase risk of injury</li> </ul>
		2.6 communicate and behave in a professional manner.	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour:</i> verbal communication; non-verbal communication; listening to instructions; asking questions when unclear; following instructions; cooperating</li> </ul>
		2.7 State the main hair types and conditions	<ul style="list-style-type: none"> <li>□ <i>Main hair types:</i> dry; greasy; normal; damaged; permed or colour treated; affected by dandruff</li> </ul>

## Information for tutors

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### Delivery

Successful delivery of this unit requires learners to have opportunities to identify and demonstrate ways of preparing the hair for shampoo and conditioning. Learners will require advice and guidance from tutors with suitable expertise to draw on their own experience.

Tutors will have the opportunity to use a range of salon-based practical demonstrations and include resources such as magazines, DVDs, suitable stationary equipment such as mood boards, coloured pens, flipchart paper etc.

For learning outcome 1, learners could carry out role-play activities and practise carrying out consultations on each other to check hair and scalp types. They could then record their findings on a consultation sheet.

Tutors should lead discussions on the dangers of infection and infestations, in addition to the different types of shampoo and conditioning products and tools available. Examples of products and tools should be available for learners to select from. Learners could carry out practical activities such as testing the pH of different types of shampoo and conditioner and matching different hair types to the correct shampoo and conditioner.

Tutors should demonstrate shampooing and conditioning, showing learners the correct methods including massage techniques and working practices. Learners could then work in pairs and practise on each other, selecting the correct shampoo and conditioner for hair and scalp type, gowning the client correctly, using correct tools and preparing the area. They should also leave hair moisture free and detangled.

The tutor should lead discussions on the importance of leaving hair moisture free and detangled, and on how to remove moisture from the hair to reinforce learners' knowledge and understanding.

Discussions should also take place on health and safety aspects, including the importance of client comfort and posture, personal hygiene, sterilisation of tools, disposal of waste and keeping the work area clean and tidy.

Learners should be made aware of the type of behaviour and communication suitable for the salon environment. Role-play activities could be used to reinforce this. It may be beneficial for learners if this is covered near the beginning of the unit, as they will need to demonstrate suitable behaviour while carrying out the shampoo and conditioning.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

The importance of client consultation – learners to be paired and work through consultation sheets for each other filling in hair and scalp type.

Learner activity – learners list the different types of infections and infestations they could come across within a salon with course of action to be taken.

Tutor-led classroom activity – learners look at ways of client protection, and the importance of preparing the area before beginning service.

Learner activity – learners list all items required at backwash for shampoo and conditioning service.

Tutor-led classroom activity – discuss different types of shampoo and conditioning products available for different hair and scalp types. How shampoo works on the hair with the pH of hair and products. The importance of using the correct shampoo and conditioners and the effects if wrong product used.

Tutor-led classroom activity – discuss tools required for carrying out shampoo and conditioning with reasons why.

Learner activity – work in small groups and chart the pH of different types of shampoo and conditioners using litmus papers and products. Learners to present findings either by using a computer or flipchart paper.

Assessment: learners to respond to questions on the procedure for client preparation.

Learners to be observed preparing the client for shampooing and conditioning and selecting products and tools for shampoo and conditioning. (Learning outcome 1)

Tutor-led classroom activity – learners to correctly identify the different hair types.

Learner activity – learners work in small groups and make a chart/poster matching the different hair types to correct shampoo and conditioners.

Tutor-led classroom activity – the three main layers of hair and when and how to use massage movements. The effects of water temperature on the scalp.

Assessment – learner to complete a worksheet to include:

- the main hair types
- a labelled diagram of the three layers of hair
- the effects of shampoo and conditioner. (Learning outcome 2)

Tutor-led classroom activity – the importance of leaving hair moisture free and detangled correctly.

Salon-based learner activity – tutor-led demonstration of shampoo and conditioning showing learners correct methods and working practices.

Learners then work in pairs and practise, on each other, shampoo and conditioning massage movements, selecting correct shampoo and conditioner for hair and scalp type, correct gowning of client, correct tools and preparation of area. To leave hair moisture free and detangled.

Tutor-led classroom activity – discuss how to remove moisture from hair (squeeze hair with towel) and importance of detangling from point to root (minimise damage and further tangling).

## Topic and suggested assignments/activities

Tutor-led classroom activity – discuss importance of client comfort and own posture, personal hygiene and methods of sterilisation. Keeping work area clean and tidy and disposal of waste.

Learner activity – learners to list all types of personal hygiene and three methods of sterilisation.

Learner activity – learners to list ways of removing different types of waste products using a grid in learning package.

Tutor-led classroom activity – class discussion on positive and negative body language and different types of behaviour suitable for a working environment. Learners then produce a mind map stating different types of body language and the resulting behaviour that can then be displayed.

Assessment: learners to demonstrate shampooing and conditioning, towel drying and detangling hair, while following safe and hygienic working practices and communicating and behaving in a professional manner. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of observation, learning package, production of charts/posters and completed consultation checklists, mind maps and feedback sheets from discussions, together with question and answer written tasks, would be sufficient and support evidence to allow full coverage of all the learning outcomes.

To achieve 1.1, learners must be able to prepare the client for shampoo and conditioning. This criterion can be evidenced through observation of the learner carrying out a role-play activity of a client consultation. Learners must be able to identify hair and scalp type and show awareness of the dangers of cross infection/infestation. The latter can be assessed through a question and answer session if appropriate.

For 1.2, learners must state the procedure for client preparation, including how to protect clients (gown, towel, tissue) and the importance of area preparation (for example ensuring that the right products are there, checking that there are enough towels), before the service is carried out. This can be evidenced by a question and answer task marked by the tutor.

To achieve 1.3, learners must be able to select products and tools for a shampoo and conditioning service, for at least three different hair types. This can be evidenced through observation, or the completion of a task sheet.

For 2.1 and 2.2, learners must be able to carry out shampoo and conditioning services for different each hair types (normal, dry, greasy). While carrying out the service they must:

- use all three massage movements (effleurage, rotary, friction)
- keep the client dry at all times through correct gowning
- make sure area is prepared correctly and kept clean and tidy
- select and use correct tools (vent brush, detangling comb)
- select and use correct shampoo and conditioning products
- leave hair excess moisture free and detangled.

This will be evidenced via observation and a completed consultation sheet.

To achieve 2.3, learners must be able to identify the effects of shampoo and conditioning on the hair including the:

- different types of shampoo and conditioning products
- consequences of using the wrong ones
- pH of hair (4.5-5.5)
- correct tools to be used
- three layers of hair cuticle
- three main massage movements, when and how to use them
- effects of water temperature.

This can be evidenced by a question and answer task together with diagrams.

For 2.4, learners must be able to identify the different hair types (dry, normal, greasy, bleached, coloured, damaged, permed, dandruff affected) and the structure of the hair. This can be evidenced by completion of a chart or poster.

For 2.5, learners must be observed:

- ensuring client posture is correct
- ensuring own posture is correct
- working hygienically
- disposing of waste correctly.

This will be evidenced by a question and answer task and observation of the learner carrying out the shampoo and conditioning service for 2.1.

For 2.6, learners must demonstrate positive verbal and non-verbal communication for example appropriate eye contact, nodding, relaxed arms and behaviour suitable for working in a salon, for example polite, smiling, calm, relaxed, appropriate eye contact. This can be evidenced through observation of the learner carrying out client preparation and the shampoo and conditioning service. Witness statements and observation reports should be retained for verification purposes.

For 2.7, learners must state the main hair types and conditions (dry, normal, greasy, bleached, coloured, damaged, permed, dandruff affected). This can be evidenced by completion of a chart or poster.

## Suggested resources

### Book

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

McMillan C and Bodell S - *NVQ Level 1 Introducing Hairdressing* (Heinemann, 2007) ISBN 0435464663

### Journal

*The Hairdressers' Journal* (Reed Business Information)

### Websites

<a href="http://www.hairdressing.ac.uk">www.hairdressing.ac.uk</a>	Hairdressing Training
<a href="http://www.myhairdressers.com">www.myhairdressers.com</a>	Myhairdressers.com, online education 24:7
<a href="http://www.videojug.com">www.videojug.com</a>	Video Jug, life explained on film
<a href="http://www.virtualhaircare.com">www.virtualhaircare.com</a>	Virtual hair care

# Unit 6: Hair Plaiting

**Unit reference number:** R/502/3804

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit should enable learners to prepare for and provide basic plaiting techniques under supervision.

## Unit introduction

This unit introduces learners to basic hair-plaiting techniques with the aim of developing their hairdressing skills.

Learners will have the opportunity to create different plaiting techniques to produce different finished looks. Learners will develop their dexterity and hand-eye coordination. This could form a basis for working within any industry which requires this practical ability, and help learners to progress within the hairdressing industry.

Very often plaiting is the first element of hairdressing learners will have practised either on themselves or friends. This unit will give them a foundation on which to build the knowledge and skills needed to enhance their progression.

On completion of this unit learners will have developed practical skills, theoretical knowledge and their awareness of aspects relating to the creative elements of hairdressing.

## Essential resources

Learners will need access to different types of hair magazines (for example wedding hair, celebrity hair, Afro Caribbean hair). Internet access will give learners the opportunity to develop skills in an e-learning environment; this will require careful management by the tutor. Demonstrations, by a suitably qualified demonstrator, of different types of plaiting techniques are required.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for basic hair-plaiting service	1.1	prepare for hair-plaiting service	<ul style="list-style-type: none"> <li>□ <i>Prepare for hair-plaiting service:</i> hair types; face shapes; growth patterns; sectioning</li> </ul>
		1.2	select products and tools for plaiting	<ul style="list-style-type: none"> <li>□ <i>Products and tools for basic plaiting:</i> tools eg combs, brushes; products eg hairspray, wax; methods of sterilisation; preparing area</li> </ul>
		1.3	state the procedure for client preparation	<ul style="list-style-type: none"> <li>□ <i>Procedure for client preparation:</i> gown; towel; consultation</li> </ul>
2	Be able to carry out basic hair-plaiting techniques	2.1	state when and how to use products, tools and equipment	<ul style="list-style-type: none"> <li>□ <i>State when and how to use products, tools and equipment:</i> safe use of tools and equipment; manufacturers' instructions</li> </ul>
		2.2	carry out a plaiting technique	<ul style="list-style-type: none"> <li>□ <i>Carrying out a basic plaiting technique:</i> confirming look; consultation; sectioning; suitability eg face shape, hair type, hair growth patterns; use of products and tools; on-the-scalp plaits; off-the-scalp plaits</li> </ul>
		2.3	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ <i>Safe and hygienic working practices:</i> personal hygiene; methods of sterilisation and sanitation methods; compliance with health and safety instructions; safe use of tools and equipment</li> </ul>
		2.4	communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour:</i> verbal communication; non-verbal communication; listening to instructions; asking questions when unclear; following instructions; cooperating</li> </ul>

## Information for tutors

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### Delivery

Successful delivery of this unit requires learners to have opportunities to identify and demonstrate ways of preparing the hair for plaiting. Learners will require advice and guidance from tutors with suitable expertise to draw on their own experience.

Tutors will have the opportunity to use a range of classroom-based practical demonstrations, competitions and include resources such as magazines, DVDs and suitable stationery equipment such as mood boards, coloured pens, flipchart paper etc.

Learners can work in pairs to identify hair types suitable for plaiting, including considering factors, such as face shape, hair-growth patterns and sectioning techniques. Learners could produce a mood board identifying different hair types and face shapes and which would be suitable for plaiting.

Tutors should lead delivery when looking at the different types of tools, equipment and products used for plaiting hair, as well as when preparing the area for a plaiting service and considering methods of sterilisation. Examples of products and tools should be available, as well as manufacturers' instructions for using tools and equipment. Tutor input is needed to emphasise checking equipment and what to do if equipment is faulty. Tutors should also lead discussions on the importance of good personal hygiene.

Tutors should demonstrate how to carry out different types of plait before learners undertake this. Learners can either work on each other in pairs or with blocks.

Learners should be made aware of the type of behaviour and communication suitable for the salon environment. Role-play activities could be used to reinforce this. It may be beneficial for learners if this is covered near the beginning of the unit, as they will need to demonstrate suitable behaviour while carrying out the hair-plaiting service.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led classroom activity – learners list different hair types that would be suitable for plaiting by working in pairs and recording the outcomes including face shape, hair growth patterns and sectioning techniques.

Learner activity – learners produce a celebrity mood board and identify the different hair types and face shapes and state which would be suitable for plaiting service. Learners to display mood boards.

Tutor-led classroom activity – learners look at the different types of tools, equipment and products that can be used for plaiting hair. The importance of area preparation before any hairdressing service and of the methods of sterilisation used in hairdressing salons.

Learner activity – complete task by listing different types of products, their uses and benefits, including whether styling or finishing products.

Topic and suggested assignments/activities
<p>Tutor-led classroom activity – discuss personal hygiene and importance of having good personal hygiene when working with the general public (image of salon).</p> <p>Role-play consultation – learners paired to carry out consultations with each other, taking into account hair type, face shape and any growth patterns that could hinder the service and record results on a consultation sheet provided. Gown client correctly ready for service.</p> <p>Assessment – learners to be observed preparing to give a hair-plaiting service, and selecting tools and products for basic plaiting. Learners to respond to questions on the procedure for client preparation. (Learning outcome 1)</p>
<p>Tutor-led classroom activity – learners correctly identify types of tools and equipment by completing a task sheet. Learners to look at manufacturer’s instructions for products and state findings that are relevant to the service to be carried out.</p> <p>Tutor-led classroom activity – learners list how to deal with faulty equipment and why it is important to check equipment prior to use.</p> <p>Tutor-led classroom activity – class discussion on positive and negative body language and different types of behaviour suitable for a working environment. Learners then to produce a mind map stating different types of body language and the resulting behaviour that can be displayed.</p> <p>Tutor demonstration of hair plaiting including on-the-scalp and off-the-scalp styles. Learners to practise carrying out hair plaiting.</p> <p>Assessment – learners to carry out a minimum of two plaits, one on-scalp and one off-scalp preparing the area with all required equipment (combs, brushes, hairspray, wax, pins, grips, sectioning clips) before carrying out the service, confirming the look, carrying out a full consultation if working in pairs or if working on blocks looking at suitability of face shape, hair type. Learners should demonstrate good personal hygiene, prepare the client or state the correct client preparation, be able to state sterilisation methods and how, why we use them. Learners should also demonstrate appropriate communication and behaviour. Learners to respond to questions on products, tools and equipment. (Learning outcome 2)</p> <p>Competition to be held for best on-scalp plait and best off-scalp plait.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

**Assessment**

Achievement of the assessment criteria should be evidenced through contextualised vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of observation, photographic evidence, production of mood boards and completed consultation check-lists, mind maps and feedback sheets from discussions, together with question and answer written tasks would be sufficient and support evidence to allow full coverage of all the learning outcomes.

To achieve 1.1, learners must be able to prepare for plaiting hair by identifying hair type, face shape, hair growth patterns and sectioning techniques. Learners can use the internet or magazines to find pictures of celebrities with plaited hair styles, which can be printed and placed on a mood board.

To achieve 1.2, learners must select products and tools appropriate for the type of plaiting to be carried out and for the hair type. Learners can be observed selecting products and tools. This can be backed up by a question and answer session if necessary. Learners could complete a chart showing the types of styling and finishing products that will aid the plaiting service.

For 1.3, learners must state the procedure for client preparation including consultation, correct gowning of client, preparation of area with the necessary tools and equipment, and the importance of sterilising of tools and equipment. Evidence can be a completed consultation sheet and observation of role play.

For 2.1, learners must state when and how to use products, tools and equipment. This can be evidenced by a completed task sheet.

For 2.2, learners must be able to produce one off-scalp plait and one on-scalp plait, each within an hour, showing correct use of tools (combs and brushes), equipment (grips and pins, sectioning clips) products (hairspray, wax, serum, mousse, shine spray, gel, paste). Learners must state clearly or demonstrate correct client and area preparation, carry out a consultation confirming the look, suitability of hair type and face shape, and carry out sterilisation methods. This can be assessed through observation and a completed consultation sheet. To achieve 2.3, learners must be observed following safe and hygienic work practices.

For 2.4, learners must demonstrate positive verbal and non-verbal communication (for example appropriate eye contact, nodding, relaxed arms) and behaviour suitable for working in a salon, for example polite, smiling, calm, appropriate eye contact, relaxed. This can be evidenced through observation of the learner carrying out client preparation and the plaiting service. Witness statements and observation reports should be retained for verification purposes.

Witness statements and observation reports must be retained for verification purposes.

## Suggested resources

### Books

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

McMillan-Bodell C - *S/NVQ Level 1 - Introducing Hairdressing* (Heinemann, 2007) ISBN 0 43546466 3

Sorbie T - *The Bridal Hair Book* (Thomson Learning, 2006) ISBN 13978844803244

Watts F and Miles L - *Hair Plaiting* (Usborne Publishing, 1995) ISBN 9780746023211

Worthington C - *The Complete Book of Hairstyling* (Carlton Books Ltd, 2006) ISBN 10184222 840 4

### Journal

*The Hairdressers' Journal* (Reed Business Information)

### Websites

[www.hairdressing.ac.uk](http://www.hairdressing.ac.uk) Hairdressing training

[www.myhairdressers.com](http://www.myhairdressers.com) My hairdressers.com, online education 24:7

[www.virtualhaircare.com](http://www.virtualhaircare.com) Virtual Haircare

# Unit 7: Create an Image Using Colour for the Hair and Beauty Sector

**Unit reference number:** T/502/3469

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

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

## Unit introduction

The aim of this unit is for learners to gain a knowledge of the colour spectrum and how to use it within the hair and beauty industry.

This is a fun, interesting unit for learners to explore. The unit builds on learners' artistic flair and creativity to produce designs and promote the use of colour within the hair and beauty sector.

Learners are introduced to the colour spectrum, the uses of primary and secondary colours and how these can be used in the hair and beauty sector. Learners will explore aspects including how to mix and neutralise the colours in the colour spectrum. Learners will make sure they are well organised when researching and creating a portfolio of pictures of how colour is used in the hair and beauty industry. This unit will give learners the basic knowledge for using colour in any related hair or beauty units they may study in the future.

Learners will also create a booklet of simple designs of hair colour, make-up, nail art and face painting, which they can use to promote the hair and beauty industry.

The unit gives learners an opportunity to develop their professionalism by following safe and hygienic working practices within the workplace. Learners will work independently and as part of an effective team by contributing to health, safety and hygiene requirements.

Learners will behave and respond appropriately to guidance from colleagues and tutors.

## Essential resources

Learners will need access to an environment with desks and chairs – a salon environment can be used but is not necessary. Suitable products, tools, materials and equipment that meet an acceptable standard should be available for training purposes.

Tasks must be undertaken in a safe place of work with adequate space, heating, lighting, ventilation and access to both washing and first aid facilities.

Learners will require access to a library with current textbooks, trade publications and reference material on how colour is used in the hair and beauty industries. Internet access will give learners the opportunity to develop skills in an e-learning environment, but access will need careful management by the tutor.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the colour spectrum	1.1	state the primary colours	<ul style="list-style-type: none"> <li>□ <i>The primary colours:</i> red, blue, yellow</li> </ul>
		1.2	state the secondary colours	<ul style="list-style-type: none"> <li>□ <i>The secondary colours:</i> violet/purple, orange, green</li> </ul>
		1.3	outline the colour spectrum and its use in the hair and beauty industries	<ul style="list-style-type: none"> <li>□ <i>The colour spectrum:</i> how the colour spectrum works regarding primary and secondary colours and colours that neutralise each other eg red-green, blue-orange, yellow-violet/purple</li> <li>□ <i>Uses of colour in the hair and beauty industry:</i> hair colouring, make-up, face painting, nail art</li> </ul>
2	Be able to use the colour spectrum in the hair and beauty industries	2.1	create an image using colour	<ul style="list-style-type: none"> <li>□ <i>Create an image using colour:</i> hair colours; make-up looks; face painting; nail art; consideration of skin tone, hair colour, eye colour, outfit</li> </ul>

## Information for tutors

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### Delivery

This unit will give learners the opportunity to gain knowledge and experience of using colour in the hair and beauty industry. Through tutor-led teaching and discussions they will gain the necessary knowledge about factors that affect colour treatments including face painting, nail art, make-up treatments and hair colouring. Sessions should be informative and fun. Through tutor-led practical demonstration, discussion and group work, learners will learn the essential skills for creating designs in a safe and professional manner. A range of active and learner-centred activities should be used including matching and memory games, quizzes and word searches. Learners should receive support and praise where appropriate in order for them to achieve the assessment criteria.

Through tutor-led discussion learners will develop a knowledge of the colour spectrum, including primary and secondary colours. Learners should take part in practical, hands-on activities where they mix colours for themselves to see changes to colours and how all colours can be made from the primary colours. Learners should produce a diagram of the colour spectrum which will help them when producing their booklet of designs. Learners will have the opportunity to access images on the internet, in books and magazines and will use these to create a portfolio of designs.

Learners will need to be introduced to basic research methods to enable them to research face painting, nail art, make-up and hair treatments. They should have access to the internet and a range of books and magazines which will help them create a portfolio of work and a range of their own designs.

It is recommended that a booklet of four images covering the full range of nail art, hair colour, make-up and face painting designs is created to allow learners to develop ideas for hair, make-up and nail art.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of programme of learning.

Tutor-led discussion on primary and secondary colours.

Learners to work practically with paints/colour materials in primary colours and mix them to produce ranges of secondary colours and state how secondary colours are made.

Group activity session to show how all other colours are made from primary colours.

Tutor-led introduction to the colour spectrum and how it is used to make new colours and neutralise colours.

Learners complete a diagram of the colour spectrum, using the appropriate colours.

Learners work with colours to see the results of making new colours and neutralising colours.

Group-activity session to find out how the colour spectrum can be used in the hair and beauty industries.

Learners can use the internet, books and magazines to find pictures and create a portfolio of how colour is used in the hair and beauty industries.

Topic and suggested assignments/activities
Assessment – learners to create a booklet of their research, which must include the primary and secondary colours and how the colour spectrum is used in the hair and beauty industry. (Learning outcome 1)
Learners research and design a booklet including a range of images of using colour to include hair colour, make-up, face painting and nail art. Assessment – learners create an image using the colour spectrum (hair colour, make-up, face painting or nail art). (Learning outcome 2)
Assessment feedback, review and evaluation of unit.

## Assessment

The unit is assessed by the centre and will be subject to external verification by Pearson. Achievement of the assessment criteria should be evidenced through contextualised vocationally-related tasks, specifically designed with the assessment criteria in mind. The use of one assessment documentation booklet is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment documentation booklet would, therefore, comprise 1.1, 1.2, 1.3 and 2.1.

For 1.1, learners must state the primary colours. This will be evidenced by a practical colour chart showing the primary colours.

For 1.2, learners must state the secondary colours. This will be evidenced by a practical colour chart showing the secondary colours.

For 1.3, learners must outline the colour spectrum and its use in the hair and beauty industries. This will be evidenced by a portfolio of images of colour used in the hair and beauty industries and the colour spectrum diagram completed by the learners.

Learners must create an image using colour as evidence for criterion 2.1. This can cover hair colour, make-up, face painting or nail art.

## Suggested resources

### Books

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Jefford J - *Nail Artistry* (Thomson Learning, 2003) ISBN 1861529449

Lloyd T - *The Colour Book: The Official Guide to Colour for NVQ Levels 2 and 3* (Thomson Learning, 2005) ISBN 1844801411

Various - *Face Painting* (Usborne Publishing Ltd, New Edition 2007) ISBN 0746085192

### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*Health and Beauty Salon Magazine* (Reed Business Information)

*Makeup Artist Magazine* (independently published in Vancouver)

*Professional Beauty Magazine* (Emap)

*Scratch* (Seed Publishing Ltd)

## Websites

<a href="http://www.allaboutbeauty.co.uk">www.allaboutbeauty.co.uk</a>	All about beauty
<a href="http://www.babtac.com">www.babtac.com</a>	The British Association of Beauty Therapy and Cosmetology
<a href="http://www.essentialnails.com">www.essentialnails.com</a>	Essential Nails
<a href="http://www.facepaint.co.uk">www.facepaint.co.uk</a>	Face, the face painting association
<a href="http://www.facepaintingdesigns.co.uk">www.facepaintingdesigns.co.uk</a>	Face painting designs
<a href="http://www.habia.org">www.habia.org</a>	Habia, the Sector Skills Council for the Hair and Beauty Sector
<a href="http://www.makeupmag.com/shop">www.makeupmag.com/shop</a>	Make-up Artist Magazine
<a href="http://www.nailartgallery.com">www.nailartgallery.com</a>	Nail art gallery
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional Beauty
<a href="http://www.themakeupbox.com">www.themakeupbox.com</a>	The Make-Up Box

# Unit 8: Introduction to the Hair and Beauty Sector

**Unit reference number:** R/502/3981

**Level:** Level 1

**Credit value:** 3

**Guided learning hours:** 25

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## Unit aim

This unit should enable learners to:

- gain a general introduction to the sector and understand the characteristics of working in the sector
- know the range of services and treatments offered in hair and beauty
- know the different types of salon and the types of clients they attract.

## Unit introduction

The aim of this unit is to enable learners to gain a general introduction to the hair and beauty sector and understand the characteristics of working in the sector. Learners should be able to understand the range of services and treatments offered in hair and beauty and the different types of salon and the type of clients they attract.

The world of hair and beauty therapy is a multi-million pound industry. It is an industry that maintains high employment figures and continues to grow in demand and popularity, mainly due to the fact that more and more people are enjoying the benefits of a healthy lifestyle that involves keeping fit and looking good.

This unit is designed to show learners the types of jobs available, and the range of services and treatments offered, in a variety of different salons and workplaces. Learners will be able to identify the types of client different salons and workplaces target/attract.

This unit will allow learners to explore possible career opportunities once they are qualified to work in the hair and beauty sector. They will see an exciting, fulfilling and rewarding future waiting for them in a constantly evolving industry. This unit shows learners that, given the opportunity, they could become a successful hairdresser, beauty therapist, their own boss, have job security, meet interesting and new people and travel the world.

## Essential resources

Learners will need access to a library with current textbooks, trade publications and reference material on job roles, career opportunities and types of salons, services and treatments offered in the hair and beauty sector. Internet access will give learners the opportunity to develop skills in an e-learning environment; this will need careful management by the tutor. Visits to local salons, or guest speakers invited in to give career talk presentations, would be beneficial.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the career opportunities and working patterns within the hair and beauty sector	1.1	identify occupational roles in the hair and beauty sector	<ul style="list-style-type: none"> <li>Occupational roles in the hair and beauty sector: occupational roles eg hairdresser, stylist, colour technician, barber, beautician, beauty consultant, beauty therapist, make-up artist, masseur, nail technician, retail sales representative</li> </ul>
		1.2	outline the working patterns in the hair and beauty sector	<ul style="list-style-type: none"> <li>Working patterns in the hair and beauty sector: weekly hours; daytime; evening; weekends; holiday entitlement, shift work, flexible hours</li> </ul>
		1.3	identify the main career opportunities available in the hair and beauty sector and related industries	<ul style="list-style-type: none"> <li>Career opportunities available in the hair and beauty sector: opportunities in hair eg trainee, salon receptionist, junior stylist, senior stylist, colour technician, barber, mobile hairdresser, salon manager, salon owner; opportunities in beauty sector eg assistant therapist, junior therapist, junior nail technician, make-up consultant, nail consultant, make-up artist, senior therapist, mobile therapist, retail-sales representative, salon manager, salon owner; salons, workplaces and industries for enhancing opportunities eg mobile hairdresser, ladies salons, unisex salon, barber shop, resort spa, beauty salon, health spa, nail bar, tanning shop</li> </ul>
		1.4	give examples of sources of information on training and career opportunities in the sector	<ul style="list-style-type: none"> <li>Sources of information on training and career opportunities in the sector: induction training; product training; health and safety training; advanced treatment techniques training, continual professional development; up-skilling; sources of information eg internet, trade journals, workplace</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know the main hairdressing services and beauty treatments	2.1	identify different types of salon and the types of client they attract	<ul style="list-style-type: none"> <li>□ <i>Different types of salon and the types of client they attract:</i> ladies salon – female all ages; unisex salon – male and female all ages; barber shop – male all ages; beauty salon – male and female all ages, clients with special occasions eg holiday, wedding; health spa – male and female all ages, active clients; nail bar – manicure clients; resort spa – clients of all ages on holiday; tanning shop – clients over 16, clients with skin disorders eg psoriasis, eczema</li> </ul>
		2.2	outline the main hairdressing services offered by salons	<ul style="list-style-type: none"> <li>□ <i>The main hairdressing services offered by salons:</i> shampooing; conditioning; cutting; styling; blow drying; colouring; perming; shaving eg wet or dry; hair extensions</li> </ul>
		2.3	outline the main beauty treatments offered by salons	<ul style="list-style-type: none"> <li>□ <i>The main beauty treatments offered by salons:</i> manicures; pedicures; nail technology; eyebrow shape; eyelash tinting; eyelash perming; application of false eyelashes; make-up application; hair removal treatments eg waxing, sugaring; manual facial; body massage</li> </ul>

## Information for tutors

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### Delivery

Successful delivery of this unit requires learners to have opportunities to research and investigate selected job roles and types of organisations in the hair and beauty sectors, exploring aspects of career choices and a variety of different types of working environments. Learners will identify the types of clients that different salons and workplaces attract. Learners will need advice and guidance from tutors with suitable expertise to draw on their own experiences. Learners will benefit from access to the internet and trade journals in order to research job vacancies and job specifications.

Tutors should discuss job roles, career pathways, work patterns, types of salons and the services and treatments available in the hair and beauty sector. Guest speakers could talk to learners about the differences between types of salons, treatments, services and clients to help them develop their knowledge and understanding of the range within the sector. Group work and discussion should be encouraged to present and discuss findings.

Tutors should explore links with local businesses when selecting organisations to study directly. Tutors should inform the organisations of the aims and structure of the unit, and the type of information required to meet the learning outcomes.

Learners need to be aware of the different types of salons, services and treatments offered. Learners should investigate a variety of salons then focus on three different types of hair and beauty salon to demonstrate their understanding of the types of services and treatments that could be available within that establishment. Learners could be encouraged to visit salons to collect treatment and price lists. They could devise questionnaires for different salons and then collate the responses. Learners could create mood boards or PowerPoint presentations to present their findings on occupational roles or types of salon and the services offered.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on different occupational roles in the hair and beauty sector.

Classroom activity with task sheets – learners research job roles in the hair and beauty sector through internet searches and trade publications.

Learners to find out the requirements for three job roles in the sector and display these as PowerPoint presentation or mood board.

Tutor-led discussion drawing on learner experiences in sector.

Learners to research work patterns in the sector.

Learners link their findings to three different occupational roles in hairdressing and three different occupational roles in beauty sector.

Guest speakers from either field or salon visit.

Learners to produce survey/questionnaire about types of careers and collate the responses on a chart or graph.

Topic and suggested assignments/activities
<p>Tutor-led discussion and delivery on types of training and career opportunities.            Guest speakers to give input on further training and development needs/opportunities.            Learners to list benefits of further training.            Assessment – learner to create PowerPoint presentation or mood board giving information about at least three types of job in hairdressing and three types of job in beauty, typical work patterns, career opportunities and sources of information on training and career opportunities. (Learning outcome 1)</p>
<p>Tutor-led discussion/delivery on variety of salons, the types of services/treatments available and the types of clients the different salons attract.            Tutors to collate price lists from local salons or research treatments and services on the internet.            Learners to create a mood board showing the range of hairdressing and beauty salons (three types each), with types of clients targeted.            Tutor-led delivery/discussion on hairdressing services.            Learners to research different hair salons and to list the main services offered in each.            Tutor-led delivery/discussion on beauty treatments.            Learners to research different beauty salons and to list the main services offered in each.            Assessment – learner creates a presentation or mood board showing information on at least three hairdressing and three beauty salons, identifying the types of client they attract and examples of the types of treatments offered. (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

**Assessment**

The unit is assessed by the centre and will be subject to external verification by Pearson. Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assignment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assignment would therefore comprise 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 and 2.3.

For 1.1, learners must identify three job roles within hairdressing and three job roles within beauty.

For 1.2, learners must identify clearly the possible working patterns for the three types of job role in hairdressing and the three in beauty researched in 1.1. Learners can research work patterns by carrying out a survey to find out working hours, shifts and leave in the hair and beauty sector.

For 1.3, learners must identify clearly at least three main career opportunities in the hair and beauty sector.

For 1.4, learners must identify clearly sources of information for training and career development. Learners must clearly show the types of training available and identify its importance in the workplace.

Evidence for criteria 1.1, 1.2, 1.3 and 1.4 can consist of a presentation of learner findings from their research on the internet, in magazines or newspapers or by contacting salons directly, such as a PowerPoint presentation or poster, or through a discussion or question and answer session (witness statements or observation records will need to be retained as evidence).

For 2.1, learners must complete a task to name three different types of hairdressing salons and three different types of beauty salons identifying clearly the type of client they attract and giving reasons for this. Learners can produce a poster, mood board or presentation as evidence for each sector. It is anticipated that reasonable guidance will be given to learners to reinforce their knowledge.

For 2.2 and 2.3, learners must identify the types of hairdressing services and types of beauty treatments offered. This could be related to the salons investigated in 2.1. Learners must create and produce a clear presentation for a hairdressing salon and one for a beauty salon with a minimum of five services/treatments for each. Learners should support their evidence by giving reasons for findings.

Witness statements and observation reports must be retained for verification purposes.

## Suggested resources

### Books

Cressy S – *Business Management for Hairdressers and Therapists* (Heinemann, 2003)  
ISBN 0435456415

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004)  
ISBN 0435451421

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Mcmillan C and Bodell S – *NVQ Level 1 Introducing Hairdressing, 2nd Edition* (Heinemann, 2004) ISBN 9780435464660

### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*The Hairdresser's Journal* (Reed Business Publishing)

*Health and Beauty Salon Magazine* (Reed Business Publishing)

*Top Santé* (Bauer Publishing)

### Websites

[www.babtac.com](http://www.babtac.com)

The British Association of Beauty  
Therapy and Cosmetology

[www.beautyguild.com](http://www.beautyguild.com)

Beauty Guild

[www.fhbf.org.uk](http://www.fhbf.org.uk)

Freelance Hair and Beauty Federation

[www.habia.org.uk](http://www.habia.org.uk)

Habia, the Sector Skills Council for  
the Hair and Beauty Sector

[www.hairandbeautyjobs.com](http://www.hairandbeautyjobs.com)

Hair and Beauty jobs

[www.hairrecruitment.com](http://www.hairrecruitment.com)

Hair Recruitment.com

[www.media-courses.com](http://www.media-courses.com)

London Academy of Media, Film and  
TV

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional beauty

[www.salonjobseeker.com](http://www.salonjobseeker.com)

Salon Jobseeker, hairdressing and beauty careers

# Unit 9: Presenting a Professional Image in a Salon

**Unit reference number:** Y/502/3982

**Level:** Level 1

**Credit value:** 3

**Guided learning hours:** 25

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## Unit aim

This unit should enable learners to:

- present and maintain a professional image in a salon environment
- communicate and behave professionally in a salon environment.

## Unit introduction

The aim of this unit is to enable learners to present and maintain a professional image and communicate and behave professionally in a salon environment.

Learners may demonstrate that they are outstanding at performing the treatments; however this is only one part of being successful in the industry. This unit will show learners that the most important aspect is how you want people to view you when working in the hair and beauty sector. A smart, professional image will result in a more successful business.

The world in which we live appears to be full of 'celebrity culture'; people in the public eye projecting a certain style or image, one that we associate that person with. This is not a 'new phase' in the world of hair and beauty as it is, and always will be, associated with presenting a professional image. This unit shows learners the advantages associated with projecting a professional image and the importance of maintaining high standards. Learners must adopt a professional approach to their own personal appearance and hygiene procedures to be successful in the industry. Learners will have the opportunity to explore the possible consequences of what could happen if their professional image were compromised.

This unit introduces learners to methods of promoting a professional image, in line with salon policy. Beauty therapy can often mean working in a client's personal space, learners will be expected to identify personal hygiene procedures and show clearly ways of maintaining good standards of personal hygiene.

Finally, learners will demonstrate that they can 'look the part', and also show that they can 'be the part'. Learners will explore the positive and negative effects of attitudes and behaviours and demonstrate professional communication skills to meet the needs of different people in a salon environment.

## Essential resources

Learners will need access to a salon environment and have a uniform that meets an acceptable salon policy standard. Tasks must be undertaken in a safe place of work with adequate heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference materials on professional basics in hairdressing and beauty therapy, including personal considerations, personal appearance, personal hygiene and professional conduct. Internet access will give learners the opportunity to develop skills in an e-learning environment. Access to a TV, DVDs, camcorder, video camera or camera would provide opportunities to collate evidence to present and promote a professional image. This will need careful management by the tutor.

There is a requirement for learners to demonstrate and present a professional image at Level 1.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to communicate in a salon environment	1.1	communicate professionally in a salon environment to meet the needs of different people	<ul style="list-style-type: none"> <li>□ <i>Communication</i>: with client; with supervisor; with other colleagues; verbal eg polite, clear, avoiding slang or offensive language, listening and responding, respectful, tactful; non-verbal eg body language, eye contact; written eg recording appointment bookings, maintaining client records; client confidentiality</li> </ul>
		1.2	identify the effects of positive and negative attitudes and behaviours	<ul style="list-style-type: none"> <li>□ <i>Behaviour</i>: positive behaviour eg responsibility; enthusiasm; following instructions willingly; cooperation; tidying 'as you go'; effect of positive behaviour eg client feels relaxed, client happy with service, repeat business, increased business through word-of-mouth recommendation; negative behaviour eg ill-mannered, impertinent, closed body language, lack of interest; effects of negative behaviour eg client unhappy, loss of clients, conflict with colleagues</li> </ul>
2	Be able to present a professional image and maintain personal hygiene in a salon	2.1	identify how to promote a professional image in a salon	<ul style="list-style-type: none"> <li>□ <i>Present a professional image in a salon</i>: personal appearance; salon policy; professional ethics; codes of conduct relating to professional image eg staff appearance and dress code, codes of conduct relating to personal hygiene, behaviour and communication</li> </ul>
		2.2	identify how to maintain personal hygiene	<ul style="list-style-type: none"> <li>□ <i>Maintain personal hygiene</i>: washing hands; bathing/showering daily; using deodorant; wearing a clean, fresh uniform; clean, short and polish-free nails when delivering beauty treatments eg skin care; oral hygiene eg ensuring teeth are clean, using breath fresheners, avoiding strong smelling foods, strong drinks and smoking</li> </ul>
2		2.3	Present a professional image in line with salon policy	<ul style="list-style-type: none"> <li>□ <i>Professional image in line with salon policy</i>: personal appearance ie uniform, hair, jewellery, nails, shoes, fresh make-up</li> </ul>

## Information for Tutors

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### Delivery

This unit will give learners knowledge and understanding of the importance of promoting, meeting and maintaining a professional salon image. Learners must have considerable opportunity to develop their professional skills. This should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery, group discussion, reception area work experience, guest speakers, and watching suitable DVDs and demonstrations of the correct procedures in place for personal appearance, personal hygiene and professional conduct within the salon and reception area environment.

Learners and tutors are encouraged to view the unit as providing an opportunity for learners to develop professional skills and to experience the discipline needed to meet and maintain a professional standard in a salon. Tutors can use suitable games, question and answer sessions, quizzes, task sheets, true or false, memory games and DVDs to assist delivery. Often tutor or group discussion will draw on both the tutor's and learners' own experiences to support the importance of presenting a professional image. Learners will need to discuss the reasons why the presentation of a professional image is so important to the success of hair and beauty industry. Learners who are responsible and competent should respond positively to any constructive feedback. Learners should behave appropriately for the tasks in hand, and take control of situations that involve others to ensure attitudes and behaviours are professional and acceptable at all times.

Learners can work with each other or in a reception area to cover the range of considerations and factors.

Professionalism is paramount at all times. The health and safety risks associated with presenting a professional image are low, but learners must be carefully instructed on personal hygiene and should be supervised closely when working. Learners must be familiar with risk assessments.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led delivery on presenting a professional image in the hair and beauty sector.

Practical exercises – learners complete task sheets, labelling diagrams or mood board to demonstrate knowledge of acceptable/unacceptable behaviour.

Learners to create a survey with questions on professional image and collate the results.

Learners research salons and the image they present.

Tutor-led delivery and group discussion on maintaining personal hygiene in a salon environment.

Learners to give short talks or question and answer sessions on key facts about maintaining personal hygiene.

Learners research salon policy/guidelines on personal hygiene.

Tutor-led discussion and/or DVD on differences between a professional and unprofessional image in a salon environment.

Topic and suggested assignments/activities
<p>Learners list factors contributing to professional image for a mood board and aspire wall.</p> <p>Learners carry out internet research on salon policies.</p> <p>Learners create video clip showing differences between a professional and an unprofessional therapist.</p> <p>Assessment – learners to respond to questions on how to promote a professional image and how to maintain personal hygiene. Learners to be observed presenting a professional image in line with a given policy. (Learning outcome 1)</p>
<p>Tutor-led delivery on communication skills.</p> <p>DVD on communication skills in the reception area.</p> <p>Learner discussion of own experiences when visiting a hair or beauty salon.</p> <p>Role-play activities to develop communication skills or observation of learner while on work experience.</p> <p>Tutor-led discussion on effects of positive and negative behaviours.</p> <p>Learners practise carrying out open and closed body language activities.</p> <p>Learners produce mood board of facial/body expressions showing positive and negative attitudes.</p> <p>Learners produce glossary of key words for positive behaviour.</p> <p>Assessment – learners to be observed communicating professionally with different people. Learners to produce 'dos and don'ts' salon poster showing effects of positive and negative behaviour. (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

The unit is assessed by the centre and will be subject to external verification by Pearson. Achievement of the assessment criteria should be evidenced through contextualised and vocationally-related practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment, would, therefore comprise 1.1, 1.2, 1.3, 2.1 and 2.2.

For 1.1, learners must demonstrate good communication skills and professional conduct when seeking and listening to guidance and clarification from tutors, as and when appropriate, in a salon situation or general salon environment. Practical observation in a hairdressing or beauty therapy reception area will provide an opportunity to show the use of communication skills to meet different people's needs. Guidance and feedback must be given on learner performance. Learners should work in a team or individually and communicate and behave politely with both tutors and other learners at all times.

For 1.2, learners must complete written evidence on the effects of positive and negative attitudes and behaviour. Learners should be observed or questioned orally from a role-play scenario within a vocational context. It is anticipated that reasonable guidance will be given to learners to reinforce their knowledge.

For 2.1, learners must identify how to promote a professional image for a salon environment. This can be evidenced through discussions or question and answer sessions, or through completed task sheets. Learners should state at least two factors which relate to maintaining a professional image, such as personal appearance and behaviour.

For 2.2, learners must identify how to meet and maintain good personal hygiene procedures. This will be evidenced through discussion and/or question and answer sessions, or through completed task sheets.

For 2.3, learners must demonstrate how to present a professional image in line with a salon policy. Learners must be assessed on their own personal appearance during practical activities. The tutor may provide the policy to be followed, and this may be the policy followed in any on site salon or realistic learning environment. Feedback on meeting the salon policy will provide evidence for assessment.

Witness statements and observation reports should be retained for verification purposes.

## Suggested resources

### Books

Connor J, Godfrey S and Milsom G – *BTEC National Beauty Therapy Sciences* (Heinemann Educational Secondary Division, 2004) ISBN 0435 462431

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2004) ISBN 0435451022

### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*Hairdresser's Journal* (Reed Business Publishing)

*Health and Beauty Salon Magazine* (Reed Business Publishing)

*Top Santé* (Bauer Publishing)

### Websites

[www.babtac.com](http://www.babtac.com) The British Association of Beauty Therapy and Cosmetology

[www.beautyguild.com](http://www.beautyguild.com) Beauty Guild

[www.beautytech.com](http://www.beautytech.com) Beauty Tech

[www.habia.org.uk](http://www.habia.org.uk) Habia, the Sector Skills Council for the Hair and Beauty Therapy Sector

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk) Professional beauty

# **Unit 10: Basic Make-up Application**

**Unit reference number: J/502/3797**

**Level: Level 1**

**Credit value: 3**

**Guided learning hours: 30**

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## **Unit aim**

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

## **Unit introduction**

To be able to apply basic make-up to a client is an enjoyable skill to have and develop. This unit is designed give learners an opportunity to show their creative and artistic ability when performing the practical activities. It forms a useful starting point to build on if learners decide to specialise as a make-up artist in the future. Applying make-up will give learners suitable skills to achieve a day, evening or special occasion look.

The unit introduces learners to the knowledge and skills required for a more popular area of work within beauty therapy. Make-up treatments can be performed on their own or as part of a general top-to-toe grooming service, for example a wedding package.

Learners will explore key aspects of pre-treatment preparation procedures and select a range of products, cosmetics, tools and materials for a make-up treatment. Learners must demonstrate good organisational skills and plan the treatment well to ensure all necessary tools, materials and products are within easy reach.

Learners will have the opportunity to identify the main skin types and the main structures and functions of the skin, in order to make suitable decisions when selecting products and cosmetics.

This unit gives learners an insight into the techniques used to apply basic make-up treatments and develops professional skills with an emphasis on following safe and hygienic working practices within the salon environment. Learners will work independently and contribute to the salon's health, safety and hygiene requirements and behave and respond appropriately to guidance from colleagues and tutors.

## **Essential resources**

Learners will need access to a salon environment with couches, trolleys, magnifying lamps, mirrors and suitable products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on make-up treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

Learners are required to perform make-up treatments on a range of different skin types. Working on each other or friends and family would be ideal for the assessment for the unit.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for make-up	1.1	state the factors that could influence the choice of basic make-up products and techniques	<ul style="list-style-type: none"> <li>□ <i>Factors influencing choice of make-up products and techniques:</i> face shape; eye colour; hair colour; skin colour, type and texture; outfit colour; natural daylight; artificial light; occasion eg day or special occasion; skin condition and reactions; fashion trends; cultural factors</li> </ul>
		1.2	state the importance of the preparation procedures for applying basic make-up	<ul style="list-style-type: none"> <li>□ <i>Importance of preparation procedures:</i> to check client's requirements; to ensure make-up products and techniques are suitable for client and required look; to ensure necessary products and tools are available and within easy reach; to ensure client is comfortable; to ensure client's clothing and hair is protected; to ensure hygiene procedures are complied with</li> </ul>
		1.3	prepare for applying basic make-up	<ul style="list-style-type: none"> <li>□ <i>Client preparation procedure:</i> position on couch; gown; headband; sectioning clips; head/neck support; visual inspection of skin to check skin type; contraindications ie skin diseases/disorders, eye infections, allergies, conditions that cause the client discomfort</li> </ul>
		1.4	select products, tools and equipment	<ul style="list-style-type: none"> <li>□ <i>Prepare the work area for basic make-up service:</i> sterilisation and sanitation methods, preparation of tools, materials, equipment, products, personal hygiene and appearance</li> <li>□ <i>Products, tools and equipment:</i> concealers; foundations eg liquid, cream/oil based, mousses, all-in-one; powder; cream or powder blusher; cream or powder eye shadow; pencil or liquid eyeliner; mascara; lipstick; lip gloss; make-up remover eg cleansing milk, gel or cream; brushes; palettes; sponges; mirror; make-up palette; headbands; gowns; towels; cotton wool</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.5	state how and when to use products, tools and equipment for basic make-up	<ul style="list-style-type: none"> <li>Uses of commonly available make-up products: coverage; reduce shine; add colour; highlight; shade; define; enhance, disguise or soften natural features and blemishes</li> </ul>
2	Be able to carry out make-up	2.1	state basic skin types	<ul style="list-style-type: none"> <li>Basic skin types: oily; dry; normal; combination</li> </ul>
		2.2	state the basic structure and function of the skin	<ul style="list-style-type: none"> <li>Structure and function of the skin: epidermis; dermis; subcutaneous layer; sensation; heat regulation; absorption; protection; excretion; secretion</li> </ul>
		2.3	state the bone structure of the face	<ul style="list-style-type: none"> <li>Bone structure of face: major facial bones eg frontal, zygomatic, mandible, maxillae bones</li> </ul>
		2.4	prepare the face	<ul style="list-style-type: none"> <li>Prepare the face: preparing face by removing any existing make-up and cleansing, toning, moisturising</li> </ul>
		2.5	apply basic make-up products	<ul style="list-style-type: none"> <li>Apply basic make-up: applying cosmetics to meet client requirements eg day, evening or special occasion look; removing make-up after application if necessary</li> </ul>
		2.6	remove basic make-up	
		2.7	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>Safe and hygienic working practices: sterilisation and sanitation methods; following health and safety instructions according to salon policy, PPE and COSHH; safe use of tools and equipment</li> </ul>
		2.8	communicate and behave in a professional manner.	<ul style="list-style-type: none"> <li>Communication and behaviour: speaking, listening and responding to instructions; asking questions; body language; cooperating; teamwork; taking responsibility; polite; tactful; respectful; using skin care and make-up terminology</li> </ul>

## Information for tutors

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### Delivery

It is intended that this unit gives learners their first experience of the practical skills associated with make-up treatments, together with the underpinning knowledge to support the required practical skills. Learners must have considerable opportunity to develop their practical skills and this should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery, teaching and demonstrations of the correct procedures in place for the tools, equipment, materials, products and techniques involved.

Learners and tutors are encouraged to view the unit as an introduction to make-up application techniques. The unit provides an opportunity to experience basic skills with a view to performing more advanced make-up application techniques through natural progression, for example photographic make-up. In addition, learners should learn how to prepare a client for applying a basic make-up treatment. Learners will need to discuss the materials, tools, equipment and techniques to be used with a responsible and competent person and respond positively to any constructive feedback. Learners should then select the tools, equipment and materials appropriate for the task in hand, and use these to perform the specified tasks.

Learners can work on each other or friends and family (a minimum of four different people) in order to cover the range of skin types.

Health and safety is paramount at all times in order to avoid the risk of cross infection in the salon. The risks associated with make-up treatments are generally low, but learners must be instructed carefully in the use of tools, products and personal hygiene, and should be supervised closely while working and using such equipment. Tutors must produce risk assessments for the use of salon tools, materials, equipment and products. Learners must be familiar with these risk assessments.

Learners must participate in consultation procedures to identify relevant contraindications to the treatment and factors influencing basic make-up application. A variety of task sheets, role play and question and answer sessions would provide suitable evidence. Scenarios provided by the tutor would generate group discussion and could lead to a group presentation on interpretation of the factors. Useful websites with a virtual beauty adviser, or video/DVD would reinforce knowledge.

Learners should learn how to prepare themselves for carrying out a treatment and how to prepare and position the client for treatment. Demonstration and performance during treatment will provide suitable evidence. Learners can produce their own visual aid to show 'dos and don'ts' in the form of a DVD or photoboard on correct and incorrect preparation procedures.

Learners will learn how to set up tools, materials, equipment and the work area for a basic make-up treatment via tutor-led discussion and demonstration. Learners must demonstrate a professional appearance when performing the basic make-up treatment. They should identify the necessary environmental conditions for a make-up treatment – including heating, lighting, ventilation, mood and atmosphere. Learners should then perform the practical task with tutor guidance and feedback, clear task sheets and group poster presentations will provide suitable evidence.

Learners will have a tutor-led product training session to explore and identify products used in a make-up routine. Task sheets identifying different types of cosmetics, tools and equipment may help to reinforce knowledge, as would useful websites with links to skin type/correct product choice.

Learners will learn characteristics/conditions associated with the main skin types, (normal, oily, dry and combination) and this could be through a tutor-led discussion. Learners could look through magnifying lamps to identify each others' skin types and characteristics. Learners can then complete skin analysis sheets with codes to support their findings. Learners should use questioning and visual techniques to describe and record skin type. Learners should identify the layers of the skin, epidermis, dermis and subcutaneous fat layer, and this can be achieved through colouring and labelling diagrams of the skin structure and identifying its function. Learners also need to be aware of the bone structure of the face and its effect on of make-up choice. Learners could create PowerPoint presentations, question and answer or true or false games, and memory games. Tutor-led discussion should link the structure and function of the skin to the application of basic make-up.

Learners can learn how the products are used through discussing their own experiences and by producing 'what and why' product boards. Learners should also receive tutor-led delivery and discussion. Tutors could provide a variety of products for learners to complete a clear task sheet on their uses.

The tutor should carry out a practical demonstration of how to perform a basic make-up treatment to include an eye cleanse, lip cleanse, superficial cleanse, basic skin analysis, deep cleanse, tone and moisturise and the application of a full make-up (day, evening or special occasion). The skills needed for a basic make-up treatment are best taught by the tutor demonstrating the skills, followed by learners practising these skills. Techniques to enhance facial characteristics should be identified clearly during demonstration and performance. The tutor should monitor learners as they practise, carry out assessment and provide guidance, advice, correction or praise, as appropriate. Written procedures and illustrations will support learning.

Learners should learn how to sterilise and sanitise brushes, tools, materials and equipment, via demonstration and tutor-led discussion. Learners could produce a table or chart to identify the differences between sterilisation and sanitation. Learners should identify how to dispose of waste materials and products from the treatment. Learners could play question and answer games, multiple-choice questions, true or false and memory games to reinforce safe-working practices.

Learners should recognise the importance of maintaining equipment used for basic make-up treatments, and the correct storage of products. Poster presentations and fact file instruction leaflets would provide suitable evidence. Learners should recognise how a work area should be left and this can be demonstrated following the treatment.

Tutors should lead discussions on the importance of behaving in a cooperative and responsible manner. Tutors should constantly encourage learners to 'tidy as you go' during practical sessions. Question and answer sessions could be held to monitor and promote enthusiasm for learning. Tutors could also introduce a reward scheme for learners who demonstrate professionalism.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of programme of learning.

Learners to participate in consultation procedures identifying contraindications to treatment and factors influencing the choice of basic make-up application through task sheets, role play, question and answer sessions.

Activity – learners role play a client consultation and complete a consultation sheet showing factors influencing choice of make-up, eg contraindications, eye colour, skin tone/colour, occasion. (Learning outcome 1)

Tutor-led discussion/demonstration on how to prepare for carrying out the treatment and the importance of preparation.

Learners to demonstrate preparing themselves and clients.

Tutor-led discussion/demonstration of setting up tools, materials, equipment and work area for basic make-up treatment.

Tutor-led training session to identify products used in a make-up routine.

Tutor-led discussion on types of product.

Learners to discuss own experiences of using products.

Learners perform practise preparing for a make-up treatment including preparing self, work area and setting up tools and equipment.

Assessment – learners to create a checklist of the factors that could influence the choice of make-up products and techniques and the importance of preparation procedures for applying make-up.

Assessment – learners are observed preparing themselves and the work area for applying make-up, including the selection of products, tools and equipment. Learners to answer questions on the products, tools and equipment selected. (Learning outcome 1)

Tutor-led delivery/discussion on basic skin types, structure and function of the skin and the bone structure of the face.

Practical task – learners identify each others' skin types and characteristics, with the use of magnifying lamps, and complete skin analysis sheets.

Tutor-led discussion to link structure and function of skin to application of basic make-up.

Assessment – learners to complete a chart showing the basic skin types, structure and function of the skin and bone structure of the face. (Learning outcome 2)

Tutor to demonstrate how to perform a basic make-up treatment.

Learners practise carrying out a treatment, monitored by the tutor.

Tutor-led discussion and demonstration on how to sterilise and sanitise brushes, tools and equipment and how to leave the work area after treatment.

Learners to produce a table or chart to identify differences between sterilisation and sanitation.

Exercises to reinforce safe working, eg question and answer sessions.

Tutor-led discussion on the importance of behaving in a cooperative manner. Tutors to encourage learners to 'tidy as you go' throughout the unit.

## Topic and suggested assignments/activities

Assessment – learners to be observed preparing the face and applying and removing basic make-up (old make-up can be removed before applying new make-up if this is preferred). Learners to be observed following safe and hygienic working practices and communicating in a professional manner while applying make-up. (Learning outcome 2)

Assessment feedback, review and evaluation of learning

### Assessment

The unit is assessed by the centre and will be subject to external verification by Pearson. Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related, practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment is suggested as being sufficient to allow full coverage of the outcomes. The single assessment would, therefore, comprise 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 and 2.5.

For 1.1, learners must state the factors influencing the choice of basic make-up techniques. Evidence could be in the form of a treatment plan, identifying relevant contraindications and showing what factors influence the overall choice of basic make-up products and techniques. To achieve 1.2, learners must state the importance of preparation procedures for applying basic make-up. This can be in the form of a discussion or question and answer session with the tutor or through creating a checklist of procedures and their importance for future reference.

To achieve 1.3, learners must demonstrate how to prepare self, work area and the client for a make-up treatment. This will be evidenced by a trained assessor observing the learner preparing for a make-up treatment.

For 1.4, learners must select the correct products to be used during a basic make-up treatment. This will be evidenced by following learners carrying out an accurate basic skin analysis on a model.

For 1.5, learners must demonstrate knowledge of product uses, by selecting suitable products during the practical assessment and giving reasons for their choice. This will be evidenced by the tutor observation and oral questions.

For 2.1, 2.2 and 2.3, learners must complete written records. Learners could complete a large diagram of a face with coded symbols for each client to provide evidence. Learners must be able to identify skin types, the structure and function of the skin and bone structure of the face.

For 2.4, 2.5 and 2.6, learners must demonstrate, responsibly, a basic make-up treatment by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance and feedback received. If they wish, learners can achieve 2.6 by removing old make-up before applying new make-up. The treatment can be for a day, evening or special occasion look. Learners should communicate and behave politely with tutors, clients and other learners at all times. They should 'tidy as they go' and follow correct health and safety procedures when performing their tasks.

Witness statements and observation records must be retained for verification purposes.

## Suggested resources

### Books

Bennett R – *The Science of Beauty Therapy, Third Edition* (Hodder & Stoughton, 2004)  
ISBN 0340814667

Connor J, Godfrey S and Milsom G – *BTEC National Beauty Therapy Sciences* (Heinemann Educational Secondary Division, 2004) ISBN 0435 462431

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004)  
ISBN 0435451421

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2004) ISBN 0435451022

### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*Health and Beauty Salon Magazine* (Reed Business Publishing)

*Make-up Artist Magazine* (Independently published in Vancouver)

*On Make up Magazine* (The Powder Group)

*Top Santé* (Bauer Publishing)

### Websites

<a href="http://www.beautyguild.com">www.beautyguild.com</a>	Beauty Guild
<a href="http://www.beautytech.com">www.beautytech.com</a>	Beauty Tech
<a href="http://www.bobbibrown.co.uk">www.bobbibrown.co.uk</a>	Bobbi Brown – includes virtual adviser, how to videos and tips
<a href="http://www.clinique.co.uk">www.clinique.co.uk</a>	Clinique
<a href="http://www.habia.org">www.habia.org</a>	Habia the Sector Skills Council for the Hair and Beauty Sector
<a href="http://www.maccosmetics.co.uk">www.maccosmetics.co.uk</a>	Mac
<a href="http://www.makeupmag.com/shop">www.makeupmag.com/shop</a>	Make-Up Artist magazine
<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>	Professional beauty
<a href="http://www.skincare.com">www.skincare.com</a>	The Skin Site
<a href="http://www.themakeupbox.com">www.themakeupbox.com</a>	The Makeup Box

# Unit 11: Nail Art Application

**Unit reference number:** K/502/3470

**Level:** Level 1

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit should enable learners to prepare for and carry out basic nail techniques under supervision.

## Unit introduction

The aim of this unit is for learners to prepare and carry out basic nail-art techniques. The unit builds on learners' artistic flair and creativity to produce designs and promote nail art within the beauty therapy sector.

The unit introduces learners to preparation techniques and practical skills used in basic nail-art procedures. Learners will explore aspects of pre-treatment preparation procedures, selecting a range of products and materials for a nail-art treatment. Learners will make sure they are well organised for providing a nail-art service, with all the tools, equipment and products needed within reach to use during the treatment. This unit will give learners the foundation knowledge for nail art should they wish to progress further in nail artistry in the future.

Learners will have the opportunity to identify different nail-art techniques, and develop the practical skills needed to perform basic nail-art treatments to a professional standard. Learners will also research and create a booklet of simple nail-art designs which they will be able to use and reproduce on nails when selecting a design suitable to use in the nail-art treatment.

This unit gives learners an opportunity to develop their professionalism by following safe and hygienic working practices within the workplace. Learners will work independently as well as in an effective team by contributing to the salon's health, safety and hygiene requirements and by behaving and by responding appropriately to guidance from colleagues and tutors.

## Essential resources

The learners will need access to a suitable environment with desks and preferably nail stations, at least one between two learners, suitable products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting, ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on nail-art treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

Learners are required to perform nail-art treatments using a range of different techniques and designs. Learners can complete their assessments on family, friends or clients and this should be encouraged for learners to complete the unit.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for nail-art techniques	1.1	prepare for basic nail-art techniques	<ul style="list-style-type: none"> <li>□ <i>Preparation procedures:</i> preparing client ie visual inspection of hands and nails, sanitisation of hands and nails, removal of jewellery, checking for adverse skin and nail conditions, condition of nails, contraindications; preparing work area ie sterilisation and sanitation methods, preparation of tools, materials, equipment, products, personal hygiene and appearance</li> </ul>
		1.2	select products, tools and equipment for basic nail-art techniques	<ul style="list-style-type: none"> <li>□ <i>Products:</i> base coats; nail-art paints; coloured enamels; stick-on transfers; glitter polishes; flat shapes; gem stones; foils, foil/wrap adhesive, foil/metallic wrap sealer; glitter dots and enamel; striping tape; finishing sealer; non-acetone nail polish remover; artificial nail structure</li> <li>□ <i>Tools and equipment:</i> special effects tool, striping brush, fine detailer brush, fan brush, nail files, orange wood stick, scissors, and cotton buds</li> </ul>
		1.3	design a 2D nail art image	<ul style="list-style-type: none"> <li>□ <i>Designing 2D images:</i> types of design eg animal designs, glitter designs, gem designs, foil designs, flat stone designs, transfer designs, striping tape designs, freehand painting designs, special occasion designs</li> </ul>
		1.4	state the factors that could influence the choice of basic nail-art techniques	<ul style="list-style-type: none"> <li>□ <i>Factors influencing choice of nail-art techniques and products:</i> skin colour; outfit colour; specific occasion; time allocation; pricing of treatment; length, strength and shape of nail plate; adverse skin and nail conditions; fashion trends; cultural factors</li> </ul>
		1.5	state the importance of the preparation procedures for basic nail-art techniques	<ul style="list-style-type: none"> <li>□ <i>Importance of preparation:</i> to clarify client requirements; to follow health and safety procedures; to ensure correct products and tools are easily available, putting client at ease</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.6	state the products and basic techniques used in nail art	<ul style="list-style-type: none"> <li>□ <i>Basic nail art techniques</i>: types of technique eg freehand painting, stick-on transfers, gemstones, flat stones, foil wraps, striping tape, glitter polishes, colour blending</li> </ul>
2	Be able to carry out nail-art techniques	2.1	carry out basic nail-art techniques adapting the 2D nail-art image to a 3D surface	<ul style="list-style-type: none"> <li>□ <i>Basic nail-art techniques from an image</i>: types of image and techniques eg animal design, glitter design, gem design, foil design, flat stone design, transfer design, striping tape design, freehand painting design, special occasion design; aftercare advice</li> </ul>
		2.2	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ <i>Safe and hygienic working practices</i>: following health and safety instructions in accordance with salon policy, PPE and COSHH; sterilisation and sanitation methods; health and safety procedures; safe use of tools and equipment; correct posture to prevent fatigue and injury</li> </ul>
		2.3	communicate and behave in a professional manner.	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour</i>: speaking; listening and responding to instructions; asking questions; body language; teamwork; cooperating; taking responsibility; polite; tactful; respectful; using range of technology related to basic nail-art techniques</li> </ul>

## Information for tutors

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### Delivery

This unit will give learners the opportunity to gain knowledge and experience of preparing to design and carry out nail-art treatments. Through tutor-led teaching and discussions learners will gain the underpinning knowledge they need about the factors that affect nail-art treatments, procedures for preparing clients for the treatment, the products, tools and equipment used to carry out treatments and essential health and safety considerations.

Learners will learn about the possible images that can be created and have the opportunity to show their own artistic flair by designing a range of 2D and 3D images to be used on nails.

Sessions should be informative and fun sessions where, through tutor-led practical demonstration, discussion and group work learners will learn the essential skills for designing and creating nail art images in a safe and professional manner. A range of active and learner-centred activities should be used including matching and memory games, quizzes and word searches. Learners should receive support and praise where appropriate in order for them to achieve the assessment criteria.

Through discussion, group and individual work, tutors can demonstrate the factors that may influence a nail art treatment, including; skin colour, size and shape of the nail plate. Before carrying out a treatment, learners will be able to state the procedure for preparing the client by discussing the importance of doing a consultation and putting them at ease. Learners will be able to prepare a client for a basic nail-art treatment by learning about the importance of hygiene and safety, preparing the work area and sanitising hands and nails. Tutors should give practical demonstrations of this to show learners what to do. Learners should be shown the products needed to carry out nail-art treatment and discuss each product's uses. Learners should be shown through practical demonstration the tools involved in the treatment and discuss their uses.

Learners need to be able to describe the basic nail-art techniques and products available. Tutors need to ensure that learners understand techniques and products by planning and providing group and individual activities for them to take part in.

Learners will need to research different nail-art designs using the internet, books and magazines and this will be used to help them produce a booklet of their own 2D designs which they will need to draw and decide on appropriate colours. Learners will need to use these designs to create their 3D images. Learners should also discuss aftercare advice, so the design can be maintained at home by the client.

Health, safety and hygiene are paramount and at all times learners should be reminded of the importance of working in a safe and hygienic environment in order to prevent and avoid the risk of cross infection in the salon. Learners need to discuss the importance of keeping the work area and tools hygienic and clean and the consequences of not doing this.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of programme of learning.</p> <p>Tutor-led discussion on nail art and the factors influencing the choice of nail-art techniques. Learners to produce a checklist of factors.</p> <p>Group discussion and demonstration of setting up tools, materials, equipment and work area for basic nail-art treatment.</p> <p>Learners perform setting up work area for nail-art treatment.</p> <p>Learner-centred discussion on how to prepare self and client for carrying out the treatment.</p> <p>Learners demonstrate preparing themselves and client.</p> <p>Group activity session to identify and describe products used in nail art.</p> <p>Learners role play consultation procedures to identify factors influencing the nail-art treatment.</p> <p>Group discussion on types of products and equipment used for different nail-art techniques.</p> <p>Learners produce table or chart to identify equipment and products for nail-art techniques.</p> <p>Learners research and design a range of 2D images of nail-art techniques.</p> <p>Learners design a booklet containing a range of nail-art images to perform on nails.</p> <p>Assessment: learners to respond to questions on the factors that could influence the choice of basic nail-art techniques, the importance of preparation procedures and the products and basic techniques used in nail art.</p> <p>Learner to be observed preparing to deliver basic nail-art techniques and selecting products, tools and equipment.</p> <p>Learner to design and select a 2D nail-art image from their booklet. (Learning outcome 1)</p>
<p>Tutor to demonstrate how to perform a basic nail-art treatment.</p> <p>Learners practise carrying out a treatment, supervised by the tutor.</p> <p>Group activity on aftercare advice for the client to care for their nail art at home.</p> <p>Tutor-led discussion and demonstration on how to sterilise and sanitise brushes, tools and equipment, and how to tidy work area after use.</p> <p>Learners complete worksheets on sanitation and sterilisation.</p> <p>Group discussion on the importance of behaving in a professional cooperative manner.</p> <p>Assessment – learners to be observed carrying out basic nail-art treatment converting their 2D image to a 3D surface, following safe and hygienic working practices and communicating and behaving in a professional manner. (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

The unit is assessed by the centre and will be subject to external verification by Pearson. Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related, practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment documentation booklet is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment documentation booklet would, therefore, comprise 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2 and 2.3.

To achieve 1.1, learners must demonstrate how to prepare the client and work area for a nail art treatment. This will be evidenced by the learner being observed carrying out pre-treatment and client preparation procedures and evidenced on the treatment plan.

For 1.2, learners must select the correct products and tools to use during a nail-art treatment. This will be evidenced by the learner being observed carrying out an accurate consultation and recording all tools and products to be used on the treatment plan.

For 1.3, learners must design a 2D image. This will be evidenced by the learner producing a nail-art booklet of a range of simple nail-art images and choosing one image for assessment. Learners will need to adapt the 2D image to a 3D design.

For 1.4, learners must state the factors influencing the choice of nail-art techniques and products. This could be evidenced through learners producing a checklist or agreeing a suitable treatment plan to show what factors influence the overall effect of the basic nail-art treatment. This will be evidenced by treatment plans produced, oral questioning and observation.

To achieve 1.5, learners must state the importance of preparation procedures for a nail-art treatment. This could be assessed through a discussion or question and answer session with the tutor, or through completion of a proforma or worksheet.

For 1.6, learners must be able to state the products and basic techniques used in nail art. This can be evidenced by a written exercise or by learners completing charts to include this information.

For 2.1, 2.3 and 2.4, learners must demonstrate, responsibly, a basic nail-art application treatment, to be reproduced from the 2D design created 1.6, by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance and feedback received. They should communicate and behave politely with tutors, clients and other learners at all times. They should maintain a clean work area and follow correct health and safety procedures when performing their tasks.

Witness statements and observation reports should be retained for verification purposes.

## Suggested resources

### Books

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Jefford J - *The Art of Nails* (Thomson Learning, 2005) ISBN 1844801462

Jefford J - *Nail Artistry* (Thomson Learning, 2003) ISBN 1861529449

Jefford and Swain - *The Encyclopedia of Nails, 2nd Edition* (Thompson, 2002) ISBN 9781844804603

Newman M - *The Complete Nail Technician* (Thompson, 2004) ISBN 9781408032442

### Journals

*Guild Gazette* (Guild of Beauty Therapists)

*Health and Beauty Salon Magazine* (Reed Business Information)

*Scratch Magazine* (Seed Publishing Ltd)

### Websites

[www.allaboutbeauty.co.uk](http://www.allaboutbeauty.co.uk)

All about beauty

[www.babtac.com](http://www.babtac.com)

The British Association of Beauty Therapy and Cosmetology

[www.essentialnails.com](http://www.essentialnails.com)

Essential Nails

[www.habia.co.uk](http://www.habia.co.uk)

Habia, the Sector Skills Council for the Hair and Beauty Sector

[www.nailartgallery.com](http://www.nailartgallery.com)

Nail Art Gallery

[www.professionalbeauty.com](http://www.professionalbeauty.com)

Professional Beauty

# Unit 12: Themed Face Painting

**Unit reference number:** L/502/3803

**Level:** Level 1

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit should enable learners to prepare for and carry out a themed face painting design.

## Unit introduction

The aim of this unit is to enable learners to design and carry out a range of themed face-painting treatments.

Face painting can be an enjoyable and creative way to use specialised make-up techniques for particular themes and occasions. This unit gives learners the opportunity to express their creativity and artistic flair by using make-up techniques in a specialised way.

Learners will look at a range of different themes and designs that can be created on the face for special occasions such as parties, and themed events.

Learners will explore the factors that may affect face painting and the correct procedures for carrying out a themed face painting. They will also learn about preparing the client for the treatment and the tools and resources needed to carry it out. Health, safety and hygiene are paramount when working on skin and learners will identify how to follow safe working practices when carrying out their treatments.

Learners will have the opportunity to look at a range of face-painting designs before designing their own 2D images, which they will then recreate in 3D form.

Although learners will work independently to create designs, they will work together to share ideas and practise their designs so that they feel supported and can share their skills with other learners, as well as their tutor.

## Essential resources

Learners will need access to an environment with desks and chairs, a salon environment can be used but is not necessary. Suitable products, tools, materials and equipment, that meet an acceptable standard, should be available for training. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference material on face-painting treatments. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

Learners are required to perform face-painting treatments using a range of designs. Working on each other or friends and family would be ideal for assessment of this unit.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for themed face painting	1.1	state the factors that could influence the choice of themed face-painting techniques	<ul style="list-style-type: none"> <li>□ <i>Factors affecting choice of techniques:</i> size and shape of face; skin colour; skin type; theme or occasion; age of client; timings; costing; equipment needed; adverse skin conditions eg allergies; gender and cultural factors</li> </ul>
		1.2	state the importance of the preparation and removal procedures for themed face painting	<ul style="list-style-type: none"> <li>□ <i>Importance of preparation and removal procedures:</i> to check client requirements; to ensure chosen design is suitable for client; to ensure necessary products and tools are available and within easy reach; to ensure client is comfortable; to ensure client's clothing and hair is protected; to ensure hygiene procedures are complied with</li> </ul>
		1.3	prepare for themed face painting	<ul style="list-style-type: none"> <li>□ <i>Preparation procedures:</i> preparing work area with protective coverings and materials; ensuring equipment is ready; ensuring equipment is sanitised; positioning of client; making the client feel comfortable and at ease; consulting with client; showing client range of designs; visual skin inspection for skin disorders and allergies; coverings to protect client's hair and clothes; basic skin preparation</li> </ul>
		1.4	design a 2D image	<ul style="list-style-type: none"> <li>□ <i>2D images:</i> type of image eg animals, insects, cartoon characters, superheroes, Halloween images, fantasy characters, pirates</li> </ul>
2	Be able to carry out themed face painting	2.1	select the products, tools and equipment for themed face painting	<ul style="list-style-type: none"> <li>□ <i>Tools and equipment:</i> facial sponges; various sized brushes and range of non-toxic, water-based face paints; cleansing wipes; tissues; palettes; cotton wool; face-paint remover</li> </ul>
		2.2	carry out face-painting techniques using products, tools and equipment adapting the 2D image to a 3D surface	<ul style="list-style-type: none"> <li>□ <i>Create 3D images from 2D images:</i> type of image eg animals, insects, cartoon characters, superheroes, Halloween images, fantasy characters, pirates, aftercare advice; face-painting techniques</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		2.3 remove face-painting products	<ul style="list-style-type: none"> <li>□ <i>Safe and hygienic working practices:</i> sanitisation; following health and safety instructions in accordance with health and safety policy, PPE and COSHH; safe use of tools and equipment; skin testing; parental permission for under 16s; washing sponges and equipment after each client; contraindications eg eczema, impetigo, chicken pox, conjunctivitis, cuts and bruises; safe working area; correct posture to prevent fatigue and injury</li> </ul>
		2.4 state the products, tools and equipment used in themed face painting	
		2.5 follow safe and hygienic working practices	
		2.6 communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour:</i> speaking; listening and responding to instructions; asking questions; body language; cooperating; maintaining written records; taking responsibility; polite; tactful; respectful; using terminology relating to face-painting techniques</li> </ul>

## Information for tutors

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### Delivery

This unit will give learners the opportunity to gain knowledge and experience of preparing for, designing and carrying out face-painting treatments. Through tutor-led teaching and discussions learners will gain a knowledge of the factors that affect face-painting treatments, procedures for preparing clients for treatments, products, tools and equipment needed to carry out treatments and essential health and safety considerations.

Learners will research and learn about possible images that can be created and they will have the opportunity to show their own artistic flair by designing a range of 2D and 3D images to be used in face paintings and assessed.

Sessions should be informative and fun where, through tutor-led practical demonstration, discussion and group working they will learn the essential skills for designing and creating face painting designs in a safe and professional manner. A range of active and learner-centred activities should be used including matching and memory games, quizzes and word searches. Learners should receive support and praise where appropriate in order for them to achieve the assessment criteria.

For learning outcome 1, the tutor can demonstrate, through discussion, group and individual work, the factors that may influence a face painting treatment, including skin colour and contraindications. Before carrying out a treatment learners will be able to state the procedure for preparing clients by discussing the importance of carrying out a consultation and putting them at ease. Learners will be able to prepare clients for face painting treatments recognising the importance of hygiene and safety, preparing the work area and sanitising equipment. Tutors should give practical demonstrations of this to show learners what to do. Learners should be shown the products needed to carry out a face-painting treatment and discussing each product used. Learners should be shown through practical demonstration how the tools involved in the treatment are used.

For learning outcome 2, learners need to be able to describe the main face-painting techniques and products available. Tutors need to ensure that learners understand techniques and products by planning and providing group and individual activities for them to take part in.

Learners can research different face paint designs using the internet, books and magazines and this can help them produce a portfolio of their own 2D designs, which they will need to draw and decide on appropriate colours to use. Learners will need to use these designs to create their 3D images for assessment. Aftercare advice should be discussed in order that the client can maintain the face-painting design.

Health, safety and hygiene are paramount and at all times learners should be reminded of the importance of working in a safe and hygienic environment in order to prevent and avoid the risk of cross infection in the salon. Learners need to discuss the importance of keeping the work area and tools hygienic and clean and the consequences of not doing this.

Learners need to discuss the importance of using appropriate communication skills, body language and responsible behaviour in the salon. Working with children is essential when carrying out face-painting treatments and learners need to understand the importance of being able to respond appropriately to children. This should be delivered through tutor-led discussion and demonstration.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Learner-centred discussion about what influences face-painting services and what factors are involved.

Learners to create treatment plans that will be used when completing their practical assessments and practising designs.

Learner-centred discussions about client preparation, group work, matching games.

Learner-centred discussion about the equipment needed for face painting and completing charts for records. Learners to complete a chart recording the equipment needed.

Practical tutor demonstration of setting up work area.

Practical session – learners practise setting up work area, supervised by tutor through observation, tutor question and answer.

Learners research websites and books to look at designs and produce a portfolio of their own drawn 2D designs.

Assessment – learners produce a plan for a themed face painting which must include the factors that could influence the face-painting techniques. The importance of preparation procedures and at least one 2D design. Learners must be observed preparing themselves and the work area for themed face painting. (Learning outcome 1)

Learners practise designing images using practical demonstration, supervised and assessed through observation, tutor question and answer.

Learners research the necessary tools, equipment and aftercare advice, using the internet, books and magazines.

Learners list and complete a chart to record all tools and resources and their uses and present it to the group.

Learner-centred discussion and group work on aftercare advice, question and answer session with tutor.

Tutor-led discussion on safe and hygienic working practices, group work, PowerPoint presentation, worksheets and matching games.

Tutor-led discussion and role-play activities on communicating and behaving in a professional manner in the workplace.

Assessment – learners select products and tools for a themed face painting and carry out face-painting techniques adapting their 2D image to a 3D surface. They must also be observed removing face-painting products, following safe and hygienic work practices and communicating and behaving in a professional manner. Learners to respond to questions on products and tools used. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment would therefore comprise 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 and 2.5.

To achieve 1.1, learners need to state the factors influencing the choice of themed face-painting techniques. This could be assessed through learners completing a basic treatment plan which must include theme or occasion, age of client, and at least four other influencing factors.

To achieve 1.2, learners must state the importance of preparation and removal procedures for themed face painting. This could be evidenced through a discussion or question and answer session with the tutor, or through completion of a pro forma or worksheet.

To achieve 1.3, learners must demonstrate how to prepare for a face-painting treatment. This will be evidenced by the learner being observed following procedures to prepare self, work area and client and evidenced on the treatment plan.

To achieve 1.4, learners must design a 2D image. This will be evidenced by the learner producing their own design. If the learner has produced a portfolio of images, one must be chosen for assessment.

To achieve 2.1, learners need to select products and tools for the themed face painting, and for 2.3 they need to demonstrate proper removal of face-painting products. This can be assessed through tutor observation before and after carrying out the treatment. One face painting will need to be practically assessed for this unit, using the learner's own 2D design assessed for 1.4. This will be evidenced on their treatment plan and by tutor assessment and observation.

For 2.4, learners must state the products, tools and equipment used in themed face painting such as facial sponges, cotton wool and tissues, brushes, paints, wipes, palettes and face paint remover.

To achieve 2.5 and 2.6, learners should communicate and behave politely with tutors, clients and other learners at all times. They should maintain a clean work area and follow correct health and safety procedures when performing their tasks. This must be assessed by the tutor through observation and use of the treatment plan.

## Suggested resources

### Books

Caudron C, Childs C and Chaisty C – *The Usborne Book of Face Painting* (Usborne Publishing Ltd, illustrated edition, 1993) ISBN 0746014457

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Snazaroo – *Five Minute Faces: Fantastic Face-painting Ideas* (Paperback) (Kingfisher Books Ltd, new edition, 1992) ISBN 862729025

Snazaroo – *First Faces: First Steps to Face Painting* (Kingfisher Books Ltd, 1995) ISBN 9781856973076

Various – *Face Painting* (Usborne Publishing Ltd, new edition, 2007) ISBN 0746085192

Watt F, Childs C, Figg N, Lyle K and Moller R – *Starting Face Painting* (Usborne Publishing Ltd, new edition, 2005) ISBN 0746066562

**DVDs**

Face Painting [DVD] Region 2, 95 minutes

Available from: [www.amazon.co.uk](http://www.amazon.co.uk)

**Journals**

*Guild Gazette* (The Guild of Beauty Therapists)

*Health and Beauty Salon Magazine* (Reed Business Information)

*Professional Beauty Magazine* (Emap)

**Websites**

<a href="http://www.facepaint.co.uk">www.facepaint.co.uk</a>	Face, the Face Painting Association
<a href="http://www.facepainting.co.uk">www.facepainting.co.uk</a>	Doodles
<a href="http://www.facepaintingdesigns.co.uk">www.facepaintingdesigns.co.uk</a>	Face Painting Designs
<a href="http://www.facepainting4u.co.uk">www.facepainting4u.co.uk</a>	Face Painting 4 U
<a href="http://www.fancyface.co.uk">www.fancyface.co.uk</a>	Fancy Face
<a href="http://www.funtimefaces.co.uk/shop">www.funtimefaces.co.uk/ shop</a>	Funtime Faces

# Unit 13: Styling Women's Hair

**Unit reference number:** F/502/3796

**Level:** Level 1

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit should enable learners to prepare and carry out basic hair styling for women under supervision.

## Unit introduction

This unit will introduce learners to basic hair-styling techniques for women and will allow learners to develop their hairdressing skills.

In this unit learners will have the opportunity to create different styling techniques to produce different finished looks. Learners will develop their dexterity and hand-eye coordination. This skill could form a basis for working within any industry which requires practical ability and help learners to progress within the hairdressing industry if they choose.

Learners may have already practised techniques such as blow drying, straightening and/or tonging either on themselves or friends. This unit will give them the basis on which to build the necessary knowledge and skills to enhance their progression.

On completion of this unit learners will have developed practical skills in theoretical knowledge of hairdressing and they will have increased their awareness of aspects relating to part of the creative elements of hairdressing.

## Essential resources

Learners will need access to different types of hair magazines, for example, wedding hair, celebrity hair, Afro Caribbean hair. Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor. Demonstrations by a suitably qualified demonstrator of different types of styling techniques using the different types of equipment would be required.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for styling for women	1.1	identify basic techniques for styling women's hair	<ul style="list-style-type: none"> <li>□ <i>Basic techniques for styling women's hair:</i> tonging hair; straightening hair; curling hair with straighteners; blow drying hair with round or flat brush; French pleating hair; hair up; smoothing; curling; pin curling; finger drying</li> </ul>
		1.2	state the factors that influence the choice of hair styling techniques for women	<ul style="list-style-type: none"> <li>□ <i>Factors that influence choice of hairstyle for women:</i> identifying head and face shapes eg round, oval, square; body shape; hair-growth patterns eg cows lick, nape whorl, widows peak; thickness of hair and natural hair type eg curly, straight; lifestyle; hair length; hair type; hair condition; hair texture; elasticity; density; fashion trends</li> </ul>
		1.3	state the importance of the preparation procedures for styling women's hair	<ul style="list-style-type: none"> <li>□ <i>Importance of preparation procedures:</i> to protect client and client's clothes; for hygiene; to ensure client's comfort; to consult with client on desired style; to check client's hair type, condition and suitability for chosen style; to ensure appropriate products are selected and are easily available</li> </ul>
		1.4	prepare for styling women's hair	<ul style="list-style-type: none"> <li>□ <i>Prepare client for basic styling:</i> preparation of area; consultation with client including correct analysis of hair type and suitability for styling technique; making sure client is gowned correctly; remove all product build-up either by brushing hair thoroughly or shampooing</li> </ul>
2	Be able to provide styling for women	2.1	state the purpose of hair styling and finishing products, tools and equipment	<ul style="list-style-type: none"> <li>□ <i>Products:</i> selecting products for styling eg gel, mousse, spray; selecting products for finishing eg hairspray, shine spray, wax, serum</li> <li>□ <i>Tools:</i> brushes ie round, flat; combs eg detangling, plastic pin tail, cutting; grips and pins</li> </ul>
		2.2	select appropriate products, tools and equipment	<ul style="list-style-type: none"> <li>□ <i>Equipment:</i> types of equipment eg correct size tongs, straighteners, hairdryer</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		2.3 style women's hair using basic techniques	<ul style="list-style-type: none"> <li>□ Style women's hair: carrying out different styling techniques eg straightening, smoothing, curling, blow drying, setting, pin curling, finger drying; up-dos; preparation of area and position of tools, products and equipment</li> </ul>
		2.4 follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ Safe and hygienic working practices: following health and safety instructions according to salon policy, PPE and COSHH; visually check electrical equipment; label, remove and report any faulty equipment; clean work area to minimise risk of cross infection/infestation; personal hygiene eg clean nails, hair, clothes; identifying broken tools eg combs with teeth missing; methods of sterilisation ie auto clave, ultra-violet, chemical</li> </ul>
		2.5 communicate and behave in a professional manner.	<ul style="list-style-type: none"> <li>□ Communication and behaviour: speaking; listening and responding to instructions; asking questions; body language; cooperating; maintaining written records; taking responsibility; polite; tactful; respectful; teamwork; using hair-styling terminology</li> </ul>

## Information for tutors

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### Delivery

Successful delivery of this unit requires learners to have opportunities to identify, list and demonstrate ways of preparing women's hair for styling. Learners will require advice and guidance from tutors with suitable expertise to draw on their own experience.

Tutors will have the opportunity to use a range of classroom-based practical demonstrations, competitions and include resources such as magazines, DVDs and suitable stationery equipment such as mood boards, coloured pens, flipchart paper etc.

For learning outcome 1, learners could be encouraged to collect magazines showing different women's hairstyles which they could then use in looking for styles suitable for women's hair. Alternatively, learners could carry out research on the internet. Learners could carry out activities such as producing a mood board with pictures of different styling techniques and outcomes, or drawing different face shapes with a hairstyle suitable for each shape. This could be used to build up a style file for a presentation, with pictures of different hair styles. Tutors should discuss the importance of preparing the work area and the client correctly for basic styling. Tutors may need to demonstrate the correct procedures for this. Learners could then carry out role-play activities in carrying out a consultation. Learners could record the results on a consultation sheet.

For learning outcome 2, learners will need to select tools, products and equipment for basic styling and would benefit from having examples of the products available, together with the manufacturers' instructions for each product. Discussion will develop learners' knowledge and understanding of what to do if there is faulty equipment, and how to avoid infections.

Tutors should demonstrate different styling techniques before learners attempt these. The tutor should demonstrate how all equipment is to be used for producing different styles (curls with tongs, curls with straighteners, straightened hair with straighteners, blow-dried hair either with round or flat brush, French pleats using pins and grips, any up-dos.) If it is impractical for learners to style each others' hair, then blocks can be used. Tutors will need to observe learners to ensure they are following safe and hygienic practices.

Tutors should lead discussions on positive and negative body language and behaviour suitable for the salon environment. It may be beneficial to deliver this early in the unit, so that learners have the opportunity to use these skills while practising client consultations and styling.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led classroom activity – learners identify different types of basic styles that would be suitable for women’s hair by working in pairs using magazine pictures and the internet (looking at celebrities such as Victoria Beckham and the style changes she has had over the last 10 years).

Assessment – learners produce a mood board with pictures of different types of basic styling techniques and outcomes (finished styles). Learners to display mood boards. (Learning outcome 1)

Tutor-led classroom activity – learners identify head and face shapes, hair growth patterns, thickness of hair and hair type (curly/straight).

Learner activity – learners draw different types of face shapes and produce a style suitable for that type either with just pencils, pens etc or using a computer – these can then be presented and displayed.

Learner activity – learners build up a style file for presentation at the end of the unit with pictures, drawings or photographs of different hairstyles and up dos.

Tutor-led classroom activity – discuss the importance of client preparation for basic styling including consultation.

Activity – role-play consultation – learners paired to carry out consultations with each other taking into account hair type, face shape and any growth patterns that could hinder the service and record results on a consultation sheet provided. Client correctly gowned ready for service.

Tutor-led classroom activity – discuss importance of preparation of area, correct gowning of client (gown, towel) and comfort of client.

Assessment – learners to respond to questions on the factors influencing the choice of hair-styling techniques for women, and the importance of preparation procedures. Learners to be observed preparing self, work area and client. (Learning outcome 1)

Tutor-led classroom activity – learners correctly identify types of tools, products and equipment by completing a task sheet. Learners look at manufacturers’ instructions for products and state findings that are relevant to the service being carried out.

Assessment – learners to make a grid or chart of types of tools, equipment and products to be used when styling women’s hair. (Learning outcome 2)

Tutor-led classroom activity – discuss methods of checking electrical equipment and what to do if any faulty equipment is found.

Tutor-led discussion on the need for personal hygiene, methods of sterilisation and why not to use broken tools.

Learner activity – learners research infections/infestations and present findings with pictures as homework.

Demonstration – tutor demonstrates how to use different equipment for producing different types of styles.

Competition to be held for best styling technique and hair up-do.

## Topic and suggested assignments/activities

Tutor-led classroom activity – class discussion on positive and negative body language and different types of behaviour suitable for a working environment. Learners then produce a mind map stating different types of body language and the resulting behaviour that can then be displayed.

Assessment – learners carry out a minimum of three styling techniques and one hair up-do by preparing area with all required products and equipment before carrying out the service, confirming look, carrying out a full consultation if working in pairs, or if working on blocks looking at suitability of face shape and hair type. Learners should demonstrate good personal hygiene, prepare client or stated correct client preparation, be able to state sterilisation methods and how and why tools and/or equipment need to be sterilised, and communicate and behave in a professional manner. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of observation, photographic evidence, production of mood boards and completed consultation checklists, mind maps and feedback sheets from discussions together with question and answer written tasks, would be sufficient and support evidence to allow full coverage of all the learning outcomes.

For 1.1, learners must be able identify different techniques for styling women’s hair. Learners can produce evidence for this criterion by using the internet or magazines to find pictures of different styles and styling techniques to print or cut out and place on a mood board.

For 1.2, learners must be able to identify the factors that could influence choice of hairstyles such as head and face shapes (round, oval, square, oblong), hair-growth patterns (cows lick, nape whorl, widows peak, double crown), thickness/thinness of hair and hair type (curly/straight). This can be evidenced through completion of a style file including different styles on different types of hair and face shapes.

For 1.3, learners must be able to state the importance of the procedure for client preparation. This can be evidenced through completion of a checklist of preparation procedures, or through a question and answer session with the tutor.

For 1.4, learners must be observed preparing a client for basic styling, including correct gowning of the client, correct preparation of the work area (to have tools near for ease of use) and showing awareness of the importance of client comfort throughout the service. This will be evidenced through observation of role play and a completed consultation sheet.

For 2.1, learners must identify the types of tools, equipment and products that can be used together with information gained from reading the manufacturers’ instructions. This will be evidenced by a completed task sheet and production of a chart or grid.

For 2.2 and 2.3 learners must be able to produce three hairstyles. One hair style must be an up-do using pins and grips. Learners must carry out a consultation confirming look, suitability of hair type and face shape. For 2.2, the learner must be able to choose the products, tools and equipment to be used. Learners will then be observed carrying out the styles to achieve 2.3. The assessment can take place either on models (each other) or blocks.

For 2.4, learners must show awareness of sterilisation methods, what should be done with any broken tools and why, and be able to state what is to be done with any faulty electrical equipment (label, report to tutor, remove from use). They should also demonstrate hygienic practices with regard to their personal hygiene.

This can be assessed by observation and a completed consultation sheet. Knowledge of infectious and non-infectious diseases can be evidenced by learners producing their findings with pictures.

For 2.5, learners must demonstrate positive body language (eye contact, nodding, relaxed arms) and be able to demonstrate suitable behaviour (polite, smiling, clear and calm, quietly spoken, professional). This will be evidenced through observation of the role play carried out for 1.4, and while styling hair for assessment criteria 2.1, 2.2 and 2.3.

Witness statements and observation reports should be retained for verification purposes.

## Suggested resources

### Books

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

McMillan C and Bodell S - *NVQ Level 1 Introducing Hairdressing* (Heinemann, 2007)  
ISBN 0435464663

Worthington C - *The Complete Book of Hairstyling* (Carlton Books Ltd, 2006)  
ISBN 9781847327185

### Journal

*The Hairdresser's Journal* (Reed Business Information)

### Websites

<a href="http://www.hairdressing.ac.uk">www.hairdressing.ac.uk</a>	Hairdressing Training
<a href="http://www.hairfinder.com">www.hairfinder.com</a>	Hairfinder
<a href="http://www.myhairdressers.com">www.myhairdressers.com</a>	Myhairdressers.com
<a href="http://www.tigi.co.uk">www.tigi.co.uk</a>	Tigi
<a href="http://www.virtualhaircare.com">www.virtualhaircare.com</a>	Virtual Hair Care

# Unit 14: Styling Men's Hair

**Unit reference number:** A/502/3795

**Level:** Level 1

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit should enable learners to prepare for and provide basic styling techniques for men under supervision.

## Unit introduction

This unit will introduce learners to basic hair-styling techniques for men and will allow learners to develop their hairdressing skills.

Nowadays, men are more aware of their appearance than ever before and male grooming is a fast growing industry. There are lots of products on the market designed for male grooming and hair products lead the way with companies developing more and more for this increasing market.

In this unit learners will have the opportunity to develop an understanding of how these products are a vital part of the male grooming procedure, together with learning how to create different styling techniques to produce different finished looks. Learners will develop their dexterity and hand-eye coordination. This could form a basis for working within any industry which requires practical ability, and help learners to progress within the hairdressing industry if they choose.

Learners may have already practised techniques such as blow drying or straightening and this unit will give them the basis on which to build the necessary knowledge and skills to enhance their progression.

On completion of this unit learners will have developed practical skills in and theoretical knowledge of styling men's hair and they will have increased their awareness of aspects relating to part of the creative practical elements of hairdressing.

## Essential resources

Learners will need access to different types of hair magazines, for example celebrity hair, Afro Caribbean hair. Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor.

Demonstrations by a suitably qualified demonstrator of different types of styling techniques would be required.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for styling for men	1.1	identify basic styling techniques for men's hair	<ul style="list-style-type: none"> <li>Identify basic techniques for styling men's hair: shaping hair with products; straightening hair; blow drying hair ie finger drying, round or flat brush; smoothing</li> </ul>
		1.2	state the factors that influence the choice of hair styling techniques for men	<ul style="list-style-type: none"> <li>Factors that influence choice of hairstyle for men: identifying head and face shapes eg round, oval, square; hair growth patterns eg cows lick, nape whorl, widows peak; thickness of hair and natural hair type ie curly, straight; hair growth cycle; hair length; hair condition; hair texture; elasticity; density; fashion trends</li> </ul>
		1.3	state the importance of the preparation procedures for styling men's hair	<ul style="list-style-type: none"> <li>Importance of procedures: to protect client and client's clothes; for hygiene; to ensure client's comfort; client consultation on client's hair type; to ensure appropriate products and tools are easily available</li> </ul>
		1.4	prepare for styling men's hair	<ul style="list-style-type: none"> <li>Prepare client for basic styling: making sure client is gowned correctly; inspecting condition of client's hair; preparation of area; remove all product build up either by brushing hair thoroughly or shampooing</li> </ul>
2	Be able to provide styling for men	2.1	state the purpose of hair styling and finishing products, tools and equipment	<ul style="list-style-type: none"> <li>Products: mousse; gel; lotion; spray; moisturisers; wax; dressing cream; heat protectors; serum; purpose eg for styling, finishing</li> <li>Tools: brushes eg round, flat; combs eg for detangling, cutting</li> <li>Equipment: electrical equipment eg dryers, straighteners</li> </ul>
		2.2	select appropriate products, tools and equipment	
		2.3	style men's hair using basic styling techniques	<ul style="list-style-type: none"> <li>Style men's hair: consultation including correct analysis of hair type and suitability for styling technique; carrying out styling techniques eg straightening, blow drying; shaping and styling with products only; styling with use of equipment; preparation of area and position of tools, products and equipment</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.4	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ <i>Follow safe and hygienic working practices:</i> following health and safety instructions according to salon policy, PPE and COSHH; visually check electrical equipment; label, remove, report any faulty equipment; clean work area to minimise risk of cross infection/infestation; personal hygiene eg clean nails, hair, clothes; identifying broken tools eg combs with teeth missing; methods of sterilisation ie auto clave, ultra-violet, chemical</li> </ul>
		2.5	communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour:</i> speaking; listening and responding to instructions; asking questions; body language; cooperating; maintaining written records; taking responsibility; polite; tactful; respectful; teamwork; using hair styling terminology</li> </ul>

## Information for tutors

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### Delivery

Successful delivery of this unit requires learners to have opportunities to identify, list and demonstrate ways of preparing men's hair for styling. Learners will require advice and guidance from tutors with suitable expertise to draw on their own experience.

Tutors will have the opportunity to use a range of classroom-based practical demonstrations, competitions and include resources such as magazines, DVDs, suitable stationery equipment such as mood boards, coloured pens, flipchart paper.

For learning outcome 1, learners could be encouraged to collect magazines showing different men's hairstyles which they could then use in looking for styles suitable for men's hair. Alternatively, learners could carry out research on the internet. Learners could carry out activities such as producing a mood board with pictures of different styling techniques and outcomes, or drawing different face shapes with a style suitable for each shape. This could be used to build up a style file for a presentation, with pictures, of different hairstyles.

Tutors should discuss the importance of preparing the work area and the client correctly for basic styling. Tutors may need to demonstrate the correct procedures for this. Learners could then carry out role-play activities in carrying out a consultation. Learners could record the results on a consultation sheet.

For learning outcome 2, learners will need to select tools, products and equipment for basic styling and would benefit from having examples of the products available, together with the manufacturer's instructions for each product. Discussion will develop learners' knowledge and understanding of what to do if there is faulty equipment, and how to avoid infections.

Tutors should demonstrate different styling techniques before learners attempt them. The tutor should demonstrate how all equipment is to be used for producing different types of styles, for example straightened hair with straighteners, blow-dried hair either with round brush, finger drying or flat brush, hair styled with use of products such as wax, gel, hairspray, moulding paste. If it is impractical for learners to style each others' hair, then blocks can be used. Tutors will need to observe learners to ensure they are following safe and hygienic practices.

Tutors should lead discussions on positive and negative body language and behaviour suitable for the salon environment. It may be beneficial to deliver this early in the unit, so that learners have the opportunity to use these skills while practising client consultations and styling.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of programme of learning.

Tutor-led classroom activity – learners to identify different types of basic styles that would be suitable for men's hair by working in pairs using magazine pictures and the internet (looking at celebrity men such as David Beckham and the changes to his styling over the last 10 years).

Assessment – learners produce a mood board with pictures of different types of basic styling techniques and outcomes (finished styles). Learners to display mood boards. (Learning outcome 1)

Tutor-led classroom activity – learners to identify head and face shapes, hair growth patterns, thickness of hair and hair type (curly/straight).

Learner activity – learners draw different types of face shapes and produce a style suitable for that type either with just pencils, pens etc or using a computer – these can then be presented and displayed.

Learner activity – learners build up a style file for presentation at the end of the unit with pictures, drawings or photographs of different hairstyles and to include different types of styling products which style they would be used to create (gel for spiky look, or wax for smooth look).

Tutor-led classroom activity – discuss the importance of client preparation for basic styling, including consultation.

Activity – role-play consultation – learners paired to carry out consultations with each other taking into account hair type, face shape and any growth patterns that could hinder the service and record results on a consultation sheet provided. Client correctly gowned ready for service.

Tutor-led classroom activity – discuss importance of preparation of area, correct gowning of client (gown, towel) and comfort of client.

Assessment – learners present style file with pictures of different styles, the factors influencing the choice of hair-styling techniques for men. Learners to be observed preparing self, work area and client and to respond to questions on the importance of preparation procedures. (Learning outcome 1)

Tutor-led classroom activity – learners correctly identify types of tools, products and equipment by completing a task sheet. Learners to look at manufacturers' instructions for products and state findings that are relevant to the service being carried out.

Assessment – learners make a grid or chart of types of tools, equipment and products and their purpose when styling hair. (Learning outcome 2)

Tutor-led classroom activity – discuss methods of checking electrical equipment and what to do if any faulty equipment is found, personal hygiene, methods of sterilisation and why not to use broken tools.

Learner activity – learners research infections/infestations and present findings with pictures as homework.

Demonstration – tutor to demonstrate how to use different equipment for producing different types of styles.

Competition to be held for best styling technique with product and use of equipment.

Tutor-led classroom activity – class discussion on positive and negative body language and different types of behaviour suitable for a working environment. Learners then to produce a mind map stating different types of body language and the resulting behaviour that can

## Topic and suggested assignments/activities

then be displayed.

Assessment – learners to carry out a minimum of three styling techniques, one to be carried out by shaping and styling with suitable products, two to be carried out using equipment. Learners should demonstrate good personal hygiene, preparation of client or state correct client preparation, be able to state sterilisation methods and how and why tools and/or equipment need to be sterilised. They should also be observed communicating and behaving professionally. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences with tasks specifically designed with the assessment criteria in mind. The use of observation, photographic evidence, production of mood boards and completed consultation checklists, mind maps and feedback sheets from discussions, together with question and answer written tasks, would be sufficient and support evidence to allow full coverage of all the learning outcomes.

For 1.1, learners must be able identify different techniques for styling men's hair. Learners can use the internet or magazines to find pictures to print or cut out and place on their mood board. This will be evidenced by learners producing a mood board with pictures of different types of styles.

For 1.2, learners must be able to identify factors that could influence choice of hairstyles such as head and face shapes (round, oval, square, oblong), hair-growth patterns (cow's lick, nape whorl, widows peak, double crown), thickness/thinness of hair and hair type (curly/straight). This will be evidenced by the presentation and completion of a style file including different styles on different types of hair and face shapes, together with different types of hair products and their uses.

For 1.3, learners must be able to state the importance of preparation procedures. This can be evidenced through completion of a checklist of preparation procedures, or through a question and answer session with the tutor.

For 1.4, learners must be able to demonstrate the correct procedure for client preparation, including correct gowning, importance of preparation of area (to have tools near for ease of use) and the importance of client comfort throughout the service. This will be evidenced by observation and a completed consultation sheet.

For 2.1, learners must identify the types of tools, equipment and products that can be used together with information gained from reading the manufacturers' instructions, which will be evidenced by a completed task sheet and production of a chart or grid.

For 2.2 and 2.3, learners must be able to produce three hairstyles. For 2.2, learners must be able to choose equipment, tools and products to be used. For 2.3, the assessment can take place either on model (each other) or block. One styling technique must be carried out using products and two must be carried out by using equipment.

For 2.4, learners should be observed following safe and hygienic work practices including sterilisation methods, what should be done with any broken tools and why and be able to state what is to be done with any faulty electrical equipment (label, report to tutor remove from use). Under tutor supervision this can be assessed by observation and completed consultation sheet. For infectious and non-infectious diseases, this can be evidenced by learners producing their findings with pictures.

For 2.5, learners must demonstrate positive body language (eye contact, nodding, relaxed arms) and be able to demonstrate suitable behaviour (polite, smiling, clear and calm, quietly spoken, professional). This will be evidenced through the client preparation carried out for 1.4 and while styling hair for assessment criteria 2.1, 2.2 and 2.3.

## Suggested resources

### Books

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

McMillan C and Bodell S - *NVQ Level 1 Introducing Hairdressing* (Heinemann, 2007) ISBN 0435464663

Shields M - *Complete Guide to Men's Hair Care (Personal Care Collection)* (Delmar Learning, 2001) ISBN 100766 83817X

Worthington C - *The Complete book of Hairstyling* (Carlton Books Ltd, 2006) ISBN 9781847327185

### Journal

*The Hairdresser's Journal* (Reed Business Information)

### Websites

<a href="http://www.askmen.com">www.askmen.com</a>	Askmen
<a href="http://www.hairdressing.ac.uk">www.hairdressing.ac.uk</a>	Hairdressing training
<a href="http://www.hairfinder.com">www.hairfinder.com</a>	Hairfinder
<a href="http://www.myhairdressers.com">www.myhairdressers.com</a>	My Hairdresser
<a href="http://www.videojug.com">www.videojug.com</a>	Video jug
<a href="http://www.virtualhaircare.com">www.virtualhaircare.com</a>	Virtual Hair Care

# **Unit 15: Plaiting and Twisting Hair**

**Unit reference number: Y/502/3805**

**Level: Level 1**

**Credit value: 3**

**Guided learning hours: 30**

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## **Unit aim**

This unit should enable learners to prepare for and provide basic plaiting and twisting techniques under supervision.

## **Unit introduction**

This unit aims to develop learners' skills in and understanding of basic plaiting and twisting techniques.

In this unit learners will have the opportunity to create multiple plaits, single plaits and develop twisting techniques to produce interesting looks, either by themselves or as an added feature that is easy to wear and maintain. They will also create finished looks that can be complemented with decoration to achieve a total look.

Plaiting and twisting techniques are a very fashionable addition to all types of hair styling including prom hair and wedding hair for brides and bridesmaids. This unit will give learners the opportunity to develop different skills when working with long hair including selection and use of products and tools that will aid and maintain the finished look.

On completion of this unit learners will have developed skills in dressing long and/or short hair and learned the creative aspect of adding ornamentation to complement different types of occasions.

## **Essential resources**

Learners will need access to different types of hair magazines, for example wedding hair, celebrity hair and Afro Caribbean hair. Internet access will give learners the opportunity to develop skills in an e-learning environment but this will require careful management by the tutor. Demonstrations by a suitably qualified demonstrator of different types of styling techniques would be required.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for basic plaiting and twisting hair	1.1	identify a range of finished looks that use plaiting and twisting techniques	<ul style="list-style-type: none"> <li>□ <i>Finished looks that use plaiting and twisting techniques:</i> looks that using on-scalp and off-scalp plaiting techniques and/or are complemented with twisting techniques eg ponytail plaiting, scalp plait, multiple plaits; twists</li> </ul>
		1.2	prepare for plaiting and twisting techniques	<ul style="list-style-type: none"> <li>□ <i>Preparation procedures:</i> confirming type, length and suitability of the hair; identifying and selecting correct sectioning for plaiting or twisting technique; taking into account any influencing factors including hair-growth patterns and head and face shape, dangers of traction alopecia; the implications of health and safety for correct/incorrect gowning of client; questioning of client, checking hair condition and suitability</li> </ul>
		1.3	state the importance of the preparation procedures for plaiting and twisting techniques	<ul style="list-style-type: none"> <li>□ <i>Importance of preparation procedures:</i> to consult with client on chosen look; to check suitability of hair for chosen look; health and safety issues eg condition of hair, sanitising products; to ensure necessary products and tools are available and within reach; to show a professional image</li> </ul>
		1.4	state the factors that influence the choice of plaiting and twisting techniques	<ul style="list-style-type: none"> <li>□ <i>Factors influencing choice of techniques:</i> shape of head and face; condition of hair; length of hair; hair type, texture, elasticity, density, degree of curl body shape, lifestyle, skin, scalp and hair conditions, hair-growth pattern, hair-growth cycle; cultural and fashion trends; gender; personality; occasion</li> </ul>
		1.5	select products and tools for plaiting and twisting techniques	<ul style="list-style-type: none"> <li>□ <i>Select products and tools:</i> types of tools and products eg combs, brushes, grips/pins, section clips, hairspray, wax, gel, oil, lotions, spray, moisturisers; what is available such as chemical, ultra violet and/or auto clave; decorations, fabric, ribbon, threads; bands; added hair; pipe cleaners; electrical equipment</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.6	state when and how to use products, tools and equipment	<ul style="list-style-type: none"> <li>□ <i>When and how to use tools and products</i>: benefits of using products; importance of correct tool selection to aid the basic plaiting and twisting process eg easy to hold hair in place, making hair easier to manage</li> </ul>
2	Be able to carry out basic hair plaiting twisting techniques	2.1	carry out plaiting and twisting techniques with and without decoration	<ul style="list-style-type: none"> <li>□ <i>Carry out basic plaiting and twisting techniques with or without decoration</i>: confirming look; consultation; accurate sectioning; suitable method of working; effective securing of hair and/or decoration; correct degree of tension; influencing factors; suitable styling and finishing products used; advice on maintenance of style and hair condition</li> </ul>
		2.2	provide home care advice	<ul style="list-style-type: none"> <li>□ <i>Home care advice</i>: how to maintain look; how long style will last; any necessary products or tools</li> </ul>
		2.3	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>□ <i>Follow safe and hygienic working practices</i>: following health and safety instructions in accordance with salon policy, PPE and COSHH; client preparation; position of client and self; work area; methods of sterilisation; personal hygiene; timings; methods of working safely and hygienically; effect of excessive tension on hair</li> </ul>
		2.4	communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>□ <i>Communication and behaviour</i>: speaking; listening and responding to instructions; asking questions; body language; cooperating; maintaining written records; taking responsibility; polite; tactful; respectful; following salon policy; teamwork, using a range of hair styling terminology</li> </ul>
		2.5	state the purpose of home care advice	<ul style="list-style-type: none"> <li>□ <i>Purpose of home care advice</i>: advising on maintaining style, types of products to use, how to remove clips, ornamentation</li> </ul>

## Information for tutors

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### Delivery

Tutors delivering this unit have the opportunity to use a range of techniques, practical demonstrations and workshops, run classroom-based competitions and include resources such as DVDs, magazines and a selection of ornamentation with learner presentations and group work.

For learning outcome 1, learners need to research hair types and textures suitable for plaiting and twisting. Learners should also research plaiting and twisting styles and head and face shapes suitable for these styles. Access to the internet or magazines would be beneficial.

Tutors will need to lead discussions and demonstrate how to correctly prepare the client and work area. Tutors should also lead delivery on health and safety issues such as sterilisation of tools. A supply of products and tools should be available for learners to select from.

Tutors will need to demonstrate plaiting and twisting techniques before learners attempt these. Learners could carry out role-play activities in pairs to practise preparing the client and carrying out consultations. When carrying out plaiting or twisting learners can either work on each other or use blocks.

Discussions should be held on positive and negative body language and behaviour suitable for the salon environment. Learners can practise these skills in role-play activities and they will also have the opportunity to practise them while carrying out the consultation and the plaiting and twisting service. It may be beneficial to cover this early in the unit so that learners have the opportunity to practise these skills.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of programme of learning.

Activity – learners research hair types and texture that would be suitable for basic plaiting and twisting techniques.

Tutor-led discussion on influencing factors.

Activity – learners look at head and face shapes and suitability for plaiting and twisting techniques.

Tutor-led classroom activity – learners identify different types of styles that use plaiting and twisting techniques by working in pairs using magazine pictures and the internet.

Assessment – learners produce a mood board with pictures of different types of styles using plaiting and twisting techniques and outcomes (finished styles). Learners to display mood boards. (Learning outcome 1)

Assessment – learners produce a checklist of influencing factors such as hair-growth patterns and importance of understanding effects of traction alopecia when plaiting and twisting hair. (Learning outcome 1)

Tutor-led discussion on the importance of client preparation and the correct way to prepare a client for the service, taking into account health and safety issues surrounding incorrect gowning of a client.

Activity – learners identify a selection of tools and products they could use for plaiting and twisting techniques and make a chart of all suitable styling and finishing products.

Topic and suggested assignments/activities
<p>Methods of sterilisation why, when, how, and importance of to cover cross infection/infestation.</p> <p>Activity – learners set up area ready for a client correctly.</p> <p>Assessment – learners to respond to questions on the importance of preparation procedures for basic plaiting and twisting techniques. Learners to be observed preparing self, work area and client for basic plaiting and twisting techniques, including selection of products and tools. (Learning outcome 1)</p>
<p>Role play – correct behaviour and communication techniques. Identify the cause and effects of negative behaviour and closed body language as opposed to positive behaviour and open body language.</p> <p>Consultation activity – learners in pairs carry out accurate consultations and identify safe and effective methods of working, including any influencing factors, using the paperwork provided.</p> <p>Demonstration – tutor to demonstrate how to use different equipment for producing different types of styles using plaiting and twisting techniques.</p> <p>Tutor-led classroom activity – class discussion on positive and negative body language and different types of behaviour suitable for a working environment. Learners then produce a mind map stating different types of body language and the resulting behaviour that can then be displayed.</p> <p>Assessment – learners to be observed carrying out two plaits and one twisting technique one to include decoration to maximise look. Including following safe and hygienic working practices, communicating and behaving in a professional manner. Learners to be observed providing home care advice, and to respond to questions on the purpose of home care advice. (Learning outcome 2)</p> <p>Activity – run a competition for categorised tasks such as ‘best use of ornamentation’, ‘best use of plaiting techniques to maximise style’ and ‘best use of twisting techniques to maximise style’ with photographic evidence.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

To achieve 1.1, learners will need to identify a range of finished looks that use basic plaiting and twisting techniques. This can be assessed through a mood board the learner has produced with pictures gathered from magazines and/or the internet, giving examples of a variety of styles.

To achieve 1.2, learners will need to demonstrate how the hair is prepared for basic plaiting and twisting using correct tool selection. Evidence can be in the form of observation reports and/or witness testimonies.

To achieve 1.3, learners must state the importance of preparation procedures. Evidence of understanding can be achieved by completing a written task or the learner making references in a short assignment and/or one-to-one discussions or question and answer sessions with the tutor.

To achieve 1.4, learners will need to state the factors that influence the choice of basic plaiting and twisting techniques. This can be evidenced through completion of a worksheet or grid, or through a checklist compiled by the learner.

To achieve 1.5, learners will need to select appropriate tools and products for basic plaiting and twisting. Evidence can be in the form of observation reports and/or witness testimonies. To achieve 1.6, learners will need to state when and how to use the products, tools and equipment. This can be assessed through completion of a worksheet or pro forma, or through a question and answer session with the tutor.

To achieve 2.1, learners will be required to carry out two plaiting and one twisting techniques either on a model (each other) or on blocks, within a specified time. Evidence can be in the form of observation reports and/or witness testimonies. To achieve 2.2, learners will need to provide appropriate home care advice for the three styles they carried out.

To achieve 2.2, learners must be observed providing home care advice on how to maintain the style and any products or tools necessary for this.

To achieve 2.3, learners will need to be able to carry out correct gowning techniques, carry out a full consultation with the client identifying health and safety factors and state why, when and how to sterilise tools. Evidence can be in the form of observation reports. Knowledge and understanding evidence can be in the form of a short assignment.

To achieve 2.4, learners will be required to demonstrate positive behaviour and communication techniques, identifying open and closed body language. Evidence can be in the form of observation reports and or witness testimony.

To achieve 2.5, learners will need to state the purpose of home care advice. This can be evidenced by learners providing home care advice for the styles carried out, either to the client, or through a question and answer session with the tutor.

Witness statements and observation reports should be retained for verification purposes.

## Suggested resources

### Books

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

McMillan C and Bodell S - *NVQ Level 1 – Introducing Hairdressing* (Heinemann, 2007) ISBN 0435464663

Sorbie T - *The Bridal Hair Book* (Thomson Learning, 2006) ISBN 9781844803248

Watts F and Miles L - *Hair Plaiting* (Usborne Publishing, 1995) ISBN 9780746026687

Worthington C - *The Complete Book of Hairstyling* (Carlton Books Ltd, 2006) ISBN 9781847327185

### Journal

*The Hairdresser's Journal* (Reed Business Information)

### Websites

[www.longlocks.com](http://www.longlocks.com) Longlocks Hair Sticks Boutique

[www.myhairdressers.com](http://www.myhairdressers.com) My Hairdressers

[www.virtualhaircare.com](http://www.virtualhaircare.com) Virtual Hair Care

# Unit 16: The Art of Photographic Make-up

**Unit reference number:** L/502/3980

**Level:** Level 2

**Credit value:** 5

**Guided learning hours:** 30

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## Unit aim

The unit should enable learners to prepare and carry out a photographic make-up image.

## Unit introduction

Applying photographic make-up is an enjoyable skill to learn and develop. This unit is designed to provide a comprehensive guide to providing effective photographic make-up.

The unit gives learners an opportunity to show their creative and artistic ability when performing practical activities in this specialised sector. It will provide learners with suitable skills to apply photographic make-up to models in this industry, and also members of the public as a prelude to producing professional celebrity-type photographs.

Learners will develop knowledge and skills required for this more creative area of work within the make-up industry. Make-up services can be performed on their own or as part of a photo shoot.

Learners will explore the importance of preparation procedures. They will prepare a mood board and select a range of products, cosmetics, tools and materials for the make-up. Learners must demonstrate good organisational skills and plan well to ensure all necessary tools, materials and products are within easy reach.

Learners will have the opportunity to identify correctly the model's face shape and skin type, identify the structure and function of the skin and describe the position of the major facial bones. Learners will also develop their knowledge and understanding of how natural ageing, lifestyle and environmental factors affect the condition of the skin.

The unit gives learners an insight into the techniques used for applying photographic make-up, and corrective make-up, and develops professional skills with an emphasis on following safe and hygienic working practices within the salon environment.

Learners will work independently and contribute to the salon's health, safety and hygiene requirements and behave and respond appropriately to guidance from colleagues and tutors.

## Essential resources

The learners will need access to a salon environment or make-up studio with high chairs, lamps, mirrors and suitable lighting. It must also include products, tools, materials and equipment that meet an acceptable standard. Tasks must be undertaken in a safe place of work with adequate space, heating, lighting, ventilation and access to both washing and first aid facilities. Learners will require access to a library with current textbooks, trade publications and reference material on photographic make-up. Internet access will give learners the opportunity to develop skills in an e-learning environment, but this will need careful management by the tutor.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for photographic make-up	1.1	produce a mood board	<ul style="list-style-type: none"> <li>□ <i>Mood board</i>: purpose – to show development of own concept of photographic make-up; selecting images to plan photographic make-up; preparing make-up application for image; selecting collated images; showing creativity; linking themes; choosing specialised make-up techniques; selecting type of photograph eg black and white, colour; purpose of photograph eg fashion, commercial; design ideas; scale; proportion; colour theory; presenting mood board and discussing findings</li> </ul>
		1.2	outline the purpose of a mood board	
		1.3	outline how to develop a mood board	
		1.4	describe ways of effectively presenting a mood board	
		1.5	state the importance of the preparation procedures for photographic make-up	<ul style="list-style-type: none"> <li>□ <i>Preparation</i>: sterilisation and sanitation methods; preparation of tools, materials, equipment, products; personal hygiene and appearance; preparation of work area; importance of hygiene of work area and self; to ensure all necessary products and tools are available and within easy reach</li> <li>□ <i>Factors influencing overall effect</i>: choice of make-up products; techniques; skin colour, type and texture; hair and eye colour; face shape; shape of facial features; factors affecting natural ageing process; occasion and fashion trends; flash photography; lighting effects</li> </ul>
		1.6	explain how natural ageing, lifestyle and environmental factors affect the condition of the skin	<ul style="list-style-type: none"> <li>□ <i>Factors affecting condition of the skin</i>: natural ageing; lifestyle eg diet, smoking; environmental factors eg sun, heating, lighting, ventilation</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.7	describe the structure and function of the skin	<ul style="list-style-type: none"> <li>□ <i>Structure and function of the skin:</i> epidermis; dermis; subcutaneous layer; sensation; location and function of sweat and sebaceous gland and the hair follicle; hair shaft; philly muscle; blood and lymph vessels; sensory nerve ending; the basic functions of the skin ie heat regulation, absorption, protection, excretion, secretion, sensory, Vitamin D production; skin types ie oily, combination, dry; differences in structure of different skin types</li> </ul>
		1.8	describe the position of the major facial bones	<ul style="list-style-type: none"> <li>□ <i>The position of the major facial bones:</i> frontal, zygomatic, mandible and maxillae bones</li> </ul>
2	Be able to provide photographic make-up	2.1	select and use products, tools and equipment for photographic make-up application taking into account identified factors	<ul style="list-style-type: none"> <li>□ <i>Products:</i> products suitable for different skin types; cleanser; toner; moisturiser; foundation ie liquid, cream/oil based, mousse, compact, all-in-one foundation; powder; cream or powder blusher; cream or powder eyeshadow; pencil or liquid eyeliner; mascara; pencil lip liner, lipstick, lip gloss; highlighter; shader; skin-colour correction products</li> </ul>
		2.2	state tools, equipment and products used when carrying out a photographic make-up application	<ul style="list-style-type: none"> <li>□ <i>Tools:</i> gown; hairband/clips; make-up brushes; powder brush; foundation brush/sponge; socket brush; fan brush; eye shadow brushes; sponge applicator; contour brush; blusher brush; mascara wand; lip brush</li> </ul>
		2.3	describe the factors that need to be considered when carrying out a photographic make-up application	<ul style="list-style-type: none"> <li>□ <i>Factors influencing choice of product:</i> day light; artificial light; matching light with occasion; how lighting affects colour; outfit; hair; eye colour; skin tone; face shape; colour; ambient lighting; photographic film; purpose of photograph</li> </ul>
		2.4	describe the sequence in which make-up products should be applied	<ul style="list-style-type: none"> <li>□ <i>Sequence and procedure:</i> why make-up should be applied in a sequence; cleanser; toner; moisturiser; concealer; foundation; highlighter; shading; contour; powder; blusher; eye make-up; mascara; lip liner; lipstick; providing effective aftercare to maintain look</li> </ul>
		2.5	apply a photographic make-up application	
		2.6	evaluate effectiveness of the photographic make-up application	<ul style="list-style-type: none"> <li>□ <i>Evaluation:</i> why evaluation is important; reviewing progress; assessing performance; collecting feedback; identifying achievements and improvements; using feedback</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.7	state methods of evaluating the effectiveness of the application of the make-up	
		2.8	provide suitable aftercare advice	□ <i>Aftercare advice</i> : ways to avoid contra indications; recreating the look; maintenance; removal; retail opportunities (products, future services)
		2.9	describe the aftercare advice that should be provided	
		2.10	follow safe and hygienic working practices	□ <i>Safe and hygienic working practices</i> : sterilisation and sanitation methods; compliance with health and safety; instruments; safe and disposable use of tools and equipment; prevention of cross infection
		2.11	outline safe and hygienic working practices when carrying out photographic make-up application	
		2.12	communicate and behave in a professional manner	□ <i>Communicate and behave in a professional manner</i> : with client, supervisor; verbal; non-verbal; effective; friendly; polite; tactful; discreet; listening and responding to instructions and requests; behaviour; body language; eye contact; enthusiasm; cooperating; presenting own ideas and accepting feedback; adapting behaviour; use of appropriate body language for skin-care application
		2.13	state how to communicate	
		2.14	state the behavioural expectations	

## Information for tutors

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### Delivery

This unit encourages a learner-centred approach with a practical focus. A programme of lectures, discussions, workshops and tutorials should support the underpinning knowledge and theoretical aspects of the unit. Learners must have considerable opportunity to develop their practical skills and this should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery, teaching and demonstrations of the correct procedures in place for using the tools, equipment, materials, products and techniques involved.

Learners and tutors are encouraged to view the unit as an introduction to the advanced specialised make-up techniques needed to perform a photographic make-up. Learners should learn how to produce a mood board and prepare a client for photographic make-up. Learners will need to discuss the materials, tools, equipment and techniques to be used with a responsible and competent person and respond positively to any constructive feedback. Learners should then select the tools, equipment, and materials appropriate for the task, and use these to perform the specified task. Learners will require clear guidance and some supervision when carrying out a photographic make-up. Clear, regular feedback will promote steady progress in the development of skills and knowledge.

Learners must participate in consultation and discussion procedures to identify the factors that need to be considered when planning their mood board and make-up plan. Learners should be encouraged to view the different types of photographic make-up ie pictures from editorial, fashion shows, advertising, catalogues, portraits and glamour. Learners should complete a make-up plan in order to learn how to highlight and shade to the correct face shape.

Learners can work on each other, friends and family, but where possible, real clients should be used. Learners should have the opportunity to prepare themselves and the client for photographic make-up. Learners will have the opportunity to provide aftercare advice, enabling them to develop effective communication skills when working with clients.

Learners will learn how to set up tools, materials, equipment and the work area for a photographic make-up via tutor-led discussion and demonstration. Learners must demonstrate a professional appearance when performing the photographic make-up.

Learners should have a tutor-led product and equipment training session to explore and identify how these can be used in the photographic make-up routine. They could complete task sheets identifying different types of cosmetics, equipment and tools. Useful websites with links to the structure and function of the skin and position of major facial bones would reinforce learner knowledge.

Learners could learn how products are used by sampling them on themselves and each other, with individual feedback on each. The tutor should carry out a practical demonstration of how to perform a photographic make-up making reference to the importance of flash photography and its absorbency of colour, and the knowledge of what type of lighting and lenses will be used.

The skills needed for a photographic make-up are best taught by the tutor demonstrating these skills, and the information needed in order to produce the correct type of photographic look, followed by learners practising these skills.

Techniques for using strong pigments with flash photography, highlighting and shading should be identified clearly during demonstration and performance. The tutor should monitor learners as they practise, carry out assessments and provide guidance, advice, correction or praise as appropriate. Written procedures and illustrations will support learning.

Health and safety is, of course, paramount at all times in order to avoid the risk of cross infection in the salon. The risks associated with photographic make-up are generally low, but learners must be instructed carefully in the use of tools, products and personal hygiene, and should be supervised closely while using the equipment. Learners should be familiar with the risk assessments and should be supervised closely when performing photographic make-up.

Learners should learn how to sterilise and sanitise brushes, tools and equipment. Tutors should lead discussions on the importance of behaving in a cooperative and responsible manner. Learners should be encouraged to keep work areas tidy before, during and after make-up application.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of programme of learning.

Tutor-led discussion on producing a mood board.

Activity – learners carry out research on photographic make-up for their mood board, using the internet, magazines, trade journals.

Tutor-led discussion on how to present mood board.

Assessment – learners produce and present mood board, and respond to questions on its purpose, development and presentation. (Learning outcome 1)

Tutor-led discussion on the importance of preparation procedures and demonstration of tutor preparing work area and client.

Assessment: learners produce checklist of preparation procedures and their importance. (Learning outcome 1)

Tutor-led discussion on how the skin is affected by ageing, lifestyle and environmental factors, the structure and function of the skin and the major facial bones.

Assessment – learners complete a chart showing the structure and function of the skin and the position of the major facial bones. Learners to write a short paragraph or respond to questions on how ageing, lifestyle and environmental factors affect the skin. (Learning outcome 1)

Tutor-led discussion and demonstration on selection and use of tools, equipment and products for a photographic make-up application.

Learners discuss the different types of photographic looks identifying influencing factors. Pictures from editorials, fashion shows, advertising, catalogues, portraits and glamour could be used to identify the type of photographic make-ups.

Discussion on the different factors that influence the choice and style of photographic make-up eg corrective make-up, highlighting and shading.

Learners to experiment and sample the different products.

Tutor-led discussion and demonstration to show learners how to complete a make-up plan.

Tutor demonstrates how to apply a photographic make-up.

Tutor-led discussion on reasons behind various techniques.

Practical task – learners to practise the skills demonstrated by carrying out a photographic

## Topic and suggested assignments/activities

make-up, monitored by the tutor.

Tutor-led discussion on aftercare advice and various methods of receiving feedback.

Tutor-led discussion and demonstration on how to sterilise and sanitise brushes, tools and equipment and how to leave work area after make-up.

Learner exercises to reinforce safe-working practices eg question and answer sessions.

Tutor-led discussion on the importance of behaving in a cooperative and responsible manner. Tutors to encourage learners to 'tidy as you go' throughout the unit.

Assessment – learner to be observed preparing for and applying photographic make-up. They should be observed providing aftercare service, following safe and hygienic practices and communicating and behaving appropriately. They should also keep records such as a make-up plan recording:

- the tools, equipment and products used
- the influencing factors to be considered
- the sequence for applying products
- an evaluation of the makeup and methods for doing this
- the after care service to be provided. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

## Assessment

The unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment criteria should be evidenced through contextualised vocationally-related practical experiences with tasks specifically designed with the assessment criteria in mind. The use of an assessment documentation booklet is suggested as being sufficient to allow full coverage of the learning outcomes. Assessments should be carried out once learners have developed the necessary skills and are able to demonstrate these skills confidently and consistently. Oral questions and written assignments can be used to assess the areas of knowledge and understanding required for this unit. A minimum of four practical assessments is recommended to meet the assessment criteria requirements.

To achieve 1.1, 1.2, 1.3 and 1.4, learners must produce a mood board and outline how its purpose and effective development can assist in the preparation for a photographic make-up application. Learners must be able to describe how a mood board can be presented. This may be in response to questions from the tutor.

To achieve 1.5, learners must state the importance of preparation procedures for a photographic make-up application. This could be evidenced through a checklist of procedures prepared by the learner with reasons for the importance of each procedure.

To achieve 1.6 and 1.7, learners must explain how ageing, lifestyle and environmental factors affect the condition of the skin and describe the functions of the skin. This could be through written evidence or in response to questioning from the tutor.

To achieve 1.8, learners should label a diagram with the description and position of the major facial bones: frontal, zygomatic, mandible and maxillae bones.

To achieve 2.1 and 2.2, learners must select the correct products, tools and equipment to be used during a photographic make-up application. This will be evidenced by learners carrying out preparation procedures producing a make-up plan and performing the application.

To achieve 2.3, 2.4 and 2.5, learners must demonstrate, responsibly, a variety of photographic make-up applications. This should include a make-up plan which shows the factors to be considered and the sequence for applying the make-up, and references to the type of light to be used.

To achieve 2.6 and 2.7, learners must state methods for evaluating the effectiveness of the photographic make-up and evaluate their own application, including whether the make-up achieved the desired effect. This can be assessed through written work or through a discussion with the tutor.

To achieve 2.8 and 2.9, learners should give clear aftercare advice on how to maintain the look.

To achieve 2.10, 2.11, 2.12, 2.13 and 2.14, learners should follow safe and hygienic working practices throughout the photographic make-up application. They should 'tidy as they go'. Learners should be observed communicating and behaving politely with tutors, other learners and clients at all times.

Witness statements and observation records must be retained for verification purposes.

## Suggested resources

### Books

Bennett R – *The Science of Beauty Therapy, Third Edition* (Hodder & Stoughton, 2004)  
ISBN 9780340814666

Conway J – *Make up Artistry for Professional Qualifications* (Heinemann, 2004)  
ISBN 9780435453305

Delamar P – *The Complete Make-up Artist, Second Edition* (Thomson Learning Vocational, 2002) ISBN 9780810119697

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Make-Up Artist Magazine* (Independently published in Vancouver)

*Make up International* (Kryolan)

*Top Santé* (Bauer Publishing)

### Websites

[www.beautyguild.com](http://www.beautyguild.com) The Beauty Guild

[www.beautytech.com](http://www.beautytech.com) Beauty Tech

[www.bobbibrown.co.uk](http://www.bobbibrown.co.uk) Bobbi Brown – includes virtual adviser, 'How to' videos and clips

[www.charlesfox.co.uk](http://www.charlesfox.co.uk) Charles Fox, Specialist make-up for fashion shoots, theatrical make-up etc

[www.habia.org](http://www.habia.org) Habia, The Sector Skills Council for the Hair and Beauty Sector

[www.kryolan.com](http://www.kryolan.com) Kryolan Professional Make-Up

<a href="http://www.maccosmetics.co.uk">www.maccosmetics.co.uk</a>	Mac Cosmetics
<a href="http://www.professionalbeauty.com">www.professionalbeauty.com</a>	Professional Beauty
<a href="http://www.themakeupbox.com">www.themakeupbox.com</a>	The Make-Up Box



## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for dressing hair	1.1	prepare the client and work area for dressing service	<i>Client consultation and preparation:</i> identifying client's needs; inspecting suitability of hair including growth patterns, density, hair type eg curly or straight; using protective clothing and material
		1.2	state the procedure for client preparation	
		1.3	consult with clients to confirm their requirements	<i>Preparation of work area:</i> setting up work area with all the tools and equipment required to carry out the service eg pins, grips, tongs, straighteners, heated rollers
		1.4	describe the effects of different styling techniques	<i>Different styling techniques:</i> different techniques eg tonging, straightening, curling with straighteners, blow drying, smoothing, pin curling, finger drying, hair up, rolls, knots, twists, plaits, woven effects
		1.5	evaluate the potential of the hair to achieve the desired look by identifying the influencing factors	<i>Factors:</i> factors which influence potential of hair to achieve desired look; hair growth patterns; hair elasticity; head, face and body shape; lifestyle; hair texture; hair length; hair density; occasion
		1.6	describe the factors that need to be considered when styling and dressing hair	
		1.7	describe the physical effects of styling on the hair structure	<i>Effect of styling on hair structure:</i> bonds that are affected when styling the hair eg hydrogen, salt; elasticity; porosity, alpha and beta keratin
		1.8	describe the effects of humidity on the hair structure and resulting style	<i>Effects of humidity:</i> hair absorbs moisture; affects hair structure and hence style
		1.9	explain how the incorrect use of heat can affect the hair and scalp	<ul style="list-style-type: none"> <li>□ <i>Effect of incorrect use of heat:</i> danger of scalp burns; scorched hair; damage to hair structure causing hair to break; dry and dull hair</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to provide a dressing-hair service	2.1	select and use styling products, tools and equipment to achieve the desired look	<ul style="list-style-type: none"> <li>□ <i>Styling products, tools and equipment:</i> styling products eg mousse, gel, wax; tools eg grips, pins; equipment eg hood dryer, tongs, straighteners, heated rollers; selecting appropriate products, tools and equipment for desired look</li> </ul>
		2.2	describe the correct use and routine maintenance of tools, equipment and accessories	<ul style="list-style-type: none"> <li>□ <i>Correct use and routine maintenance of tools, equipment and accessories:</i> use eg to hold hair in place, to dry, straighten, curl hair, to finish hair; dealing with faulty equipment ie label, remove from use, report to manager; how and why to sterilise tools; what to do with broken accessories eg grips, pins</li> </ul>
		2.3	describe the use for the range of styling products	<ul style="list-style-type: none"> <li>□ <i>Use of styling products:</i> eg to add hold, texture, make hair easier to plait, twist, pleat, curl</li> </ul>
		2.4	position self and client appropriately throughout the service	<ul style="list-style-type: none"> <li>□ <i>Position self and client:</i> position of client – comfortable, not crossed legs; position of self – not stretching to avoid injury</li> </ul>
		2.5	use working methods that meet salon and legal requirements	<ul style="list-style-type: none"> <li>□ <i>Working methods that meet salon and legal requirements:</i> salon's requirements for client preparation, service times, expected level of service; checking manufacturer's instructions for correct use of products; clean area to minimise risk of cross infection/infestation; personal health and hygiene; Health and Safety Acts ie COSHH, PPE, Manual Handling, Health and Safety at Work Act; ensuring equipment is safe; minimising wastage of products</li> </ul>
		2.6	use styling techniques and dressing effects that take into account the identified factors	<ul style="list-style-type: none"> <li>□ <i>Use styling techniques and dressing effects that take into account the identified factors:</i> looking at areas such as nape whorls when hair placed off neck, density of hair when curling, pleating, plaiting; making sure style is achievable</li> </ul>
		2.7	control and secure hair effectively during dressing	<ul style="list-style-type: none"> <li>□ <i>Control and secure hair effectively during dressing:</i> using the correct tools for securing the hair eg grips, pins, combs; correct brushes for controlling the hair</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
	2.8	describe how to secure and control the long hair looks	<ul style="list-style-type: none"> <li>Secure and control the long hair looks: technique to be used to achieve style on long hair eg setting, blow drying, finger drying, curling, straightening, plaits, twists; maintaining correct tension</li> </ul>
	2.9	state the purpose of backcombing and back brushing when dressing hair	<ul style="list-style-type: none"> <li>Backcombing and back brushing when dressing hair: to provide a foundation for grips and pins, to provide fullness and body to style; to give height to chosen look</li> </ul>
	2.10	dress hair to the satisfaction of the client	<ul style="list-style-type: none"> <li>Dress hair to the satisfaction of the client: mixing different techniques together to create a style eg setting (brick wind and directional), blowdrying (round brush), fingerdrying, curling (with tongs or straighteners), straightening, pin curling, finger waving, scalp plait, vertical roll, twists; checking client is happy with style</li> </ul>
	2.11	apply finishing products to maintain the style	<ul style="list-style-type: none"> <li>Apply finishing products to maintain the style: applying correct finishing products for the maintenance of style eg hairspray, gel spray</li> </ul>
	2.12	evaluate the result of the treatment with the client	<ul style="list-style-type: none"> <li>Evaluate results of treatment: has styling achieved desired result ie intended shape, direction, balance and volume; that style complements client's features; is client happy with result</li> </ul>
	2.13	describe the uses for the range of finishing products	
	2.14	Provide suitable aftercare advice	<ul style="list-style-type: none"> <li>Provide and describe the aftercare advice that should be provided: the importance of providing aftercare advice eg maintenance of style, types of products client could use to maintain style, how to remove pins, ornamentation or added hair</li> </ul>
	2.15	describe the aftercare advice that should be provided	
	2.16	follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>Safe and hygienic working practices: sterilising all tools; methods of sterilisation; personal hygiene; checking of electrical equipment; checking of tools eg no broken combs; correct use of products; correct disposal of products; client protection</li> </ul>
	2.17	outline safe and hygienic working practices when styling and dressing hair	
	2.18	communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>State how to communicate and behave in a professional manner: listening; speaking; reading; following instructions; use of body language; using range of terminology related to dressing hair</li> </ul>
	2.19	state how to communicate in a salon environment	

Learning outcomes		Assessment criteria		Unit amplification
		2.20	state the behavioural expectations in a salon environment	

## Information for tutors

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### Delivery

Successful delivery of this unit requires learners to have opportunities to identify, list and demonstrate ways of preparing for dressing hair. Learners will require advice and guidance from tutors with suitable expertise to draw on their own experience.

Tutors will have the opportunity to use a range of classroom-based practical demonstrations, competitions and include resources such as magazines, DVDs, the use of computer-based activities, suitable stationary equipment such as mood boards, coloured pens, flipchart paper etc. If possible, a trip to the Victoria and Albert Museum could be arranged for learners to chart the history of dressing hair.

Tutors could lead discussions on the importance of carrying out a client consultation, and how the need to check the type and condition of the hair can affect the style outcome. Tutors should also lead delivery on the purpose and use of tools and products, the importance of health and safety in the salon, and the importance of communication skills and professional behaviour in order to underpin learner knowledge and understanding.

Learners can carry out a number of exercises working in pairs, practising carrying out consultations and completing consultation sheets with details such as hair type, growth patterns and how this would influence the chosen style. Learners can also practise preparing clients for a hairdressing service.

Learners could carry out independent research in areas such as infectious diseases and infestations, products, tools, equipment and styling techniques to reinforce their knowledge. It may be beneficial to set quizzes and/or tests on the more theoretical knowledge such as the correct use and maintenance of equipment, safety precautions and legal requirements.

When demonstrating their hairstyling skills learners should, if possible, work on real clients. Where this isn't possible, they can work on each other. Learners will need to be observed carrying out proper consultation and preparation procedures, completing of consultation and aftercare sheets and carrying out hygienic working practises. Learners must also communicate and behave in a professional manner and role-play exercises in questioning techniques and behaviour types may be helpful.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of programme of learning.

Tutor input for

- the importance of carrying out client consultation
- factors influencing the chosen style eg hair type, density, growth patterns.

Learners work in small groups and discuss the different types of influencing factors.

Learners then look at five different styles and state which hair type would be best for achieving the look, if growth patterns would hinder the look, type of face shape that would suit, whether hair would need to be curled (what would best suit tongs, setting etc) or straightened to achieve the look.

## Topic and suggested assignments/activities

Role-play activity – working in pairs learners fill out consultation sheets explaining each other's requirements. Checking hair type including porosity and elasticity testing, density and how this can affect outcome (eg would very thick hair be suitable for a single French plait?), hair growth patterns (nape whorls, widows peak, cows lick or double crown), whether the hair is straight or curly and how would knowing this influence the chosen style (eg would hair need to be straightened/curled first?). Also check other factors such as face shape, hair growth patterns, lifestyle etc.

Learners prepare checklist for preparing client and work area.

Role-play preparing client – learners paired to carry out consultations. To gown client correctly ready for service (gown, towel), learners should state the importance of using clean gowns and towels for each client (minimise risk of cross infection/infestation).

Assessment – learners carry out a consultation with a client (either role-play or with a real client), noting any influencing factors. Learner to prepare client and work area correctly for hair dressing service. (Learning outcome 1)

Tutor-led input on the following areas before any practical assessments take place. Learners may take a test devised by the tutor on those areas:

- three layers of the hair – name all three (cuticle, cortex, medulla)
- alpha and beta keratin – what do these mean and when is hair in either state
- bonds – function of hydrogen bonds and salt bonds and the effect when styling using heat
- humidity – the effects on hair and how these can be combated
- heat – what can happen if used incorrectly
- elasticity test – how to carry out – importance of knowing when styling hair
- porosity test – how to carry out – importance of knowing when styling hair
- hair density – how this can affect style outcome
- hair type – how this can affect style outcome
- direction of cuticle – why this is important when styling hair
- how does head and face shape influence chosen style
- hydroscopic – meaning.

Homework – learners to research three different types of infectious diseases and one type of infestation (stating how to identify, causes, treatment and whether a hairstyling service can be carried out when a client presents with either an infectious disease or infestation).

Assessment: learners respond to questions or complete pro forma and:

- describe the effects of different styling techniques
- describe the physical effects of styling on the hair structure
- describe the effects of humidity on the hair structure and resulting style
- explain the effects of incorrect use of heat on the hair and scalp. (Learning outcome 1)

Tutor-led activity – learners identify and state uses of the different types of hairstyling equipment that may be required for the different styling techniques such as setting, pin curling, finger waving, tonging, hair up, straightening etc. The importance of keeping the work area clean and tidy and why (taking into consideration sterilising of tools, work area, why it is important to keep tools, equipment and products close at hand so as not to over stretch or leave the client for periods of time).

Learner activity – learners produce a mood board showing four different styling techniques and how they would be created, what tools, products and equipment would be required, using pictures and text to show understanding.

Tutor-led activity – learners to understand types and benefits of styling and finishing

## Topic and suggested assignments/activities

products available for use and how these will aid the styling process.

Tutor-led activity – learners to be paired and choose a style each.

Learners to select and use the correct tools, products and equipment to carry out the chosen style on each other.

Quiz – outlining scenarios for the correct use and maintenance of tools, equipment and accessories.

Tutor-led activity – tutor to illustrate a range of styling products.

Learners design and produce a leaflet stating styling products their uses and benefits. This could be achieved using computer (publisher) and printed out for evidence.

Assessment: learners to each choose a style and select products, tools and equipment needed to achieve it. Learner to respond to question on how each should be used and maintained. (Learning outcome 2)

Tutor-led activity – learners to be paired to show correct positioning of self and client (learners to swap so that each can show their understanding).

Assessment – learners demonstrate correct position of self and client. (Learning outcome 2)

Tutor-led activity – learners investigate how the following Acts affect hairdressers when styling hair:

- Health and Safety at Work Act
- COSHH – what does this stand for and why important to follow when styling hair
- Electricity at Work Act
- Provision and Use of Work Equipment Regulations
- PPE
- Manual Handling Operations
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- Manufacturers' instructions – methods of sterilising.

Tutor-led activity – role-play positive/negative body language, facial expressions for the different types of emotions.

Learner activity – learners to sit back to back – tutor to hand out different types of emotions and one learner to be client with an emotion (angry, sad, confused etc) and the second learner to be able to identify the emotion through questioning techniques using open and closed questions (no body language to be used).

Tutor-led activity – one learner to be briefed before entering class to show negative behaviour and the group to write down all the negatives they picked up on when learner enters the classroom – questioning can be used but the learner to display an unprofessional manner in terms of body language and clothing.

Tutor-led activity – learners work with clients/each other creating styles using a variety of techniques (eg setting hair then using curled hair to create a pleat). Learners must incorporate correct use of back brushing into a chosen style. Learners must cover the range of techniques identified using correct styling and finishing products.

Learners to fill out an aftercare sheet providing the client with information on maintaining the style and products that could be used to maintain style.

Learners demonstrate hygienic working practices by having good personal hygiene, making sure all tools and equipment are clean and sterilised before use. Any finished products to be disposed of correctly.

Assessment: learners are observed carrying out a hairdressing service. This must include:

## Topic and suggested assignments/activities

- correct positioning of self and client
- following of salon and legal requirements and safe and hygienic working practices
- use of styling techniques and dressing effects taking into account factors identified for LO1 controlling and securing of hair
- dressing hair to the satisfaction of the client
- application of finishing products
- evaluating style with client
- provision of aftercare advice
- communicating and behaving in a professional manner.

Learners must be able to respond to questions on:

- how to secure and control long hair looks
- the purpose of backcombing and back brushing
- the use of a range of finishing products
- the aftercare advice to be provided
- how to communicate and behave in a professional manner.

(Learning outcome 2)

Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of observation, photographic evidence, production of mood boards and completed consultation checklists, mind maps and feedback sheets from discussions, together with question and answer written tasks/tests, would be sufficient and support evidence to allow full coverage of all the learning outcomes.

Assessment criteria 1.1, 1.2 and 1.3, could be assessed together as part of one client consultation. Criteria 1.4, 1.5, 1.6, 1.7, and 1.8 could be assessed together in a discussion or question and answer session with the tutor, or through completing a worksheet or proforma.

For 1.1, learners must be observed preparing the client and work area for the service. This must be recorded through a witness statement or observation report.

For 1.2, learners must be able to state the procedure for preparing the client for the styling technique to be carried out (gown and towel). This will be evidenced through questioning, or through the completion of a checklist or proforma.

For 1.3, learners must be able to carry out a full consultation including a discussion of suitable styles and influencing factors such as clients' hair type, density, porosity, elasticity, hair growth patterns and suitability of hair for clients' requirements. This will be evidenced by observation, questioning and completion of a consultation sheet.

For 1.5, learners must be able to evaluate the potential of the hair to achieve the desired look by identifying the influencing factors. Five styles must be covered with growth patterns, face shape, lifestyle and hair type taken into consideration. This could be assessed by producing a chart/list/mind map using a computer (Excel) for learners to develop IT skills. This would then be printed out and form the evidence of knowledge evidence.

For 1.4, 1.6, 1.7, 1.8 and 1.9, learners could be assessed through a discussion or question and answer session with the tutor, or through a written piece of work

where they describe the effects of different styling techniques on the hair, influencing factors to be considered when styling the hair, the physical effects of styling on the hair structure, the effects of humidity on the hair and resulting style, and the effect of the incorrect use of heat.

Assessment criteria 2.1, 2.2 and 2.3, could be assessed together through learners completing a chart or leaflet.

For 2.1, learners must be able to select and use styling products, tools and equipment correctly to achieve the desired style. This can be evidenced by observation and a completed checklist.

For 2.2, learners must be able to describe the use and routine maintenance of tools, equipment and accessories correctly. This can be evidenced by through questioning.

For 2.3, learners must be able to describe the use of the range of styling products. This will be evidenced by individual learners producing a leaflet stating the products, their uses and benefits. A range of three styling and three finishing products are to be covered. This could be produced using a computer (publisher) to update learners' IT skills.

For 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 and 2.13, learners must practically demonstrate the ability to provide a hairdressing service covering a range of techniques, for example setting (brick or directional), blow drying (round or flat brush) tonging, straightening, twists, vertical roll, scalp plait, finger waves and pin curls. Techniques can be mixed within one style but only if this is justified. This will be evidenced by correct completion of consultation sheet and observation. It could also be evidenced by photographs of learner work they could use to build up a small portfolio.

Learners must be observed complying with salon policy and safe and hygienic working practices to achieve 2.4, 2.5 and 2.14.

Learners must also be able to respond to questions on how to secure and control long hair, the purpose of backcombing, the use of finishing products and the after-care advice that should be provided to meet criteria 2.8, 2.9, 2.13 and 2.15.

For 2.19 and 2.20, learners must state how to communicate and behave in a professional manner. This must include appreciation of positive body language (eye contact, nodding, relaxed arms), suitable behaviour (polite, smiling, clear and calm, quietly spoken, professional). This will be evidenced by observation and questioning.

Witness statements and observation records should be retained for verification purposes.

## Suggested resources

### Books

Briton D – *Great Hair – Elegant Styles for Every Occasion* (Sterling, 2008)  
ISBN: 9781402747366

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011)  
ISBN 9780435047511

Palmer L and Moorman N – *Hairdressing* (Heinemann, 2003) ISBN 9780435451554

Sorbie T and Wadeson J – *The Bridal Hair Book* (Thomson Learning, 2005)  
ISBN 9781844803248

Worthington C – *The Complete Book of Hairstyling* (Carlton Books, 2003)  
ISBN 978184222841

Worthington C – *The Complete Book of Hairstyling* (Carlton Books, 2001)  
ISBN 9781842223413

### Journal

*The Hairdresser's Journal* (Reed Business Information)

## Websites

<a href="http://www.habia.org">www.habia.org</a>	Habia, the Sector Skills Council for the Hair and Beauty Sector
<a href="http://www.myhairdressers.com">www.myhairdressers.com</a>	Myhairdressers.com
<a href="http://www.nln.ac.uk">www.nln.ac.uk</a>	NLN materials, includes support materials for hair and beauty
<a href="http://www.virtualhaircare.com">www.virtualhaircare.com</a>	Virtual hair care
<a href="http://www.youtube.co.uk">www.youtube.co.uk</a>	Youtube

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

### Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)



## Annexe A

### Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Entry Level Award/Certificate and Level 1 Award/Certificate/Diploma in Introduction to Hair and Beauty against the underpinning knowledge of the NVQs in Beauty Therapy and Hairdressing. Centres can use this mapping when planning holistic delivery and assessment activities.

**KEY** # indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units  NVQ Level 1 NVQ in Hairdressing and Beauty Therapy	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17
	G20: Make sure your own actions reduce risks to health and safety		#	#	#	#	#			#	#	#	#	#	#	#	#
G2: Assist with salon reception duties		#															
B1: Prepare and maintain salon treatment work areas		#							#								#
B2: Assist with facial skin care treatments			#														
NI: Assist with nail services											#						
B3: Assist with day make-up										#							
G3: Contribute to the development of effective working relationships		#	#	#					#	#			#	#	#		#
GH1: Shampoo and condition hair					#												

BTEC Specialist units  NVQ Level 1 NVQ in Hairdressing and Beauty Therapy	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17
	GH3: Prepare for hair services and maintain work areas		#			#	#			#				#	#	#	
GH4: Assist with hair colouring services																	
G2: Assist with salon reception duties		#							#								
GH5: Assist with perming hair services																	
H40: Assist with perming hair and relaxing services for African-Caribbean hair																	
GH2: Blow dry hair													#				
GH5: Plait and twist hair using basic techniques						#									#		
GH7: Remove hair extensions																	

## Annexe B

### Mapping to Functional Skills

Entry 3	Unit number																		
English – Speaking and listening	1	2	3	4	5	6	7	8	9	8	9	10	11	12	13	14	15	16	17
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading																			
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓																		
English – Writing																			
Write texts with some adaptation to the intended audience																			

Level 1	Unit number																
Mathematics – Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>Representing</b> <ul style="list-style-type: none"> <li>understand practical problems in familiar contexts and situations</li> <li>begin to develop own strategies for solving simple problems</li> <li>select mathematics to obtain answers to simple given practical problems that are clear and routine</li> </ul>																	
<b>Analysing</b> <ul style="list-style-type: none"> <li>apply mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>use simple checking procedures</li> </ul>																	
<b>Interpreting</b> <ul style="list-style-type: none"> <li>interpret and communicate solutions to practical problems in familiar contexts and situations</li> </ul>																	

<b>Level 1</b>	<b>Unit number</b>																
<b>ICT – Use ICT systems</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
Identify the ICT requirements of a straightforward task																	
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context																	
Manage information storage																	
Follow and demonstrate understanding of the need for safety and security practices																	
<b>ICT – Find and select information</b>																	
Use search techniques to locate and select relevant information	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Select information from a variety of ICT sources for a straightforward task	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

<b>Level 1</b>	<b>Unit number</b>																
<b>ICT – Develop, present and communicate information</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>ICT – Develop, present and communicate information</b>																	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks																	
Use appropriate software to meet requirements of straightforward data-handling task																	
Use communications software to meet requirements of a straightforward task																	
Evaluate the selection and use of ICT tools and facilities used to present information																	
combine information within a publication for a familiar audience and purpose																	

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